National Educational Leadership Preparation (NELP) Program Recognition Standards

District Level

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NATIONAL EDUCATIONAL LEADERSHIP PREPARATION (NELP) PROGRAM STANDARDS

District Level

The NELP district-level standards were designed for institutions undergoing accreditation by the Council for the Accreditation of Educator Preparation and NELP program review. The NELP district-level standards are appropriate for advanced programs at the master, specialist, or doctoral level that prepare program directors, supervisors, assistant superintendents, superintendents, and other district-level education leaders in a school district environment.

The NELP district-level standards are provided by the **National Educational Leadership Preparation (NELP) Specialized Professional Association (SPA)**, sponsored by the National Policy Board for Educational Administration (NPBEA).

Upon approval by the CAEP SPA Standards Committee, a full copy of the NELP district-level standards can be obtained at www.npbea.org.

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Introduction

A historic shift is happening in the field of educational leadership. Policymakers, families, and other constituents of PK-12 schools are increasingly holding education leaders accountable for the academic success and personal well-being of every student. No longer is it enough to manage district finances, keep the buses running on time, and maintain a safe and efficient district office. Education leaders must also provide clear evidence that the children in their care are being better prepared for college, careers, and life. No individual leader is able to accomplish these goals alone. Today, education leadership is a collaborative effort distributed among a number of professionals in schools and districts.

Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations (Canole & Young, 2013). Over the last three years, the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA), with financial support from the Wallace Foundation, have led a significant effort to revise the national standards that guide preparation and practice for educational leaders in the United States. The NELP district-level standards are appropriate for advanced programs at the master, specialist, or doctoral level that prepare leaders for district positions such as superintendents, curriculum supervisors, talent management specialists, assessment directors, and professional development providers. Their titles may vary, but all district leaders are charged with the same fundamental challenge: support every student's learning and development.

Context

CCSSO published the first set of national standards for educational leaders in 1996, followed by a modest update in 2008 based on the empirical research at the time. Both versions provided frameworks for policy on education leadership at the state level for almost 20 years. However, the context in which schools and districts currently operate continues to shift. Globalization, for example, is transforming the economy and the 21st century workplace for which schools prepare learners. Technology, too, is advancing faster than ever, changing the nature of communication and learning. The conditions and characteristics of children, in terms of demographics, family structures, and more, are also changing. On the education front, the politics of leadership and changes in leadership personnel make the headlines. Cuts in school funding loom everywhere, even as schools are being subjected to increasingly competitive market pressures and held to higher levels of accountability for student achievement.

Without question, such changes are creating myriad challenges for educational leaders. At the same time, they present rich and exciting opportunities for educational leaders to innovate and inspire staff to pursue new, creative approaches for improving schools and promoting student learning. Since the crafting of the first set of educational leadership standards in 1996, the profession of educational leadership has developed significantly. Educators have a better understanding of how and in what ways leadership contributes to student achievement. An expanding base of research demonstrates

that educational leaders exert influence on student achievement by creating challenging and supportive conditions, conducive to each student's learning, and by supporting teachers, creating positive working conditions, allocating resources, constructing appropriate organizational policies and systems, and engaging in other deep and meaningful work outside of the classroom. Given such changes, educational leaders need new standards to guide their practice in directions that will be the most productive and beneficial to learners.

In November 2015, the Professional Standards for Educational Leaders (PSEL) were approved by NPBEA. These standards, which were formerly known as the Interstate School Leadership Licensure Consortium (ISLLC) standards, are grounded in current research and leadership experience and articulate the knowledge and skills expected of educational leaders (Canole & Young, 2013; CCSSO, 1996; CCSSO, 2008). These standards were "recast with a stronger, clearer emphasis on students as learners, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21st century" (CCSSO, 2015, p. 2). "They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes" (CCSSO, 2015, p. 1).

The 2015 PSEL standards reflect the following leadership domains:

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Significantly, each of the standards emphasizes both academic success and well-being. The PSEL standards will be adopted or adapted by many states to guide policies concerning the practice and improvement of educational leaders (e.g., licensure, evaluation, and professional learning policies).

In December 2015, a committee comprised of essential stakeholder communities from across the country began to develop a set of leadership preparation standards congruent to the PSEL. As noted by CAEP (2017), consistency among standards "ensures a coherent continuum of expectations" (p. 10). The preparation standards, formerly known as the Educational Leadership Constituent Council, or ELCC standards, have been renamed the National Educational Leadership Preparation (NELP) standards and will be used to guide program design, accreditation review, and state program approval.

While aligned to the PSEL standards, the NELP standards serve a different purpose and provide greater specificity around performance expectations for beginning-level building and district

leaders. Whereas the PSEL standards define educational leadership broadly, the NELP standards specify what novice leaders and preparation program graduates should know and be able to do after completing a high-quality educational leadership preparation program. Like the ELCC standards that preceded them, the NELP standards were developed specifically with building and district leaders in mind and will be used to review educational leadership programs by the NELP Specialty Professional Association (SPA) (formerly known as the ELCC SPA) of the Council for the Accreditation of Educator Preparation (CAEP). There is one set of NELP standards for candidates preparing to become building-level leaders and a second set of standards for candidates seeking to become district-level leaders.

Development

The NELP standards for district-level leadership preparation address the most critical knowledge and skills areas for beginning educational leaders at the district level. The standards align to national leadership practice standards and are supported by research on effective leadership practice, input from key stakeholder communities, and the four CAEP principles—(A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibility. (See Appendix 2 for alignment between NELP and CAEP principles.) The NELP standards flow from a 17-month process fostered by CCSSO, the University Council for Educational Administration (UCEA), and NPBEA.

Recognizing the changes that have occurred in education leadership practice since the release of the 2011 ELCC standards, the adoption of new standards and policies at the state level, and the need to align to the new PSEL standards, a committee of educational leadership stakeholders was formed to collaboratively revise the 2011 ELCC standards. The committee members, which represented practicing leaders, professional association representatives, state department personnel, educational leadership faculty scholars, educational leadership preparation program leaders, and college leadership (see Appendix 6 for a list), were selected based on the stakeholders they represented as well as the expertise they brought to the committee.

