CALIFORNIA PRELIMINARY ADMINISTRATIVE CREDENTIAL EXAMINATION (CPACE)

CONTENT SPECIFICATIONS

Education Code section 44270.5 allows an examination alternative to the Administrative Services preparation program as long as the examination is aligned with the current Administrative Services Program Standards for preliminary administrative services certification. In December 2013 the Commission on Teacher Credentialing adopted updated Content Expectations and Performance Expectations for the Preliminary Administrative Services Credential. The CPACE Content Specifications are aligned with these updated Content and Performance Expectations.

Prior to reviewing the CPACE Content Specifications, which describe the range of content eligible for inclusion in the examination, candidates should carefully consider the following qualities needed to effectively meet the rigors, challenges, and complexities of the school leadership position.

Educational leaders in California are dedicated to promoting the success of all students. They nurture and sustain a collaborative educational culture that fosters and supports both student learning and staff professional growth, with equity and fairness toward all individuals and groups. They maintain a consistent focus on the district's and school's educational vision and goals, while promoting collaborative relationships with parents, the community, and other educational partners to help achieve those goals. Educational leaders effectively guide and support school improvement efforts, actively seeking out material, human, and fiscal resources to advance student learning, while continuing to grow as an educational leader. Educational leaders model and demonstrate professional and ethical conduct, show good judgment, and are guided in their interactions and decision making by a strong core of values and ethics. They are responsive to the views and goals of the local community and work to develop mutually beneficial school-community relationships.

Educational leaders help create and support a safe and welcoming school environment that provides access and equal opportunity for all students. They collaborate with and support staff in identifying and applying research-based practices that help students with diverse backgrounds, strengths, and needs to master the knowledge and skills they will need to meet the challenges of life and career in the twenty-first century. They use data as well as current educational research and policy to evaluate organizational effectiveness, identify problems, generate solutions, monitor results, validate accomplishments, and evaluate outcomes. They hold themselves and others accountable for student achievement and work to create a culture of commitment, professionalism, collegiality, inquiry, and shared goals for improvement. They build organizational capacity based on trust, support, shared responsibility, reflective practice, and continuous learning.

CALIFORNIA PRELIMINARY ADMINISTRATIVE CREDENTIAL EXAMINATION (CPACE)

CONTENT SPECIFICATIONS

Domain	Range of Competencies
I. Visionary Leadership	01–04
II. Instructional Leadership	05–08
III. School Improvement Leadership	09–12
IV. Professional Learning and Growth Leadership	13–15
V. Organizational and Systems Leadership	16–18
VI. Community Leadership	19–20

"All students" and "all student groups" are referenced throughout the content specifications. These groups include students with diverse linguistic backgrounds, including English learners; students with diverse ethnic, racial, socioeconomic, cultural, academic, and family backgrounds; male and female students; students with different gender identities and/or sexual orientations; students with disabilities; students who are advanced learners; and students with a combination of special instructional needs.

CALIFORNIA PRELIMINARY ADMINISTRATIVE CREDENTIAL EXAMINATION (CPACE)

CONTENT SPECIFICATIONS

Visionary Leadership
Instructional Leadership
School Improvement Leadership
Professional Learning and Growth Leadership
Organizational and Systems Leadership
Community Leadership

DOMAIN I—VISIONARY LEADERSHIP

0001 Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Overall Vision and Goals of the Local Education Agency (LEA)

The principal is able to facilitate the development of a vision of teaching and learning specific to the school and its political, social, economic, and cultural context that is consistent with the LEA's vision and goals. The vision is student-centered and based in data from multiple sources. The principal facilitates the development of a mission statement to help guide the school community toward implementation of the vision. School programs, plans, and activities are integrated, articulated through the grades, and consistent with the vision.

For example, includes knowledge of:

- components and characteristics of a sound and sustainable school vision, including applying data from multiple measures of student learning to developing a vision of teaching and learning for all students

- skills and strategies for facilitating the alignment of the school's vision with the LEA's vision and goals

- how to shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision

0002 Developing a Shared Commitment to the Vision Among All Members of the School Community

The principal works collaboratively with all members of the school community to develop a shared commitment to the achievement of the school's vision. The principal understands the nature of school governance in California, including the roles, responsibilities, and relationships of the individual and organizational entities within the California educational system. The principal communicates effectively with various audiences and for various educational purposes, including consensus building and decision making, to help promote a shared sense of responsibility for the school's mission and vision.

