

*Compilation of Core Concepts
from California Professional Standards for Educational Leaders (CPSELS)¹ and
The CSU Presidents Task Force on Education Leadership Programs²,
And Senate Bill 74 (Chapter 269, Statutes of 2005)*

These core concepts integrate perspectives from research, theory, and practice and represent standards for educational leaders and leadership programs in California. They reflect leadership knowledge and skills that conform with the statutory requirements of SB 724. The concepts are reflected throughout the report of the *CSU Presidents Task Force on Education Leadership Programs*, chaired by President John Welty, California State University, Fresno. The concepts draw heavily from the California Professional Standards for Educational Leaders (CPSELS), and the specific CPSEL standards are identified. The concepts are consistent with Western Association of Schools and Colleges (WASC) Standards of Accreditation.³

- 1. Candidates will design plans and strategies for systemic educational reforms.**
 - A. Managing change (CPSEL 1.2, 2.1, 2.2, 2.3, and 2.4)
 - B. Collaborative decision making (CPSEL 1.2, 2.1, 2.2, 2.3, and 4)
 - C. Human resource management and proven professional development approaches, including methods for supervising and evaluating staff (CPSEL 2.1, 2.3, 3.3, 3.4, and 5.2)
 - D. Communicating effectively with multiple constituencies (CPSEL 4.1, 4.2, 4.3, 6.1, 6.2, and 6.3)

- 2. Candidates will demonstrate visionary educational leadership in the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community, in modeling and displaying a personal code of ethics, and in developing professional leadership capacity.**
 - A. Developing a shared vision (CPSEL 1.1)
 - B. Planning and implementing activities around the vision (CPSEL 1.2)
 - C. Establishing an instructional improvement team at the site. (CPSEL 2.1, 2.2)
 - D. Maintaining the highest ethical standards of professionalism (CPSEL 5.1)
 - E. Guiding sound courses of action using pertinent, state-of-the-art methods (CPSEL 5.2)
 - F. Modeling reflective practice and continuous growth (CPSEL 5.3)
 - G. Sustaining professional commitment and effort (CPSEL 5.4)

- 3. Candidates will demonstrate leadership of effective instructional strategies in advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

¹ The CPSELS are on the Association of California School Administrators Web site: <http://www.acsa.org>.

² *The CSU Presidents Task Force on Education Leadership Programs*. The California State University, Teacher Education and Public School Programs, 2005.

³ *Handbook of Accreditation*. Western Association of Schools and Colleges. January 2001. The Handbook is on the WASC Web site: <http://www.wascweb.org>.

- A. Developing the school culture and ensuring equity (CPSEL 2.1)
 - B. Guiding the instructional program and involving staff in the formulation of policies and procedures (CPSEL 2.1, 2.2, 2.3)
 - C. Guiding professional growth of staff (CPSEL 2.3)
 - D. Fostering effective instructional strategies that lead to student achievement of state standards (CPSEL 2.2, 2.4)
- 4. Candidates will design plans and strategies for internal and external educational accountability systems.**
- A. Using evidence to improve instruction that supports state standards and other locally important learning goals (CPSEL 1.1, 5.2, 5.3, and 6.1)
 - B. Creating and utilizing accountability systems (CSPEL 2.4)
 - C. Monitoring and evaluating the program and staff (CPSEL 3.4)
- 5. Candidates will provide a sound, defensible plan of resources and fiscal planning for ensuring management of the organization, operations, and resources for an effective and safe learning environment.**
- A. Allocating resources to support a shared vision of learning within an educational reform environment (CPSEL 1.3)
 - B. Creating an infrastructure plan to support an effective learning environment (CPSEL 3.2)
 - C. Managing the school learning-support system (CPSEL 3.3)
 - D. Ensuring a safe school environment CPSEL 3.1)
- 6. Candidates will demonstrate understanding of diversity, collaboration with families and community members, responsiveness to diverse community interests and needs, and ability to mobilize community resources.**
- A. Collaborating to incorporate the perspectives of diverse families and community members (CPSEL 4.1)
 - B. Establishing and managing linkages between the site and the larger community context (CPSEL 4.2)
 - C. Engaging and coordinating support from agencies outside the school (CPSEL 4.3)
- 7. Candidates will demonstrate knowledge of, responsiveness to, and ability to influence the larger policy environment and the political, social, economic, legal, and cultural context.**
- A. Engaging with the policy environment to support school success (CPSEL 6.1)
 - B. Interacting with stakeholders (CPSEL 6.2)
 - C. Incorporating input from the public (CPSEL 6.3)