The work of the NELP Standards Development Committee began as soon as the PSEL standards were released in November 2015 and involved reviewing the CAEP guidelines and gathering input on the 2011 ELCC standards from practitioners, state department of education representatives, and higher education faculty (Young, 2016). This work was followed by a rigorous review of empirical research supporting the PSEL standards and the preparation of building and district leaders for high-performing schools and school districts. This work also involved the development of several crosswalks between sets of important national and state leadership and educator preparation standards and the development, review, external vetting, and editing of draft standards.

Early drafts were vetted with focus groups hosted by a variety of leadership professional associations and included practitioners, higher education faculty, state department personnel, and professional association representatives. In addition to sharing and discussing the standards during

these focus groups, committee representatives also used the interactions to share key sections of the CAEP guidelines, such as the limits on the number of standards and components, the necessity of developing standards that are based on empirical research and that are measurable through six to eight assessments, and the importance of aligning the standards to the four CAEP principles. Committee members analyzed and reviewed the feedback from the focus groups and then used that feedback to further refine the standards. In May 2016, the standards were distributed widely through CAEP and NPBEA member organizations (CCSSO, UCEA, NASSP, NAESP, AASA, AACTE, ICPEL) for public comment. Public comment revealed strong support, with 86 percent approving or strongly approving the NELP standards and between 88 and 96 percent noting that the focus of the eight standards was warranted. A summary of the survey data was shared with the field through NPBEA organizations and used by the committee to inform revisions. The revised draft was presented to and approved by NPBEA in July 2016 and then submitted to the CAEP SPA Standards Committee for review and feedback.

Feedback from the CAEP SPA Standards Committee was received in October 2016 and shared with the NELP committee. Based on this feedback, the NELP committee further reviewed research on the preparation, evaluation, and practice of educational leaders; consulted with NPBEA organizations, practicing school and district leaders, state education officials, researchers, higher education leaders and faculty, and other policy-oriented constituents; and refined the draft standards to ensure that the standards included the most essential knowledge and skills, as identified by research and input from the field and that can be achieved by candidates during the course of their preparation and assessed by programs. In May 2017, feedback was sought on a final draft of the NELP standards from practicing leaders, higher education faculty, and state officials. The feedback indicated overwhelming support for the standards, specifically, their focus, measurability, and ability to guide effective leadership preparation.

At two points during the process of developing the NELP standards, analyses were conducted to determine the existence of potential duplication and/or overlap in the standards, first after the initial draft of the standards was developed and, subsequently, when the final draft was complete. In conducting this analysis, standards and elements/components for each of the CAEP SPAs were thoroughly reviewed, and no duplication was identified. However, it is important to point out that educational leaders share a common goal of collaboration with varied school personnel, including special education professionals as described by the Council for Exceptional Children (CEC), school librarians as described by American Association of School Librarians, (AASL), instructional technology specialists as described by International Society for Technology in Education (ISTE), school psychologists as described by THE National Association of School Psychologists (NASP), and classroom teachers. Furthermore, educational leaders share a common goal of supporting the education of diverse learners. How this is accomplished by these educational professionals, however, is different. The NELP standards (see for example, Standard 3: Equity, Inclusiveness, and Cultural Responsiveness) articulate the specific knowledge and skills that educational leaders require to lead, facilitate, and collaborate with others in a mutual effort to achieve enhanced and equitable student learning.

What's New?

The new NELP standards for district-level leaders reflect all of the elements of the 2011 ELCC standards for district-level leaders and the majority of the elements from the PSEL standards, as demonstrated in the crosswalk in Appendix 7. When compared to the 2011 ELCC standards for district leaders, there are several important additions. First, and perhaps most noticeable, is the number of standards.

The six content standards found in the 2011 ELCC standards have been expanded to seven in the NELP standards. The expansion enabled the NELP committee to develop standards that more closely reflect current understandings of district leadership, to better align to the 10 PSEL standards, and to more clearly delineate several core leadership functions. For example, the 2011 ELCC standards addressed core values, professional norms, ethics, and equity within one standard. The new NELP standards, like the 2015 PSEL standards, address these knowledge and competency standards separately. The NELP standards, like the 2015 PSEL standards, include one standard for ethics and professional norms (NELP standard 2) and one for equity and cultural leadership (NELP standard 3). These changes delineate expectations for educational leaders not present in the previous ELCC standards, such as developing the knowledge and "capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff" (NELP standard 3, component 3). Although CAEP includes the notion of ethical practice in its CAEP unit standards and a focus on diversity among its core principles, it is essential that educational leadership preparation standards address ethics and diversity in ways that attend to the specific professional responsibilities of educational leaders. As such, they are included within the NELP leadership standards and stated in terms of appropriate educational leadership candidate professional actions.

A second difference is represented within the stem statement of the NELP standards. The NELP standards expand ELCC's concern for supporting "the success of every student" to promoting the "current and future success and well-being of **each** student and adult." The focus on **each** student's and **each** adult's individual needs helps to ensure that when a leader meets the needs of each individual, no subgroup will be missed.

A third difference in the 2018 NELP standards is the addition of the leaders' responsibility for the well-being of students and staff as well as their role in working with others to create supportive and inclusive district and school cultures. In addition to being included in each of the standard stem statements, this focus is found within components 3.1, 3.2, 3.3, 4.1, 4.2, and 4.4.

Fourth, the NELP standards articulate the district leaders' role in ensuring equitable access to educational resources and opportunities. Standard 3, which is a new standard with three components, focuses on developing and maintaining "a supportive, equitable, culturally responsive, and inclusive district culture." Issues of diversity, equity, and cultural responsiveness are also addressed in the following components: 1.1, 2.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, and 8.1.

A fifth difference between the two sets of standards is the NELP standard's stronger focus on assessment and the design and use of assessment systems. For example, component

4.3 focuses on designing, implementing, and evaluating "a developmentally appropriate, accessible and culturally responsive system of assessments and data collection, management, and analysis that supports instructional improvement, equity, student learning and well-being, and instructional leadership."

Sixth, the NELP standards address community and external leadership in a way that more clearly addresses the need for communicating, engaging, and partnering with families and the community.

Seventh, the NELP committee identified nine practices through which educational leaders achieve the expectations outlined in the standards. These nine key practices, and only these key practices, are included in the NELP standards and their components. They include developing, implementing, evaluating, collaborating, communicating, modeling, reflecting, advocating, and cultivating. Importantly, several of these key practices (i.e., developing, implementing, evaluating) are essential for school and district improvement (Bryk, Sebring, Allensworth, Easton, and Luppescu, 2010). Definitions for each of these key practices are provided in the glossary, which can be found in Appendix 4.