For example, includes knowledge of:

- skills and strategies for facilitating the development of a shared, student-centered vision with and across multiple constituencies

- how to identify and understand the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts

- public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components

- the relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic public education for all students

- how to examine and respond to equity issues related to race, diversity, and access, using inclusive practices

- how to identify potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers

0003 Leading by Example to Promote Implementation of the Vision

The principal examines and responds to equity issues related to race, diversity, and access in order to help the school achieve the mission and vision. The principal identifies potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers. The principal holds him/herself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness.

For example, includes knowledge of:

- major theories and concepts in educational leadership

- the relationships between leadership theory and practice in the context of contemporary educational issues in California

- how to facilitate the comprehensive integration of technology to support achievement of the vision

- how to communicate about, model, and hold oneself and others accountable for the exhibition of personal and professional ethics, integrity, justice, and fairness

- skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups

- the importance of communicating information about the school on a regular and predictable basis to all families through a variety of media, and ensuring that all constituents have ample access to information sources

- how to facilitate a strong network of support for all school staff, including physical and mental health professionals

- how to identify and access resources to help address difficult or complex problems and issues that may arise

0004 Sharing Leadership with Others in the School Community

The principal builds trust, provides opportunities for shared and distributed leadership among all members of the school community, and promotes opportunities for all members of the school community to engage in shared decision making and problem solving in support of the school's vision and student learning.

For example, includes knowledge of:

- how to conduct effective, professional, and interactive communication with various audiences and for various educational purposes, including consensus building and decision making

- how to network with other professionals to improve personal knowledge and skills necessary for the job of a school administrator

- the roles of a broad range of support staff and mental health professionals

DOMAIN II—INSTRUCTIONAL LEADERSHIP

0005 Promoting Implementation of K–12 Standards, Pedagogical Skills, Effective Instructional Practices, and Student Assessments for Content Instruction

The principal is knowledgeable about all of the K–12 student academic content standards and the appropriate pedagogical skills for teaching the content of the standards to K–12 students. As the instructional leader of the school, the principal promotes the use of the state-adopted K–12 standards as the primary basis for classroom instruction and for student assessments. The principal helps teachers, students, parents, and community members understand the K–12 standards and their relationship to accomplishing the school's vision and goals. The principal understands and can articulate principles of effective instruction and appropriate student assessment processes. The principal is also knowledgeable about the state's student assessment program and can explain the assessment program and its intended outcomes to staff, students, parents, and the community. The principal identifies and takes action to mitigate potential and actual barriers to student learning.

For example, includes knowledge of:

- how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups

- how to recognize and identify mental health conditions that support or hinder student achievement

- California's K–12 student academic content standards and state-adopted assessment systems for measuring student performance

- K–12 standards-based curricula and adopted/articulated instructional programs and materials throughout the grades and/or content areas, including instructional uses and applications of technology within the educational program for all teachers and students

- how to promote students' engagement in understanding learning objectives, students' understanding of how they will be able to achieve the learning objectives, and multiple ways for students to access the curriculum

- valid processes for developing appropriate and effective classroom assessments as one of multiple sources of data about teacher effectiveness and student learning

- the purpose, role, and use of multiple assessments to continuously evaluate student learning

- strategies for building staff capacity through systems of support and development; integrating opportunities for continuous learning into the educational environment; and engaging faculty and staff in ongoing reflection, self-assessment, and self-directed change and improvement

- effective uses of staff time for purposes of professional development for both individual and school purposes and goals

- strategies for self-improvement and planning for continuous learning in order to serve as a role model for others

- classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals, facilitate active learning, and promote student reflection and inquiry

- how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration

- policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students

- how to understand and maximize the relationships between student behavior management systems and student success

