



**National Educational Leadership Preparation (NELP)
Program District-Level Recognition Standards Alignment with
ETS® Performance Assessment for School Leaders (PASL) Tasks**

PASL Tasks and Steps	NELP Standards and Components
<p>PASL Task 1: Problem Solving in the Field</p> <p>Candidates’ ability to address and resolve a significant problem/challenge in the school that influences instructional practice and student learning</p>	<p>NELP Standard Component 1.2</p> <p>NELP Standard Component 2.1</p> <p>NELP Standard Component 3.1</p> <p>NELP Standard Component 4.4</p> <p>NELP Standard Component 5.2</p> <p>NELP Standard Component 6.1</p> <p>NELP Standard Component 6.2</p> <p>NELP Standard Component 7.2</p> <p>NELP Standard Component 7.3</p>

Step 1

Identifying a Problem/Challenge

Candidates’ ability to identify a significant problem/challenge

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on district improvement • Formal processes of system-wide, iterative, evidence-informed improvement • Research-based strategic planning processes • Data collection, diagnosis, and use • Implementation theory and research 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation plan to support the improvement process
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NELP Standard Component 4.4

Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, and instructional resources that support the needs of each student in the district.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being • Appropriate and ethical use of data to monitor and continuously improve the district’s curriculum, instruction, and assessment practices • Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, and instructional resources 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage appropriate staff in gathering, synthesizing and using data to evaluate the quality, coordination, and coherence in and among academic and non-academic services • Use research to propose designs and implementation strategies for improving coordination and coherence among academic and non-academic systems • Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results
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Step 2

Researching and Developing a Plan

Candidates’ ability to develop a plan to address a significant problem

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on district improvement • Formal processes of system-wide, iterative, evidence-informed improvement • Research-based strategic planning processes • Data collection, diagnosis, and use • Implementation theory and research 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation plan to support the improvement process
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NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district• Approaches to cultivating professional norms in others• Approaches to building organizational culture• Reflective practice	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice• Cultivate professional norms among diverse constituencies• Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)• Use professional norms as a basis for building organizational culture
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NELP Standard Component 3.1

Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on inclusive district cultures• Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)• Processes for evaluating district culture• Processes for fostering cultural change• Strategies for advocacy	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district culture• Use research and evidence to design and cultivate a supportive and inclusive district culture• Advocate for a supportive and inclusive district culture
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NELP Standard Component 5.2

Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on student, family, and community diversity • Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success • Effective practice for communicating through oral, written, and digital means • Strategies for understanding and engaging district constituents • Governance and decision making processes that support family-school communications and engagement 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Develop systems and processes designed to support district personnel’s understanding of diverse families, community members, partners, and other constituencies • Collaborate with diverse community members, partners, and other constituencies • Foster regular, two-way communication with community members, partners, and other constituencies • Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community • Engage community members, partners, and other constituents in district efforts
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NELP Standard Component 6.1

Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations • Research, theories and best practices concerning the management of operations, technology, communications, and governance systems • Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity • Use of technology to enhance learning and the management of systems 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate management and operation systems • Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems • Communicate with relevant stakeholders about the relationship between the district’s management, operation, and governance systems and the district’s mission and vision • Develop an implementation plan to support improved district systems
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NELP Standard Component 6.2

Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• School and district-based budgeting• Processes for gathering, synthesizing, and evaluating data to develop resourcing plans• Research and best practices for allocating district and school-level resources to support equity and excellence• Methods for accessing and integrating external resources into the district and schools	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Use data to evaluate district resource needs and practices• Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs• Communicate about district resources needs and plans• Develop an implementation plan for the district’s resourcing plan
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NELP Standard Component 7.2

Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research and best practice concerning effective systems for district governance• Processes for engaging multiple and diverse community stakeholders• Developing and sustaining effective board relations	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district governance and stakeholder engagement systems• Design governance systems that engage multiple and diverse stakeholder groups• Implement strategies (i.e., communication) that support stakeholder engagement in district governance• Cultivate and coordinate an effective and collaborative system for district governance
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Educational policy, laws, rules, and regulations • Educational policy systems, formulation, adoption, and actors • Strategies for accessing information about: a) policy, b) local, state, and federal contexts, and c) the policy implications for various contexts • Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate the implications of educational policy for district practices • Develop a plan for the implementation of laws, rights, policies, and regulations • Communicate about district, state, and national policy, laws, rules, and regulations • Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities
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Step 3

Implementing the Plan

Candidates’ ability to implement and then analyze the effectiveness of the plan

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on district improvement • Formal processes of system-wide, iterative, evidence-informed improvement • Research-based strategic planning processes • Data collection, diagnosis, and use • Implementation theory and research 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation plan to support the improvement process
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NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness and the belief that each child can learn), that promote a productive, equitable, and effective district• Approaches to cultivating professional norms in others• Approaches to building organizational culture• Reflective practice	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice• Cultivate professional norms among diverse constituencies• Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)• Use professional norms as a basis for building organizational culture
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NELP Standard Component 3.1

Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on inclusive district cultures• Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)• Processes for evaluating district culture• Processes for fostering cultural change• Strategies for advocacy	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district culture• Use research and evidence to design and cultivate a supportive and inclusive district culture• Advocate for a supportive and inclusive district culture
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Educational policy, laws, rules, and regulations • Educational policy systems, formulation, adoption, and actors • Strategies for accessing information about: a) policy, b) local, state, and federal contexts, and c) the policy implications for various contexts • Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate the implications of educational policy for district practices • Develop a plan for the implementation of laws, rights, policies, and regulations • Communicate about district, state, and national policy, laws, rules, and regulations • Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities
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Step 4

Reflecting on the Plan and the Resolution

Candidates’ ability to reflect on the effectiveness of the plan

NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district • Approaches to cultivating professional norms in others • Approaches to building organizational culture • Reflective practice 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage in reflective practice • Cultivate professional norms among diverse constituencies • Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) • Use professional norms as a basis for building organizational culture
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

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PASL Tasks and Steps	NELP Standards and Components
<p>PASL Task 2: Supporting Continuous Professional Development</p> <p>Candidates’ ability to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning</p>	<p>NELP Standard Component 1.2</p> <p>NELP Standard Component 2.1</p> <p>NELP Standard Component 3.1</p> <p>NELP Standard Component 4.1</p> <p>NELP Standard Component 4.2</p> <p>NELP Standard Component 4.4</p> <p>NELP Standard Component 7.2</p> <p>NELP Standard Component 7.3</p>

Step 1

Planning the Building-Level Professional Development

Candidates’ ability to work with colleagues to develop a prioritized list of significant professional development needs

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on district improvement • Formal processes of system-wide, iterative, evidence-informed improvement • Research-based strategic planning processes • Data collection, diagnosis, and use • Implementation theory and research 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation plan to support the improvement process
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NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district• Approaches to cultivating professional norms in others• Approaches to building organizational culture• Reflective practice	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice• Cultivate professional norms among diverse constituencies• Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)• Use professional norms as a basis for building organizational culture
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NELP Standard Component 3.1

Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on inclusive district cultures• Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)• Processes for evaluating district culture• Processes for fostering cultural change• Strategies for advocacy	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district culture• Use research and evidence to design and cultivate a supportive and inclusive district culture• Advocate for a supportive and inclusive district culture
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NELP Standard Component 4.1

Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on the leadership of academic and non-academic programs• Research-based curricula, technologies, and other supports for academic and non-academic programs• Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support.• Infrastructures for the ongoing support of academic and non-academic programs	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports• Use research and data to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems
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NELP Standard Component 4.2

Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on Instructional leadership at the school and district level• Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success• Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)• Approaches and strategies for supporting district and school collaboration	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders• Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
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NELP Standard Component 4.4

Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, and instructional resources that support the needs of each student in the district.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being• Appropriate and ethical use of data to monitor and continuously improve the district’s curriculum, instruction, and assessment practices• Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, and instructional resources	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among academic and non-academic services• Use research to propose designs and implementation strategies for improving coordination and coherence among academic and non-academic systems• Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results
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NELP Standard Component 7.2

Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research and best practice concerning effective systems for district governance• Processes for engaging multiple and diverse community stakeholders• Developing and sustaining effective board relations	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district governance and stakeholder engagement systems• Design governance systems that engage multiple and diverse stakeholder groups• Implement strategies (i.e., communication) that support stakeholder engagement in district governance• Cultivate and coordinate an effective and collaborative system for district governance
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Educational policy, laws, rules and regulations • Educational policy systems, formulation, adoption and actors • Strategies for accessing information about: a) policy, b) local, state, and federal contexts, and c) the implications of policy for various contexts • Strategies for collaborating with and/or influencing local, state and federal policy and policy leaders 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate the implications of educational policy for district practices • Develop a plan for the implementation of laws, rights, policies, and regulations • Monitor and ensure adherence to laws, rights, policies, and regulations • Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities
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Step 2

Implementing Building-Level Professional Development

Candidates’ ability to facilitate professional development to address building-level teachers’ needs

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on district improvement • Formal processes of system-wide, iterative, evidence-informed improvement • Research-based strategic planning processes • Data collection, diagnosis, and use • Implementation theory and research 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation plan to support the improvement process
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NELP Standard Component 4.1

Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on the leadership of academic and non-academic programs• Research-based curricula, technologies, and other supports for academic and non-academic programs• Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support.• Infrastructures for the ongoing support of academic and non-academic programs	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports• Use research and data to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems
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NELP Standard Component 4.2

Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on Instructional leadership at the school and district level• Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success• Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)• Approaches and strategies for supporting district and school collaboration	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders• Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state and national policy, laws, rules, and regulations.

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Step 3

Analyzing Three Participants Responses

Candidates' ability to analyze the effectiveness of professional development on colleagues

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on district improvement• Formal processes of system-wide, iterative, evidence-informed improvement• Research-based strategic planning processes• Data collection, diagnosis, and use• Implementation theory and research	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate existing improvement processes• Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation• Articulate a process for strategic planning• Develop an implementation plan to support the improvement process
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NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district• Approaches to cultivating professional norms in others• Approaches to building organizational culture• Reflective practice	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice• Cultivate professional norms among diverse constituencies• Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)• Use professional norms as a basis for building organizational culture
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NELP Standard Component 3.1

Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on inclusive district cultures• Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)• Processes for evaluating district culture• Processes for fostering cultural change• Strategies for advocacy	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district culture• Use research and evidence to design and cultivate a supportive and inclusive district culture• Advocate for a supportive and inclusive district culture
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NELP Standard Component 4.4

Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, and instructional resources that support the needs of each student in the district.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being • Appropriate and ethical use of data to monitor and continuously improve the district’s curriculum, instruction, and assessment practices • Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, and instructional resources 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among academic and non-academic services • Use research to propose designs and implementation strategies for improving coordination and coherence among academic and non-academic systems • Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results
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NELP Standard Component 7.2

Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research and best practice concerning effective systems for district governance • Processes for engaging multiple and diverse community stakeholders • Developing and sustaining effective board relations 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate district governance and stakeholder engagement systems • Design governance systems that engage multiple and diverse stakeholder groups • Implement strategies (i.e., communication) that support stakeholder engagement in district governance • Cultivate and coordinate an effective and collaborative system for district governance
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Step 4

Reflecting on Building-Level Professional Development

Candidates' ability to reflect on the effectiveness of the implementation of building-level professional development