Eighth and finally, the committee has developed a comprehensive crosswalk that compares the new NELP district-level standards to the 2011 ELCC standards and the 2015 PSEL standards. This crosswalk is available in Appendix 7.

Assumptions

There are several key assumptions embedded in the new NELP standards. Preparation programs are the heart of educational leaders' pre-professional growth and professional advancement. "Programs provide the structured opportunities (e.g., course content and field experiences) for individuals preparing to enter various education specialties to learn, practice, and be assessed on what they will need to know and be able to do when they enter their new professional responsibilities" (CAEP, 2017, p. 6). The following assumptions are embedded within the NELP district-level leadership preparation standards:

1. Improving student learning is the central responsibility of district-level leadership. Because district-level leaders must support all learners to achieve at high levels, the standards purposefully do not name specific sub-groups of students. Strong preparation of district-level leaders includes attention to learning and the needs of all student sub-groups as well as individual students.

2. The standards represent the fundamental knowledge, skills, and commitments intrinsic to district-level leadership that supports improved student learning.

3. The standards conceptually apply to a range of district-level leadership positions. They are intended to define what an entry-level district-level administrator should know and be able to do. While specific content and application details will vary depending upon the leadership role, the fundamental, enduring tenets are the same.

4. Each standard begins with the stem, "**Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to** …" in order to emphasize three things: (1) the importance of beginning-level leaders gaining the knowledge, skills, and commitments to both understand and have the capacity to undertake the leadership described in each of the standards; (2) the importance of leadership work to both the current and future experiences of the students and educational staff who leaders influence; and (3) the importance of attending to both the education and well-being of students and adults.

5. While there is a purposeful emphasis on leading to support student learning, an understanding and acceptance of district-level leaders' responsibility for managing the resources and operations of the district are also embedded.

6. The practice of district-level leadership is well-established as a research-based body of knowledge. This research base helps inform the preparation of district-level leaders.

7. The preparation of district-level leaders requires overt connections and bridging experiences between research and practice.

8. The preparation of district-level leaders requires comprehensive practice in, and feedback from, the field over an extended period of time.

9. District leadership preparation programs must provide ongoing experiences for candidates to examine, refine, and strengthen the ethical platform that guides their decisions—especially during difficult times.

10. While district-level leadership preparation programs are ultimately an institutional responsibility, the strength of the design, delivery, and effectiveness of these programs will be significantly enhanced by participation and feedback from PK-12 institutions.

11. Performance-based measures are most effective in evaluating candidate outcomes.

Implementation

Supporting the current and future success and well-being of students depends on the implementation of multiple and integrated effective leadership practices within a set of complex and nested contexts. Given the interdependency between the execution of specific district leadership skills and the overall educational environment, preparation programs are expected to provide candidates with intentionally developed leadership development experiences that connect, embed, and transcend explicit leadership skills within authentic contexts.

Candidates need multiple bridging experiences between course content and the realm of leadership practice. Life as a district leader requires the use of specialized skills within the context of often ambiguous, demanding, and interconnected events. Powerful connections to, and

emphasis on, real or simulated leadership experiences will greatly facilitate a program graduate's ultimate success as an educational leader.

Leadership preparation programs must include three dimensions:

1. Awareness—acquiring concepts, information, definitions, and procedures
2. Understanding—interpreting, integrating, and using knowledge and skills
3. Application—applying knowledge and skills to new or specific opportunities or problems

The overall program should represent a synthesis of key content and field-based experiences extended over time that result in the leader candidates' demonstration of the professional knowledge, skills, and commitments articulated in the NELP standards, and, ultimately, the candidates' success in improving student achievement after taking a leadership position.

Standard 8: The Internship includes three components that address the internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse settings. In addition, the internship provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district. Evidence confirms the importance of a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical internship practice in a district setting, monitored by a qualified onsite mentor. Many of the internship components and descriptors of practice in standard 8 parallel the research findings regarding the critical components of the field experience (Milstein & Kruger, 1997). This research is provided in Appendix 3.

This Document

The purpose of this document is to provide background concerning the history, development, and guidance for using the NELP standards for district-level leadership preparation. The standards, their component areas and supporting explanations that provide guidance regarding the scope and focus of each standard component are presented in the following section. This section also includes criteria or rubric starters that clarify SPA expectations for appropriate candidate knowledge and skills. Subsequently, the document includes several appendices. Appendix 1, "Using NELP Standards for Program Evaluation," identifies the assessments types to be used for measuring candidate knowledge and skills and provides guidance for judging assessment evidence and for making program decisions. Appendix 2 provides a review of district leadership research supporting each of the NELP standards. Appendix 3 provides an overview of how the NELP standards align with and reflect the four CAEP principles. Appendix 4 provides a definition of terms used within the NELP standards and throughout this document. Appendix 5 provides an overview of the process used to select and train reviewers for the NELP SPA. Appendix 6 lists the individuals who directly contributed to the development of the NELP standards. Appendix 7 provides a crosswalk demonstrating the similarities and differences between the NELP district-level standards, the 2011 ELCC standards, and the 2015 PSEL standards.

NATIONAL EDUCATIONAL LEADERSHIP PREPARATION (NELP) PROGRAM STANDARDS

District Level

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

STANDARD 1 COMPONENTS:

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

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.

RESEARCH SUPPORT FOR STANDARD 1

Evidence presented in Appendix 3 in support of standard 1 confirms that a district-level education leader must have the knowledge and skills to promote the success of every student through collaboratively leading, designing, and implementing a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities. This includes knowledge of how to design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities and to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in diagnosis, design, implementation, and evaluation. This research evidence was used to inform the development of standard 1 and components 1.1 and 1.2.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 1

NELP Standard Component 1.1

Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role and importance of district mission and vision
- Processes for collaboratively developing a mission and vision
- Processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community
- The characteristics of well-written mission and vision statements

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing mission and vision processes and statements
- Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision to multiple constituencies

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.