- how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning

- how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning

- strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community

0006 **Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth**

The principal uses knowledge of the K–12 student academic content standards and appropriate instructional practices to observe and evaluate classroom planning and instruction in accordance with LEA policy and practices. As part of the evaluation process, the principal analyzes evidence of teacher effectiveness based on student work and student learning outcomes. The principal communicates evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices. The principal models self-reflection and use of evidence to help teachers develop these skills and practices as part of their daily planning, instruction, and assessment activities with students. The principal uses knowledge of available instructional resources and technologies to help provide support for improvements in teaching and learning based on teacher and student needs. The principal is knowledgeable about valid student assessment processes and the development and use of appropriate classroom assessment measures within a multiple measures, data-driven decision-making process.

For example, includes knowledge of:

- teacher observation and evaluation systems grounded in standards-based teaching and learning

- appropriate and "best" instructional practices for all learners, including English learners, students with special needs, and students who are gifted/talented

- types of evidence needed to support making evidence-based decisions regarding instructional improvement, including changes in practice

- data analysis and techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions

- methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments

- principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes

- induction programs for beginning teachers

- support methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff

- effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals

0007   Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

The principal understands the demographics of the school community, including socioeconomic context, students and family characteristics, cultural and linguistic diversity, and political issues and uses this knowledge to help improve teaching and learning. The principal is knowledgeable about both culturally relevant instructional practices and instructional practices grounded in first- and second-language acquisition theories to support effective instruction for English learners; students from diverse economic, cultural, and/or linguistic backgrounds; students with special needs; and other student groups. The principal helps teachers and staff access community resources, including parents and other community members, to promote learning about students and families and to promote culturally and linguistically inclusive instructional practices. The principal helps teachers, staff, and other stakeholders understand the political factors within the community that may affect the school's instructional program and is proactive in providing information about the school, its needs, and its accomplishments within the larger political environment. The principal understands how classroom structures, school and class scheduling, and grouping practices affect student learning.

For example, includes knowledge of:

- the barriers to learning, such as discriminatory practices, personal bias, and institutional bias, and steps to minimize or eliminate these barriers

- appropriate, effective college- and career-readiness and cocurricular activities

- how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions

- principles of educational equity and diversity and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians

- how to identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias

0008 Communicating with the School Community About Schoolwide Outcomes Data and Improvement Goals

The principal communicates the school's improvement goals to students, teachers, parents, and the community and engages in ongoing dialogue with all members of the school community about progress toward meeting the goals. The principal identifies, collects, analyzes, and uses multiple sources of data to provide information for decision making in a variety of contexts, including but not limited to student achievement, teacher professional learning, the school climate, and the school's progress in achieving its goals. The principal organizes data relating to achieving schoolwide goals and outcomes in a manner understandable to students, teachers, parents, and the community and analyzes the data to indicate the degree of progress being made toward the school's goals. The principal presents and discusses these data, including but not limited to standardized achievement data, classroom assessments, and other local assessments, with all members of the school community. The principal helps all members of the school community articulate revised school improvement goals based on continuous data analysis and reporting.

For example, includes knowledge of:

•   skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations

DOMAIN III—SCHOOL IMPROVEMENT LEADERSHIP

0009 Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

The principal understands and implements strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The principal involves, encourages, and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs; define student, staff, and community goals for continuous improvement; and collaboratively design the school growth plan consistent with the school's vision and goals. The principal uses technology effectively to help support and manage the school growth and improvement processes.

For example, includes knowledge of:

•   theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs

•   theories and strategies for instituting, managing, and evaluating a school change process

- culturally responsive, research-based, student-centered classroom management and schoolwide positive discipline intervention and prevention strategies that address the social and mental health needs of the student with the goal of keeping all students in school and on course toward graduation

- strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs; define student, staff, and community goals for continuous improvement; solve problems; and collaboratively design a school growth plan consistent with the school's vision and goals

0010   Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

The principal is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan. The principal determines an appropriate evaluation process to document progress toward accomplishing the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.

For example, includes knowledge of:

- how to use time and technology effectively to help manage the school improvement process

0011   Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

The principal is knowledgeable about a wide range of resources to help implement the school growth plan, including but not limited to human, fiscal, and material resources. The principal identifies and seeks additional resources as needed from a variety of sources both within and outside of the local community to support the implementation of the school growth plan.