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on district improvement• Formal processes of system-wide, iterative, evidence-informed improvement• Research-based strategic planning processes• Data collection, diagnosis, and use• Implementation theory and research	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate existing improvement processes• Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation• Articulate a process for strategic planning• Develop an implementation plan to support the improvement process
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NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district• Approaches to cultivating professional norms in others• Approaches to building organizational culture• Reflective practice	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice• Cultivate professional norms among diverse constituencies• Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)• Use professional norms as a basis for building organizational culture
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NELP Standard Component 3.1

Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on inclusive district cultures• Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)• Processes for evaluating district culture• Processes for fostering cultural change• Strategies for advocacy	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district culture• Use research and evidence to design and cultivate a supportive and inclusive district culture• Advocate for a supportive and inclusive district culture
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NELP Standard Component 4.2

Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on Instructional leadership at the school and district level• Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success• Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)• Approaches and strategies for supporting district and school collaboration	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders• Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
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PASL Tasks and Steps	NELP Standards and Components
<p>PASL Task 3: Creating a Collaborative Culture</p> <p>Candidates’ ability to facilitate stakeholders’ efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture</p>	<p>NELP Standard Component 1.2</p> <p>NELP Standard Component 2.1</p> <p>NELP Standard Component 3.1</p> <p>NELP Standard Component 4.2</p> <p>NELP Standard Component 4.4</p> <p>NELP Standard Component 7.2</p> <p>NELP Standard Component 7.3</p>

Step 1

Identifying the Collaborative Team

Candidates’ ability to identify a team of teachers with varying experience to develop a collaborative team

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on district improvement • Formal processes of system-wide, iterative, evidence-informed improvement • Research-based strategic planning processes • Data collection, diagnosis, and use • Implementation theory and research 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation plan to support the improvement process
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state and national policy, laws, rules, and regulations.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Educational policy, laws, rules, and regulations • Educational policy systems, formulation, adoption, and actors • Strategies for accessing information about: a) policy, b) local, state, and federal contexts, and c) the policy implications for various contexts • Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate the implications of educational policy for district practices • Develop a plan for the implementation of laws, rights, policies, and regulations • Communicate about district, state, and national policy, laws, rules, and regulations • Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities
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Step 2

Developing a Plan to Improve Instruction, Student Learning, and the School Culture

Candidates’ ability to facilitate colleagues’ work during the course of developing a plan to improve instruction, student learning, and the school culture

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on district improvement • Formal processes of system-wide, iterative, evidence-informed improvement • Research-based strategic planning processes • Data collection, diagnosis, and use • Implementation theory and research 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation plan to support the improvement process
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NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district• Approaches to cultivating professional norms in others• Approaches to building organizational culture• Reflective practice	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice• Cultivate professional norms among diverse constituencies• Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)• Use professional norms as a basis for building organizational culture
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NELP Standard Component 3.1

Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on inclusive district cultures• Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)• Processes for evaluating district culture• Processes for fostering cultural change• Strategies for advocacy	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district culture• Use research and evidence to design and cultivate a supportive and inclusive district culture• Advocate for a supportive and inclusive district culture
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NELP Standard Component 4.2

Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on Instructional leadership at the school and district level • Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success • Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.) • Approaches and strategies for supporting district and school collaboration 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Use research and data to evaluate the coordination, coherence, and relevance of the district’s systems of support, coaching, and professional development for educators, educational professionals, and leaders • Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
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NELP Standard Component 4.4

Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, and instructional resources that support the needs of each student in the district.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being • Appropriate and ethical use of data to monitor and continuously improve the district’s curriculum, instruction, and assessment practices • Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, and instructional resources 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among academic and non-academic services • Use research to propose designs and implementation strategies for improving coordination and coherence among academic and non-academic systems • Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results
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NELP Standard Component 7.2

Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research and best practice concerning effective systems for district governance• Processes for engaging multiple and diverse community stakeholders• Developing and sustaining effective board relations	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate district governance and stakeholder engagement systems• Design governance systems that engage multiple and diverse stakeholder groups• Implement strategies (i.e., communication) that support stakeholder engagement in district governance• Cultivate and coordinate an effective and collaborative system for district governance
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Educational policy, laws, rules, and regulations• Educational policy systems, formulation, adoption and actors• Strategies for accessing information about: a) policy, b) local, state, and federal contexts, and c) the implications of policy for various contexts• Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate the implications of educational policy for district practices• Develop a plan for the implementation of laws, rights, policies, and regulations• Monitor and ensure adherence to laws, rights, policies, and regulations• Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities
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Step 3