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, diagnosis, and use
- Implementation theory and research

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing improvement processes
- Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation
- Articulate a process for strategic planning
- Develop an implementation plan to support the improvement process

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

STANDARD 2 COMPONENTS:

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, lifelong learning, digital citizenship) and professional district and school cultures.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

RESEARCH SUPPORT FOR STANDARD 2

Evidence presented in Appendix 3 in support of standard 2 confirms that a district-level education leader must have the knowledge and skills to advocate for ethical decisions and cultivate professional norms and culture. This includes knowledge of how to reflect on, communicate about, and cultivate professional norms and culture and to evaluate and advocate for ethical and legal decisions. It also involves an understanding of how to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. This research evidence was used to inform the development of standard 2 and components 2.1, 2.2, and 2.3.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 2

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, lifelong learning, digital citizenship) and professional district and school cultures.

Content Knowledge	Educational Leadership Skills
Program provides evidence of candidate knowledge of: • 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	Program provides evidence that candidates demonstrate skills required to: • 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

NELP Standard Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

Content Knowledge	Educational Leadership Skills
Program provides evidence of candidate knowledge of: • Research on and practices for decision making • Knowledge of law and ethics • Guidelines for ethical and legal decision making	Program provides evidence that candidates demonstrate skills required to: • Evaluate ethical dimensions of complex issues, including stewardship and use of district resources • Analyze decisions in terms of established ethical frameworks • Advocate for ethical decisions

NELP Standard Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Content Knowledge	Educational Leadership Skills
Program provides evidence of candidate knowledge of: • Ethical practice • Approaches to cultivating ethical behavior in others	Program provides evidence that candidates demonstrate skills required to: • Model ethical behavior in their personal conduct and relationships with others • Cultivate ethical behavior in others

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

STANDARD 3 COMPONENTS:

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

RESEARCH SUPPORT FOR STANDARD 3

Evidence presented in Appendix 3 in support of standard 3 confirms that a district-level education leader must have the knowledge and skills to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. This includes knowledge of how to cultivate and advocate for a supportive and inclusive district culture and evaluate, cultivate, and advocate for each student in the district having equitable access to safe and nurturing schools and other resources and opportunities necessary for success. It also involves an understanding of how to evaluate, advocate, and cultivate equitable instructional and behavior support practices among teachers and staff. This research evidence was used to inform the development of standard 3 and components 3.1, 3.2, and 3.3.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 3

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

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- 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

NELP Standard Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the consequences for students of equitable and inequitable use of educational resources and opportunities
- Equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships
- Broader social and political concerns with equity and inequality in the use of educational resources and opportunities

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate sources of inequality and bias in the allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships
- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for equitable access to educational resources, procedures, and opportunities

NELP Standard Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Content Knowledge	Educational Leadership Skills
Program provides evidence of candidate knowledge of: • Culturally responsive instructional and behavior support practices • Characteristics and foundations of equitable and inequitable educational practice • Research on implications for students of equitable, culturally responsive, and inclusive practice • Broader social and political concerns with equity and inequity in schools and districts	Program provides evidence that candidates demonstrate skills required to: • Evaluate root causes of inequity and bias • Develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff • Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools • Cultivate culturally responsive instructional and behavior support practices across the district and its schools

Standard 4: Learning and Instruction

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

STANDARD 4 COMPONENTS:

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.

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent 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.

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

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, technology, and instructional resources that support the needs of each student in the district.

RESEARCH SUPPORT FOR STANDARD 4

Evidence presented in Appendix 3 in support of standard 4 confirms that a district-level leader must have the knowledge and skills to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership. This includes knowledge of how to evaluate, design, and implement curricula, instructional technologies, and other supports for student programs and how to evaluate, design, and cultivate systems of support, coaching, and professional development for principals and other school and district leaders. It also involves an understanding of how to design, implement, and evaluate coherent and technically, developmentally, and culturally appropriate systems of curriculum, resources, supports, instruction, assessments, and data collection, management, and analysis that support student learning and well-being, instruction, and instructional leadership. This research evidence was used to inform the development of standard 4 and components 4.1, 4.2, 4.3, and 4.4.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 4

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 evidence 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, digital literacy, 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, 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

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- 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

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.)
- Research on assessment practices that are culturally responsive and accessible
- Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate the quality of formative and summative assessments of student learning
- Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership
- Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible

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, technology, 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 coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources

Educational Leadership Skills

Program provides 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 the district's academic and non-academic services
- Use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems
- Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results

Standard 5: Community and External Leadership

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

STANDARD 5 COMPONENTS:

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

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.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

RESEARCH SUPPORT FOR STANDARD 5

Evidence presented in Appendix 3 in support of standard 5 confirms that a district-level education leader must have the knowledge and skills to engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. This includes knowledge of how to represent and support schools in engaging families in strengthening student learning in and out of school and to effectively collaborate, communicate, and engage community members, partners, and other constituencies in district matters that benefit learners, schools, and the district as a whole. It also involves an understanding of how to collaborate and communicate with members of the business, civic, and policy community so they can cultivate relationships and advocate for their district, student, and community needs. This research evidence was used to inform the development of standard 5 and components 5.1, 5.2, and 5.3.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 5

NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role of families in supporting student learning in and out of school
- Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Represent the district and its schools
- Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school
- Make decisions about when and how to engage families

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.

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
- 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

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- 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

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Content Knowledge	Educational Leadership Skills
Program provides evidence of candidate knowledge of:	Program provides evidence that candidates demonstrate skills required to:
• Research on the importance and implications of social, cultural, economic, legal, and political contexts • Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community • Strategies for cultivating relationships with members of the business, civic, and policy community • Public relations • Educational advocacy	• Conduct a needs assessment of the district, school, students, and community • Develop a plan for accessing resources that addresses district needs • Cultivate collaborative relationships with district constituencies • Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts • Advocate for district and community needs

Standard 6: Operations and Management

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

STANDARD 6 COMPONENTS:

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.

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.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

RESEARCH SUPPORT FOR STANDARD 6

Evidence presented in Appendix 3 in support of standard 6 confirms that a district-level education leader must have the knowledge and skills to develop, monitor, evaluate, and manage district systems for operations, resources, and human capital management. This includes knowledge of how to design, communicate, implement, coordinate, and evaluate management, communication, technology, district-level governance, and operation systems that support schools in realizing the district's mission and vision and to design, communicate, advocate, implement, coordinate, and evaluate a district resourcing plan and support schools in developing their school-level resourcing plans. It also involves an understanding of how to develop, implement, and evaluate coordinated systems for hiring, retaining, supervising, developing, and cultivating school and district staff in order to support the district's collective instructional and leadership capacity. This research evidence was used to inform the development of standard 6 and components 6.1, 6.2, and 6.3.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 6

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.

