



## 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><b>PASL Task 1: Problem Solving in the Field</b></p> <p>Candidates’ ability to address and resolve a significant problem/challenge in the school that influences instructional practice and student learning</p>	<p><b>NELP Standard Component 1.2</b></p> <p><b>NELP Standard Component 2.1</b></p> <p><b>NELP Standard Component 3.1</b></p> <p><b>NELP Standard Component 5.2</b></p> <p><b>NELP Standard Component 6.1</b></p> <p><b>NELP Standard Component 6.2</b></p> <p><b>NELP Standard Component 7.2</b></p> <p><b>NELP Standard Component 7.3</b></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 diagnosis, design, implementation, and evaluation.

##### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

##### Educational Leadership Skills

Programs provide evidence that candidates demonstrate skills required to:

- 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

### 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 diagnosis, design, implementation, and evaluation.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

## **NELP Standard Component 2.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Professional norms: (e.g., 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., 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

## **NELP Standard Component 3.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures



- Dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful)
- Processes for evaluating district culture
- Processes for fostering cultural change
- Strategies for advocacy

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district and school culture
- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

## **NELP Standard Component 5.2**

Program completers understand and demonstrate the capacity to understand and effectively collaborate, communicate and engage diverse community members, partners, and other constituencies in district matters that benefit students, schools and the district as a whole.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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
- Digital literacy
- Strategies for understanding and engaging district constituents
- Governance and decision making processes that support family-school communications and engagement

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Collaborate with diverse community members, partners, and other constituencies
- Foster regular, two-way communication with community members, partners, and other constituencies
- Design a strategy for cultivating shared goals and strategies among district 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

## **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, district-level governance, and operation systems that support schools in realizing the district's mission and vision.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate management and operation systems, including understanding variation in schools' contexts and needs
- Use research and data ethically and equitably to develop a district continuous improvement plan
- Communicate with relevant stakeholders about the relationship between the district's management, operation and governance systems and districts mission and vision
- Use research and digital literacy to develop a plan for the coordination of management and operation systems aligned to the district's mission and vision

## **NELP Standard Component 6.2**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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 and advocate for resources in support of district needs
- Coordinate efforts to seek additional resources from a variety of sources (e.g., grant writing)

## **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance
- Processes for engaging multiple and diverse community stakeholders
- Developing and sustaining effect board relations

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups



- Implement strategies (e.g., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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

## **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 diagnosis, design, implementation, and evaluation.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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



## **NELP Standard Component 2.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Professional norms: (e.g., 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., 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

## **NELP Standard Component 3.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures
- Dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful)
- Processes for evaluating district culture
- Processes for fostering cultural change
- Strategies for advocacy

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district and school culture
- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

## **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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

## **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 (e.g., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Professional norms: (e.g., 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

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., 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

### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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





PASL Tasks and Steps	NELP Standards and Components
<p><b>PASL Task 2</b>  <b>Supporting Continuous Professional Development</b></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><b>NELP Standard Component 1.2</b>  <b>NELP Standard Component 2.1</b>  <b>NELP Standard Component 3.1</b>  <b>NELP Standard Component 4.1</b>  <b>NELP Standard Component 4.2</b>  <b>NELP Standard Component 4.4</b>  <b>NELP Standard Component 7.2</b>  <b>NELP Standard Component 7.3</b></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 diagnosis, design, implementation, and evaluation.

##### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

##### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

#### **NELP Standard Component 2.1**

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

##### **Content Knowledge**

Program provides evidence of candidate knowledge of:



- Professional norms: (e.g., 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., 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

### **NELP Standard Component 3.1**

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

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures
- Dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful)
- Processes for evaluating district culture
- Processes for fostering cultural change
- Strategies for advocacy

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district and school culture
- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:



- 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

### **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, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success
- Research-based approaches to leadership development focused on improving instructional practice (e.g., leadership evaluation, coaching, development of professional learning communities, etc.)
- Approaches and strategies for supporting district and school collaboration

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Use research and data to evaluate coordination and coherence among the district and school's instructional leadership goals, practices, professional learning needs and leadership development opportunities
- Use research to propose designs and implementation strategies for improving principal and district capacity for collaboration and instructional leadership (e.g., coaching, professional development, etc.)

### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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 a coherent and equitable system of academic (curriculum, instruction and assessment) and non-academic services

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance
- Processes for engaging multiple and diverse community stakeholders
- Developing and sustaining effective board relations

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (e.g., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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

## **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

## **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

## **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, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success
- Research-based approaches to leadership development focused on improving instructional practice (e.g., leadership evaluation, coaching, development of professional learning communities, etc.)
- Approaches and strategies for supporting district and school collaboration

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Use research and data to evaluate coordination and coherence among the district and school's instructional leadership goals, practices, professional learning needs and leadership development opportunities
- Use research to propose designs and implementation strategies for improving principal and district capacity for collaboration and instructional leadership (e.g., coaching, professional development, etc.)

### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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

## **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes



- Data collection, analysis and use
- Implementation theory and research

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

### **NELP Standard Component 2.1**

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

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Professional norms: (e.g., 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

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., 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

### **NELP Standard Component 3.1**

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

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures
- Dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful)
- Processes for evaluating district culture
- Processes for fostering cultural change
- Strategies for advocacy

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district and school culture



- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

#### **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.

##### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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 a coherent and equitable system of academic (curriculum, instruction and assessment) and non-academic services

##### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

#### **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.

##### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance
- Processes for engaging multiple and diverse community stakeholders
- Developing and sustaining effective board relations

##### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (e.g., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

### **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

## **NELP Standard Component 2.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Professional norms: (e.g., 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., 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

## **NELP Standard Component 3.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures



- Dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful)
- Processes for evaluating district culture
- Processes for fostering cultural change
- Strategies for advocacy

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district and school culture
- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

## **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, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success
- Research-based approaches to leadership development focused on improving instructional practice (e.g., leadership evaluation, coaching, development of professional learning communities, etc.)
- Approaches and strategies for supporting district and school collaboration

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Use research and data to evaluate coordination and coherence among the district and school's instructional leadership goals, practices, professional learning needs and leadership development opportunities
- Use research to propose designs and implementation strategies for improving principal and district capacity for collaboration and instructional leadership (e.g., coaching, professional development, etc.)



PASL Tasks and Steps	NELP Standards and Components
<p><b>PASL Task 3</b>  <b>Creating a Collaborative Culture</b></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><b>NELP Standard Component 1.2</b>  <b>NELP Standard Component 2.1</b>  <b>NELP Standard Component 3.1</b>  <b>NELP Standard Component 4.2</b>  <b>NELP Standard Component 4.4</b>  <b>NELP Standard Component 7.2</b>  <b>NELP Standard Component 7.3</b></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 diagnosis, design, implementation, and evaluation.

**Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

**Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

**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.

**Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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

## **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 diagnosis, design, implementation, and evaluation.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

### **NELP Standard Component 2.1**

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

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Professional norms: (e.g., 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., 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

## **NELP Standard Component 3.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures
- Dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful)
- Processes for evaluating district culture
- Processes for fostering cultural change
- Strategies for advocacy

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district and school culture
- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

## **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, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success
- Research-based approaches to leadership development focused on improving instructional practice (e.g., leadership evaluation, coaching, development of professional learning communities, etc.)
- Approaches and strategies for supporting district and school collaboration

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:



- Use research and data to evaluate coordination and coherence among the district and school's instructional leadership goals, practices, professional learning needs and leadership development opportunities
- Use research to propose designs and implementation strategies for improving principal and district capacity for collaboration and instructional leadership (e.g., coaching, professional development, etc.)

#### **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.

##### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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 a coherent and equitable system of academic (curriculum, instruction and assessment) and non-academic services

##### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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

#### **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.

##### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance
- Processes for engaging multiple and diverse community stakeholders
- Developing and sustaining effective board relations

##### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (e.g., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance



### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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

### **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 diagnosis, design, implementation, and evaluation.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, analysis and use
- Implementation theory and research

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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



## **NELP Standard Component 2.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Professional norms: (e.g., 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., 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

## **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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 a coherent and equitable system of academic (curriculum, instruction and assessment) and non-academic services

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- 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





## **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance
- Processes for engaging multiple and diverse community stakeholders
- Developing and sustaining effect board relations

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (e.g., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

## **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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

## **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 (e.g., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.



### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Professional norms: (e.g., 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

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Engage in reflective practice
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- Model and communicate professional norms (e.g., 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

## **NELP Standard Component 3.1**

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

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures
- Dimensions of positive and inclusive district culture (e.g., fair, safe, healthy, caring, responsive, inclusive, and respectful)
- Processes for evaluating district culture
- Processes for fostering cultural change
- Strategies for advocacy

### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district and school culture
- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

## **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.

### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance
- Processes for engaging multiple and diverse community stakeholders
- Developing and sustaining effective board relations



### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (e.g., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

### **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.

#### **Content Knowledge**

Program provides evidence of candidate knowledge of:

- 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

#### **Educational Leadership Skills**

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and 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