Implementing the Plan to Improve Instruction, Student Learning, and the School Culture

Candidates' ability to facilitate the collaborative team's work as they implement the plan to improve instruction, student learning, and the school culture

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on district improvement • Formal processes of system-wide, iterative, evidence-informed improvement • Research-based strategic planning processes • Data collection, diagnosis, and use • Implementation theory and research 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation plan to support the improvement process
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NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district • Approaches to cultivating professional norms in others • Approaches to building organizational culture • Reflective practice 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage in reflective practice • Cultivate professional norms among diverse constituencies • Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) • Use professional norms as a basis for building organizational culture
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NELP Standard Component 4.4

Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, and instructional resources that support the needs of each student in the district.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being • Appropriate and ethical use of data to monitor and continuously improve the district’s curriculum, instruction, and assessment practices • Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, and instructional resources 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among academic and non-academic services • Use research to propose designs and implementation strategies for improving coordination and coherence among academic and non-academic systems • Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results
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NELP Standard Component 7.2

Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research and best practice concerning effective systems for district governance • Processes for engaging multiple and diverse community stakeholders • Developing and sustaining effective board relations 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate district governance and stakeholder engagement systems • Design governance systems that engage multiple and diverse stakeholder groups • Implement strategies (i.e., communication) that support stakeholder engagement in district governance • Cultivate and coordinate an effective and collaborative system for district governance
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Educational policy, laws, rules, and regulations • Educational policy systems, formulation, adoption, and actors • Strategies for accessing information about: a) policy, b) local, state, and federal contexts, and c) the implications of policy for various contexts • Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate the implications of educational policy for district practices • Develop a plan for the implementation of laws, rights, policies, and regulations • Monitor and ensure adherence to laws, rights, policies, and regulations • Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities
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Step 4

Reflecting on the Collaborative Team and the School Culture

Candidates’ ability to facilitate colleagues’ self-reflection on the collaborative team and the ability to reflect on future work in building collaborative teams in order to promote positive change in the school culture

NELP Standard Component 2.1

Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Professional norms: (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), that promote a productive, equitable, and effective district • Approaches to cultivating professional norms in others • Approaches to building organizational culture • Reflective practice 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage in reflective practice • Cultivate professional norms among diverse constituencies • Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) • Use professional norms as a basis for building organizational culture
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NELP Standard Component 3.1

Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on inclusive district cultures • Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful) • Processes for evaluating district culture • Processes for fostering cultural change • Strategies for advocacy 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate district culture • Use research and evidence to design and cultivate a supportive and inclusive district culture • Advocate for a supportive and inclusive district culture
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NELP Standard Component 7.2

Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research and best practice concerning effective systems for district governance • Processes for engaging multiple and diverse community stakeholders • Developing and sustaining effective board relations 	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate district governance and stakeholder engagement systems • Design governance systems that engage multiple and diverse stakeholder groups • Implement strategies (i.e., communication) that support stakeholder engagement in district governance • Cultivate and coordinate an effective and collaborative system for district governance
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NELP Standard Component 7.3

Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state and national policy, laws, rules, and regulations.

<p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Educational policy, laws, rules and regulations• Educational policy systems, formulation, adoption and actors• Strategies for accessing information about: a) policy, b) local, state, and federal contexts, and c) the implications of policy for various contexts• Strategies for collaborating with and/or influencing local, state and federal policy and policy leaders	<p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate the implications of educational policy for district practices• Develop a plan for the implementation of laws, rights, policies, and regulations• Monitor and ensure adherence to laws, rights, policies, and regulations• Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities
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