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

Program provides evidence that candidates demonstrate skills required to:

- 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

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.

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

Program provides 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 district resources needs and plans
- Develop an implementation plan for the district's resourcing plan

NELP Standard Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Content Knowledge	Educational Leadership Skills
Program provides evidence of candidate knowledge of: • Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff • Strategies for engaging school and district staff in the recruitment and selection process • Strategic data-informed staffing based on student, school, and district needs • Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being • Strategies for cultivating leadership among school and district staff	Program provides evidence that candidates demonstrate skills required to: • Use data to evaluate district human resources needs • Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel • Evaluate candidates' materials for instructional and leadership positions • Implement systems of leadership supervision, evaluation, feedback, and support

Standard 7: Policy, Governance, and Advocacy

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

STANDARD 7 COMPONENTS:

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

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.

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.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

RESEARCH SUPPORT FOR STANDARD 7

Evidence presented in Appendix 3 in support of standard 7 confirms that a district-level education leader must have the knowledge and skills to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. This includes an understanding of how to represent, communicate, collaborate, advocate, and cultivate a respectful and responsive relationship with a district's board of education focused on achieving the shared mission and vision of the district and to collaborate, design, communicate, implement, coordinate, cultivate, and evaluate effective systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members. It also involves an understanding of how to evaluate and engage in decision making around, implement, and appropriately communicate about policy, laws, and regulations and how to evaluate, represent, and advocate for district needs and priorities within larger policy conversations. This research evidence was used to inform the development of standard 7 and components 7.1, 7.2, 7.3, and 7.4.

Acceptable Candidate Performance for NELP District-Level Leadership Standard 7

NELP Standard Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.

Content Knowledge	Educational Leadership Skills
Program provides evidence of candidate knowledge of: • Research and best practice focused on school board governance and relations • Management theory • Communication strategies • Negotiation strategies	Program provides evidence that candidates demonstrate skills required to: • Represent the district and its mission, strengths, and needs to the board of education • Cultivate a positive, respectful, and responsive relationship with the board • Advocate for board actions that will support the mission and vision of the district and meet district needs

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	Educational Leadership Skills
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	Program provides 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 (i.e., 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	Educational Leadership Skills
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 policy implications for various contexts • Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders	Program provides evidence that candidates demonstrate skills required to: • 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

NELP Standard Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Content Knowledge	Educational Leadership Skills
Program provides evidence of candidate knowledge of: • Research on the implications of culture, societal trends, economic conditions, laws, and political factors for the students, schools, staff, and practices of school districts • Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety. • Approaches for identifying district and school needs • Prioritization processes	Program provides evidence that candidates demonstrate skills required to: • Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges • Represent the district and its priorities and needs at the local, state, and national level • Advocate for the needs and priorities of the district at the local, state, and national level

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

STANDARD 8 COMPONENTS:

Component 8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.

Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

RESEARCH SUPPORT FOR STANDARD 8

Evidence presented in Appendix 3 in support of Standard 8 confirms that effective internships include the use of expert practitioners as supervisors who engage candidates in multiple and diverse district settings and provide coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district. This research evidence was used to inform the development of standard 8 and components 8.1, 8.2, and 8.3.

Appendix 1: Using NELP Standards for Program Evaluation

Under CAEP policy, six assessments are required for option A program reports. These six assessments must collectively measure NELP standards 1–7 and the 22 associated components. Assessments 1 and 2 must measure content knowledge, and assessments 3, 4, 5, and 6 must measure educational leadership skills. To demonstrate the effective measurement of all standard components in the program's assessment system, preparation programs are required to develop a matrix that maps the specific leadership content knowledge and skills standard components to the specific assessments. Programs may, at their discretion, submit a seventh or eighth assessment if they believe it is necessary to strengthen their case that the NELP standard components are met. These additional assessments will be evaluated and carry the same weight in the reviewer decision process.

The required NELP assessments focus on educational leadership content knowledge and educational leadership skills, as indicated in the following table.

Educational Leadership Content Knowledge Assessments Include:	Educational Leadership Skill Assessments Include:
NELP Assessment 1: A state licensure assessment or other assessment of candidate content knowledge of the NELP district-level standards.	NELP Assessment 3: Demonstration of candidate's ability to engage in instructional leadership.
NELP Assessment 2: An assessment of candidate content knowledge of the NELP district-level standards.	NELP Assessment 4: Demonstration of candidate's systems management within in a field-based setting.
	NELP Assessment 5: Demonstration of candidate's leadership skills in supporting community and external leadership.
	NELP Assessment 6: Demonstration of candidate's leadership skills in the areas of district governance.

Please note that while NELP standard 8 is not measured in the six assessments, programs must provide evidence of this standard and its components through a one-page narrative document that describes the internship/clinical field experience.

NELP reviewers will use the NELP standard evaluation rubrics to make qualitative judgments about whether a standard is "met," "met with conditions," or "not met." Through application of this rubric, the NELP SPA hopes to establish a viable and reliable evaluation system across education leadership program reviews while simultaneously creating standards that are also flexible and sensitive to a program's localized contexts.

With regard to NELP assessment 1 (state licensure examinations), the NELP SPA does not require programs to meet a specific pass rate for its completers at the cohort level as a pre-condition for SPA National Recognition. However, as part of the program review reporting process, all programs

are required to document candidates' performance on state licensure examinations as partial evidence for candidates' content knowledge. Programs are also expected to delineate how the licensure assessment is aligned with the NELP SPA standards and components. According to CAEP policy, "alignment" may be attained if assessments that are comprised of content similar to the specialty standards demonstrate the same complexity as the standards; are congruent in the range of knowledge, skills, and dispositions that candidates are expected to exhibit; and call for an appropriate level of difficulty consistent with the standards.

Program reports provided by institutions in any state that uses licensure tests should include the following data: (1) the average scores of completing candidates in the program, and (2) the range of scores for candidates completing the program.