For example, includes knowledge of:

- strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes

- strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes

- how to coordinate the identification, acquisition, development, and use of internal and external resources, including human, fiscal, and material resources, to provide support for implementing the school growth plan

**0012   Instituting a Collaborative, Ongoing Process of Monitoring and Revising the
School Growth Plan Based on Student Outcomes**

The principal uses strategies for continuous progress monitoring of the school growth
plan and outcomes and collaboratively engages others in the school community in
using those data for updating the school growth plan as needed. The principal
engages all members of the school community on an ongoing basis in reflecting
about student outcomes.

For example, includes knowledge of:

•   strategies for continuous progress monitoring of the school growth plan and
    outcomes and for using those data to update the school growth plan as needed

DOMAIN IV—PROFESSIONAL LEARNING AND GROWTH LEADERSHIP

0013   Modeling Lifelong Learning and Job-Related Professional Growth

The principal models his/her own self-improvement and professional learning and
growth activities and demonstrates monitoring of improvement in his/her own
performance over time. The principal uses multiple sources of data to help inform
his/her own job-related professional growth plan. The principal understands how to
support, motivate, and provide recognition to staff at various stages in their
professional careers.

For example, includes knowledge of:

•   how to model self-improvement and related professional growth activities and
    demonstrate monitoring of improvement in one's own performance

•   how to model development and implementation of a plan for self-improvement
    and continuous learning, use various types of activities and resources to engage
    in effective professional development, and reflect on personal leadership
    practices and their influence on others

**0014   Helping Teachers Improve Their Individual Professional Practice Through
Professional Growth Activities**

The principal is knowledgeable about adult learning principles and their use in
designing, facilitating, and implementing effective, motivating, and data-driven
professional growth activities for teachers. Professional growth activities are focused
on authentic situations and problems and on improving student learning outcomes
consistent with the school growth plan. The principal is knowledgeable about
induction programs and support systems for beginning teachers and about
individualized teacher support processes such as mentoring and coaching. The
principal uses data effectively to collaboratively design differentiated professional
development to meet the needs of individual teachers as well as overall school
improvement goals.

For example, includes knowledge of:

- skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation

- how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups

- how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff

- how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals

- strategies for building individual staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment

- how to use time and technology effectively to improve instructional leadership and promote personal and professional growth

- how to support, motivate, and provide recognition to staff at various stages in career development

0015   Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

The principal involves all members of the school community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills. The principal is knowledgeable about and actively seeks resources for accessing and providing a variety of professional and personal growth opportunities for all members of the school community.

For example, includes knowledge of:

- principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and on improving student learning outcomes consistent with the school growth plan

- strategies and opportunities to involve parents and the community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills

DOMAIN V—ORGANIZATIONAL AND SYSTEMS LEADERSHIP

0016 Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

The principal understands how to apply systems thinking to set priorities and manage organizational complexity. The principal applies research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups. The principal understands how to use technology effectively to facilitate communication, manage information, enhance collaboration, and support management of the organization. The principal has the skills and strategies to coordinate and align human resources within the school context, including making appropriate staffing and teacher placement decisions to support organizational goals and promote equitable learning opportunities for all student groups. The principal understands strategies for allocating and using space to meet instructional needs and accommodate a variety of learning programs as well as cocurricular programs. The principal recognizes and addresses potential personal biases as well as potential and actual inequities within the educational system and the school site that can negatively impact student achievement, such as the effect of class scheduling on student achievement and on equitable access to learning opportunities for all students, including English learners and students with special needs.

