Standards for Advanced Programs in Educational Leadership

for
Principals, Superintendents,
Curriculum Directors, and Supervisors

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

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Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
1.1 Develop a Vision	a. Candidates develop a vision of learning for a school that promotes the success of all students. b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context. c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district. d. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.
1.2 Articulate a Vision	a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision. b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
1.3 Implement a Vision	a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision. b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.
1.4 Steward a Vision	a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. c. Candidates assume stewardship of the vision through various methods.	a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision. b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals**.**
1.5 Promote Community Involvement in the Vision	a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts. b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

Standard 1.0 Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand

and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to write a vision statement for a school or district, share it with the executive team in the central office or with a site-based management team, and demonstrate how stakeholders were involved in the development.

Candidates are required to collect, interpret, and analyze school data. The analysis should reflect the candidate's understanding of the school's vision and mission statements, the level of involvement and actual contributions of the school community, and recommendations for inclusion in the school improvement plan.

Additional activities can be found beginning on page 25 of the *Instructions to Implement Standards for Advanced Programs in Educational Leadership* document.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.1 Promote Positive School Culture	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.2 Provide Effective Instructional Program	a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.
2.3 Apply Best Practice to Student Learning	a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning. c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.4 Design Comprehensive Professional Growth Plans	a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.	a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

Standard 2.0 Narrative Explanation: This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to organize and lead parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance.

Candidates are required to present a multimedia report to a community forum about the latest instructional technologies, including the use of the Web and teaching strategies.

Additional activities can be found beginning on page 25 of the *Instructions to Implement Standards for Advanced Programs in Educational Leadership* document.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
3.1 Manage the Organization	a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities. c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity. e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
3.2 Manage Operations	a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. b. Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision. c. Candidates develop staff communication plans for integrating district's schools and divisions. d. Candidates develop a plan to promote and support community collaboration among district personnel.
3.3 Manage Resources	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. b. Candidates creatively seek new resources to facilitate learning. c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. b. Candidates creatively seek new resources to facilitate learning. c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. d. Candidates apply and assess current technologies for management, business procedures, and scheduling.

Standard 3.0 Narrative Explanation: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development.

Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to conduct a cost-benefit analysis of a school or district instructional improvement plan.

Candidates are required to analyze the school/district budget and identify how specific budget allocations support the school improvement plan/district strategic plan.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
4.1 Collaborate with Families and Other Community Members	a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.	a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
	b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.	b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning. c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices. h. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
4.2 Respond to Community Interests and Needs	a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. c. Candidates provide leadership to programs serving students with special and exceptional needs. d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community. c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives. d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.
4.3 Mobilize Community Resources	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. b. Candidates demonstrate how to use school resources and social service agencies to serve the community. c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals. b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern. c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 4.0 Narrative Explanation: This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the

larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop and present a plan recommending alignment of social service agency programs with school improvement needs.

Candidates are required to identify at least five key community leaders in a school community, justify why each was selected, and identify their roles or potential roles in school improvement in the district. A confidential analysis of this power structure is shared with the superintendent or board of education.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
5.1 Acts with Integrity	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
5.2 Acts Fairly	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
5.3 Acts Ethically	a. Candidates make and explain decisions based upon ethical and legal principles.	a. Candidates make and explain decisions based upon ethical and legal principles.

Standard 5.0 Narrative Explanation: This standard addresses the educational leader's role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop a code of ethics using personal platforms, professional leadership association examples, and a variety of additional source documents focusing on ethics.

Candidates are required to conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness, and ethical behavior.

Additional activities can be found beginning on page 25 of the *Instructions to Implement Standards for Advanced Programs in Educational Leadership* document.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
6.1 Understand the Larger Context	a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community. g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice. h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations. b. Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district. e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level. f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
6.2 Respond to the Larger Context	a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws. b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students. c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
6.3 Influence the Larger Context	a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 6.0 Narrative Explanation: This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to interview state legislators and/or lobbyists and present a report about the state's strategies used to influence change.

Candidates are required to participate in a simulated public debate about the pros and cons of selected international educational practices compared to practices in the United States.

Additional activities can be found beginning on page 25 of the *Instructions to Implement Standards for Advanced Programs in Educational Leadership* document.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
7.1 Substantial	a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.	a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders. b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
7.2 Sustained	a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.
7.3 Standards-based	a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. b. Experiences are designed to accommodate candidates' individual needs.	a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. b. Experiences are designed to accommodate candidates' individual needs.
7.4 Real Settings	a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.	a. Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills. b. Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.
7.5 Planned and Guided Cooperatively	a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. b. Mentors are provided training to guide the candidate during the intern experience.	a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs. b. Mentors are provided training to guide the candidate during the intern experience.
7.6 Credit	a. Candidates earn graduate credit for their intern experience.	a. Candidates earn graduate credit for their intern experience.

Standard 7.0 Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

Note: Length Equivalency: The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship.

Candidates are required to maintain a daily reflection journal throughout the time of the internship.

Candidates are required to meet on a regular basis throughout the internship with a team of "critical friends" to discuss the achievement of the goals in their self-improvement plan.

Additional activities can be found beginning on page 25 of the *Instructions to Implement Standards for Advanced Programs in Educational Leadership* document.