NELP Standards 1–7: NELP Reviewer Evaluation Rubric

NELP SPA program reviewers and audit team members decide whether a program provides sufficient evidence to meet NELP standards and criteria for National Recognition. The following rubric should be used by NELP district-level program reviewers in making qualitative judgments about the quality of assessment evidence presented in the program report for NELP standards 1–7. SPA program reviewer decisions on whether standards are met will be based on the preponderance of evidence at the standard level. CAEP (2017) defines preponderance of evidence as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each component. A commonly accepted definition of preponderance of evidence is a requirement that a majority of the evidence favors a given outcome. NELP program review decisions are based on the preponderance of evidence at the standard level using this definition. Specifically, 75 percent of the components of each standard must be met at the acceptable or target level.

Programs will be required to provide evidence for all of the components of NELP standards 1–7. However, programs are not required to meet all components of the standards as a criterion for National Recognition. The components are used by programs and reviewers to help determine how standards are met. This means that a standard could be met, even though evidence related to one or more components presented in the assessments is weak. Program reviewers will weigh the evidence presented in program reports, and when there is a greater weight of evidence in favor, they will conclude that a standard is met or that a program is recognized.

Met	Met with Conditions	Not Met
Assessment Purpose		
• The purpose of each assessment for candidate monitoring or decision making concerning candidate progression is clear and aligned to specified standard components.	• The purpose of each assessment for candidate monitoring or decision making concerning candidate progression, while present, is unclear and/or inconsistently aligned to specified standard components.	• The purpose of each assessment for candidate monitoring or decision making concerning candidate progression is not provided and/or not aligned to specified standard components.
Met	**Met with Conditions**	**Not Met**
Assessment Instructions		

• Candidates are provided clear, complete instructions about what they are expected to do and how their performance will be evaluated (scoring rubric) that are aligned to the specified standard components.	• Candidates are provided with partial instructions about what they are expected to do and how their performance will be evaluated (scoring rubric) and/or instructions are inconsistently aligned to the specified standard components.	• Candidates are provided with instructions that are unclear, incomplete, or missing and have no alignment to the current standard components.
Assessment Alignment to Standards		
• Collectively, the six required assessments are aligned to the seven standards inclusive of a preponderance of the 22 standard components (*preponderance of evidence* is defined as 75 percent of the components of **each** standard are met).	• Collectively, the six required assessments have inconsistent alignment to the seven standards inclusive of the preponderance of the 22 standard components (*preponderance of evidence* is defined as 75 percent of the components of **each** standard are met).	• Collectively, the six required assessments have misalignment or no alignment to the seven standards inclusive of the preponderance of the 22 standard components (*preponderance of evidence* is defined as 75 percent of the components of each standard are met).
Knowledge and Skills Assessed		
• Assessments clearly define the content knowledge and professional skills to be evaluated (content knowledge for assessments 1 and 2; professional skills for assessments 3–6).	• Assessments ambiguously define or inconsistently align the content knowledge and professional skills to be evaluated (content knowledge for assessments 1 and 2; professional skills for assessments 3–6).	• Assessments do not align to the required content knowledge and professional skills to be evaluated (content knowledge for assessments 1 and 2; professional skills for assessments 3–6).
Higher-Level Skills		
• Assessments require higher levels of intellectual behavior specified in standard components (e.g., develop, evaluate, analyze, and apply).	• Assessments inconsistently require higher levels of intellectual behavior (e.g., develop, evaluate, analyze, and apply).	• Assessments do not require higher levels of intellectual behavior (e.g., develop, evaluate, analyze, and apply).

Met	Met with Conditions	Not Met
Evidence of Mastery		
• The depth and breadth of the assessment tasks as outlined in the assessment descriptions elicit requisite evidence of candidates' level of mastery of essential content knowledge and professional skills (*preponderance of evidence* is defined as 75 percent of the components of **each** standard are met).	• The limited depth and breadth of the assessment tasks as outlined in the assessment descriptions elicit partial evidence of candidate mastery of essential content knowledge and professional skills (*preponderance of evidence* is defined as 75 percent of the components of **each** standard are met).	• The superficial and/or narrow assessment tasks as outlined in the assessment description(s) elicit minimal to no evidence of candidate mastery of essential content knowledge and professional skills (*preponderance of evidence* is defined as 75 percent of the components of **each** standard are met).
Scoring Rubric Alignment		
• The scoring rubric aligns to the specified standard components as identified in the assessment description and directions.	• The scoring rubric alignment to the specified standard components as identified in the assessment description and directions is vague and/or incomplete.	• The scoring rubric is not provided or is not aligned to the specified standard components as identified in the assessment description and directions.
Scoring Rubric Focus		
• Within the body of the scoring rubric, each standard component and related indicators must be measured separately.	• Within the body of the scoring rubric, some standard components and indicators are sometimes measured together, making it impossible to accurately measure candidate performance at the individual component level.	• The scoring rubric does not measure at the standard component level.
Judgment of Candidate Performance		
• The basis for judging candidate performance (i.e., the criteria for success) is clearly defined and aligned to standard component indicators (content knowledge for assessments 1 and 2; professional skills for assessments 3–6).	• The basis for judging candidate performance (i.e., the criteria for success) is partially defined and makes limited use of standard component indicators (content knowledge for assessments 1 and 2; professional skills for assessments 3–6).	• The basis for judging candidate performance (i.e., the criteria for success) is unclear in definition and/or unrelated to standard component indicators (content knowledge for assessments 1 and 2; professional skills for assessments 3–6).

Met	Met with Conditions	Not Met
Levels of Candidate Performance		
• Proficiency level descriptions clearly distinguish differences among levels of performance using identifiers of what a candidate should demonstrate and what a reviewer would expect to see at each performance level.	• Proficiency level descriptions provide subjective and/or vague qualifiers to distinguish differences among levels of performance, thus limiting understanding of what a candidate should demonstrate, and a reviewer would expect to see at each performance level.	• The scoring rubric does not measure at the standard component level.
Data Chart Alignment		
• Data charts are aligned with standards as defined by the assessment directions and scoring rubrics.	• Data charts are inconsistently aligned with standards as defined by the assessment directions and/or scoring rubrics.	• Data charts lack alignment with standards as defined by the assessment directions and rubrics.
Initial Program Report Data Chart Requirements		
• Initial program report provides three applications of data for each assessment.	• Initial program report provides fewer than three applications of data for one or two of the assessments but includes a valid justification for why the data is missing.	• Initial program report does not provide three applications of data for all assessments and does not include a valid justification for why the data is missing.
Sufficiency of Data Representation		
• Data charts present data by semester/term/year and number of candidates and aggregates data at the standard level.	• Data charts do two of the following: report data by semester/term/year and number of candidates and/or aggregates data at the standard level.	• Data charts do not report the data by semester/term/year and number of candidates and aggregates data at the standard level.