For example, includes knowledge of:

- how to understand and apply principles of conflict resolution, student discipline, school disciplinary procedures, including manifestation determination for serious offenses and overall management of the school climate to promote a school culture that is safe and welcoming for all students

- schoolwide intervention strategies

- how to prioritize use of school resources, including the budget, to support the school's vision, goals, and growth plan

- research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups

- how to apply systems thinking to set priorities and manage organizational complexity

- principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization

- effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff

- effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff

- skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups

- the processes of labor relations and collective bargaining as they relate to education in California, as well as contract implementation and management within the local setting

- how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools

- practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment

- effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students

- the effective use of outside support organizations for student health, safety, and well-being

- how to allocate and utilize space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)

- how to use technological systems and tools to support the management of school operations

- strategies for responding effectively to the unpredictable circumstances or unintended consequences of decisions and/or school events

0017 Developing, Implementing, and Monitoring the School's Budget

The principal understands school finance in California, including relevant laws and regulations. The principal works collaboratively with others in the school community to develop, implement, and monitor the school's budget and expenditures and reports accurate and timely fiscal information to the LEA and the school community. The principal prioritizes the use of school resources, including the budget, to support the school's vision, goals, and growth plan. The principal understands financial record-keeping and accounting processes and the use of current technologies for financial management and business procedures.

For example, includes knowledge of:

- school finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)

- how to understand, develop, and monitor the school's budget and expenditures, including involving stakeholders in budgeting processes and procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)

- how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups

- types of financial records; procedures for accurate record keeping and reporting, including legal requirements; and the use of current technologies for financial management and business procedures

0018 Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

The principal understands and implements federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process. The principal understands constitutional and related legal rights and protections for students and staff and the administrator's role in monitoring and ensuring compliance with these rights and protections. The principal understands legal issues and responsibilities related to evolving technologies and the use of technology within the instructional system. The principal implements legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff. Where applicable, the principal establishes legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff. The principal understands processes of labor relations and collective bargaining in California, as well as contract implementation and management in the local setting. The principal ensures that school practices and procedures meet legal maintenance, health, and safety requirements, including ensuring student and staff safety, building security, crisis planning, and emergency management. Where applicable, the principal understands and implements legal requirements relating to procedures and practices for managing auxiliary services such as food service and student transportation. The principal understands strategies for responding effectively to unpredictable circumstances or unintended consequences of decisions and/or school events.

For example, includes knowledge of:

- federal, state, and local laws, regulations, and guidelines relating to public schools and the educational process

- constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment prevention) in various educational contexts and the role of the educational administrator in monitoring and ensuring compliance with these rights and protections

- legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)

- how district policies and specific laws (e.g., related to students with disabilities, English learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements

- legal and policy requirements related to school safety and how to develop and implement district and school plans and procedures for ensuring student and staff safety and building security, including principles and practices related to crisis planning and emergency management

- procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals)

DOMAIN VI—COMMUNITY LEADERSHIP

0019 Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

The principal serves as the spokesperson for the school, its accomplishments, and its needs and advocates for the school within the school community as well as to the external community and the public. The principal demonstrates public speaking, presentation, diplomacy, writing, and advocacy skills necessary to represent and promote the school, its accomplishments, and its needs to a wide variety of audiences and in a wide variety of contexts.

For example, includes knowledge of:

- public speaking, advocacy, diplomacy, writing, and presentation skills necessary to advocate for the school, its accomplishments, and its needs

- expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments, and its needs

0020 Involving the Community in Helping Achieve the School's Vision and Goals

The principal understands the multiple connections between the school, families, and the community. The principal encourages the involvement of the entire school community in working toward achieving the school's mission, vision, and goals. The principal understands and addresses the diverse expectations, needs, aspirations, and goals of family and community groups and uses this knowledge as a basis for planning and decision making. The principal understands and effectively uses communication strategies to reach out to the broader community, including families, agencies, and community organizations, to promote educational and organizational improvement. The principal demonstrates skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.

For example, includes knowledge of:

- how to define an inclusive "school community"

- the multiple connections between school, families, and the community

- skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision

- strategies for developing, nurturing, mobilizing, and leveraging community support for the school, its programs, and its activities to promote equity and success for all student groups

- how to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for planning and decision making

- skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the multicultural educational community

- strategies for addressing the concerns of stakeholders who may find change threatening and for overcoming barriers to change

- strategies for reaching out to the broader community, including families, agencies, and community organizations, to promote the health, safety, and well-being of all students