NELP Standard 8: NELP Reviewer Evaluation Rubric

The following rubric should be used by program reviewers in making qualitative judgments about the quality of NELP standard 8. This standard outlines the components of a high-quality internship/clinical field experiences that are the signature for programs preparing entry-level candidates for district leadership positions. Programs will be required to provide evidence for all of the components of standard 8. However, programs are not required to meet all components of the standards as a criterion for National Recognition. This means that a standard could be met, even though evidence related to one or more components presented in the assessments is weak. Program reviewers will weigh the evidence presented in program reports, and when there is a greater weight of evidence in favor, they will conclude that a standard is met or that a program is recognized.

The program report should provide evidence of the components in standard 8 through a one-page narrative document that describes the internship/clinical field experiences. Program reviewers should use the rubric below to evaluate the degree of alignment of program report evidence.

Met	Met with Conditions	Not Met
Description of Internship/Clinical Field Experience		
• The internship/clinical field experience is described in a comprehensive manner.	• The internship/clinical field experience description is incomplete.	• The internship/clinical field experience description is not provided.

NELP 8.1: Candidates are provided a variety of coherent, authentic field or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.

Met	Met with Conditions	Not Met
Range of Experiences		
• The internship/clinical field experiences provide a range of diverse opportunities for candidates to engage in authentic district-based leadership work that requires them to synthesize and apply knowledge and skills gained through the program.	• The internship/clinical field experiences provide limited opportunities for candidates to engage in authentic district-based leadership work that requires them to synthesize and apply knowledge and skills gained through the program.	• The internship/clinical field experiences provide no opportunities for candidates to engage in authentic district-based leadership work that requires them to synthesize and apply knowledge and skills gained through the program.

Interactions with Stakeholders		
• The internship/clinical field experiences provide many opportunities for candidates to initiate and lead direct interactions with district staff, students, families, and school community leaders and organizations.	• The internship/clinical field experiences involve candidates in a few direct interactions with district staff, students, families, and school community leaders and organizations.	• The internship/clinical field experiences do not involve candidates in direct interactions with district staff, students, families, and school community leaders and organizations.
District Environments		
• Candidates are provided with opportunities to gain experiences in two or more district environments (e.g., office of instruction, office of finances) to practice a wide range of relevant, district-based knowledge and leadership skills.	• Candidates are provided with an opportunity to gain experience in one type of district setting (e.g., office of instruction, office of finances) to practice relevant, district-based knowledge and leadership skills.	• Candidates are not provided with an opportunity to gain experience in any district settings (e.g., office of instruction, office of finances) to practice relevant, district-based knowledge and leadership skills.
Met	**Met with Conditions**	**Not Met**
Alignment to Standard Component Areas		
• Description demonstrates alignment across all standard component areas.	• Description provides limited evidence of alignment across all standard component areas.	• Description provides insufficient or no evidence of alignment across standard component areas.

NELP 8.2: Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

Met	Met with Conditions	Not Met
Concentration of Experience		
• Program provides strong evidence that candidates participate in concentrated district internship/clinical field experiences over an extended period of time. The internship/clinical experiences cumulatively result in six months, 10–15 hours per week. (Explanatory note: The internship experience may be continuous, or it may include multiple field experiences of different lengths. For example, experiences may include two noncontiguous clinical internships that together provide the equivalent of six months of clinical field experiences.)	• Program provides evidence that candidates participate in a limited district internship with field experiences over an extended period of time. The internship/clinical experiences cumulatively result in less than six months or less than 10 hours per week. (Explanatory note: The internship experience may be continuous, or it may include multiple field experiences of different lengths. For example, experiences may include two noncontiguous clinical internships that together provide the equivalent of six months of clinical field experiences.)	• Program fails to provide evidence that candidates participate in a sustained district internship with field experiences over an extended period of time or provides evidence that candidates do not participate in a sustained district internship with field experiences over an extended period of time.

NELP 8.3: Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

Met	Met with Conditions	Not Met
Mentor Qualifications		
• Program description includes comprehensive strategies for ensuring on-site mentors are qualified to serve as district-based educational leadership mentors.	• Program description provides a vague explanation and limited information concerning how the program will ensure that on-site mentors are qualified to serve as district-based educational leadership mentors.	• Program description fails to provide any explanation of qualifications for on-site mentors, or the evidence does not support how on-site mentors are qualified to serve as district-based educational leadership mentors.

Mentor Presence		
• Program description includes comprehensive strategies for ensuring that on-site mentors are present for a significant portion of the internship.	• Program description provides a vague explanation of how the program will ensure that on-site mentors are present for a significant portion of the internship.	• Program description fails to provide any explanation of how the program will ensure that on-site mentors are present for a significant portion of the internship.
Mentor Selection		
• Program description includes comprehensive strategies for how the on-site mentor is selected collaboratively by the intern, a representative of the district, and a representative of the program faculty.	• Program description provides limited information regarding the selection of on-site mentors.	• Program description fails to provide any explanation of how the on-site mentor is selected collaboratively by the intern, a representative of the district, and a representative of the program faculty.
Met	**Met with Conditions**	**Not Met**
Mentor Training		
• Program description includes comprehensive strategies for how the supervising institution provides on-site mentors with training and guidance for their ongoing supervision and evaluation of intern candidates.	• Program description provides limited information concerning the training of on-site mentors.	• Program description fails to provide any explanation of how the supervising institution provides on-site mentors with training and guidance for their ongoing supervision and evaluation of intern candidates.

Examples of Evidence of District-Level Candidate Competence

The following examples are provided to assist educational leadership preparation programs in thinking through the kinds of candidate work that would provide sufficient evidence that NELP standard components are met. There is no expectation that programs would use these exact examples. Each example is aligned closely with the content and complexity of the component expectations and suggest categories of evidence that programs might consider when crafting assessments that would include these or similar actions. Unlike specifications of assessment tasks, each example describes actions a candidate might take to demonstrate that the component is met in its entirety.

Examples of Evidence of Candidate Competencies for Standard 1: Mission, Vision, and Improvement

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

- Candidate involves a group of diverse community members in completing a case study focused on designing and communicating about a shared mission and vision that reflect a set of core values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- During a role-play of a school community meeting focused on designing a district mission and vision, the candidate's comments and behaviors demonstrate his/her ability to use a set of core values and priorities to evaluate an existing mission and vision and to engage others in designing a new mission and vision.
- Candidate completes a required course assignment requiring multiple days of planning or an assessment focused on developing a district mission and vision. The assignment is assessed by program faculty using a rubric that addresses the extent to which major content and skill areas of collaboratively evaluating, designing, and communicating about a mission and vision that reflect a core set of values and priorities are appropriately addressed.

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.

- Candidate engages a group of diverse stakeholders in a strategic planning and continuous improvement process that includes data collection, diagnosis, design, implementation, and evaluation.
- During a role-play of a strategic planning meeting, candidate demonstrates a strong understanding of the continuous improvement process, effective data use, and the ability to engage others in planning and improvement of work.

- Candidate develops a research-informed training program for district- and school-level staff that fosters staff capacity to collaboratively engage in planning and improvement work.

Examples of Evidence of Candidate Competencies for Standard 2: Ethics and Professional Norms

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, lifelong learning, digital citizenship) and professional district and school cultures.

- Using simulated experience during coursework or field experiences, the candidate reflects on, communicates, cultivates, and models professional dispositions and norms that support educational success and the well-being of learners and adults.
- Using a case study for evidence, the candidate reflects on the extant professional dispositions and norms and communicates, cultivates, and models the professional dispositions and norms from the case that would support educational success and the well-being of learners and adults.
- The candidate develops a researched-informed training program for district educators on how to reflect on, communicate about, cultivate, and model professional dispositions and norms that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

- Using a case study or field experiences, the candidate uses the evidence presented by the experience to evaluate the ethical and legal implications of the situation and then communicates and advocates for appropriate legal and ethical decisions.
- During a role-play of a situation in which there is a legal and ethical dilemma, the candidate uses the information presented in the role-play to evaluate the ethical and legal implications of the situation and then communicates and advocates for legal and ethical decisions.
- The candidate develops a portfolio in which s/he documents a specific incidence in which s/he evaluated a situation for a legal and ethical dilemma and then advocated for specific steps to address the dilemma.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

- Throughout their coursework and field experiences, the candidate conducts him/herself in an ethical manner and conducts his/her relationships in a manner that cultivates ethical actions in others.

- In role-play scenarios, the candidate assumes a role and conducts him/herself in an ethical manner and conducts his/her relationships in a manner that cultivates ethical actions in others.
- The candidate completes a portfolio in which s/he documents examples of how s/he has modeled ethical behavior in his/her personal conduct and relationships and cultivated ethical behavior in others.

Examples of Evidence of Candidate Competencies for Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

- Using data presented during coursework or from a field site, the candidate writes a plan for how s/he would evaluate these data and then uses inferences from the data to design and cultivate a more supportive and inclusive district culture.
- In role-play scenarios, the candidate uses data to evaluate, design, cultivate, and advocate for a supportive and inclusive culture within a district.
- The candidate completes a capstone project that includes a written analysis of a district culture and articulates the necessary steps to evaluate, design, cultivate, and advocate for improvement in the supportive and inclusive nature of the district culture.
- The candidate drafts a comprehensive entry plan for a new leadership position in which s/he articulates the steps s/he will undertake to evaluate the current district climate and then use the results of this evaluation to design, cultivate, and advocate for improvements/refinements to ensure the district culture is supportive and inclusive.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

- Using data from well-crafted simulations or from field sites, the candidate articulates a detailed plan for evaluating the safety and support offered within district schools, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, that are necessary to support the success and well-being of each student. The candidate then articulates the steps necessary for cultivating and advocating for equitable access to safe and nurturing schools for the purposes of supporting the success and well-being of each student.
- Collaborating with other educators and field site shareholders, the candidate completes an evaluation of the equity and access to safe and nurturing schools

within the district and to resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. The candidate collaborates with others to cultivate refinements/improvements for more equitable access and articulates the necessary implementation steps.

- The candidate develops a research-informed training program or professional learning opportunity that provides guidance for central office personnel and building-level leadership in how to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools within the district and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

- Using data on instruction and behavioral support from well-crafted simulations or from field sites, the candidate provides a plan for how s/he would evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among building- and district-level leaders, teachers, and other staff members.
- The candidate designs an entry plan documenting how s/he might evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among building- and district-level leaders, teachers, and staff upon securing a district-level leadership position.
- During coursework, the candidate collaboratively engages in a simulation during which the candidate and her/his colleagues collaboratively evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices.

Examples of Evidence of Candidate Competencies for Standard 4: Learning and Instruction

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.

- The candidate completes a capstone project in which the candidate evaluates, develops, and articulates the steps necessary to implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

- The candidate develops a research-informed training or professional learning opportunity for central office and building-level leaders that provides guidance on how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

- The candidate gathers appropriate data on programs and other academic and non-academic student programs and then uses these data to craft a written plan for evaluating the effectiveness of the programs and identifies program improvements and how to implement strategies that lead to the identified improvements.

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent 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.

- The candidate completes a portfolio entry in which s/he includes an example from his/her coursework or field experiences that demonstrates how s/he collaborated with others to evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, to promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

- From a field site, the candidate gathers, synthesizes, and evaluates appropriate data on a district system of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, to determine the effectiveness of these systems at promoting reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success. Candidate includes recommendations for improvements/refinements to the systems and the necessary steps for implementing these refinements.

- Using a case study approach, the candidate gleans the appropriate and germane data and then uses these data to evaluate a district's system of support, coaching, and professional development for educators, educational professionals, and school and district leaders to determine the effectiveness of these systems at promoting reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success. Candidate includes recommendations for improvements/refinements to the systems and the necessary steps for implementing these refinements as well as information about how s/he would use this system to engage in his/her own professional learning.

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

- The candidate develops a research-informed training program or professional learning opportunity for educators that provides guidance on how to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments and data collection and management systems to support district-wide data-informed instructional improvement and student learning and well-being.

- The candidate designs an entry plan for a new district-level leadership position that includes how s/he would evaluate and develop formal and informal culturally responsive and accessible assessments and data collection and management systems that support district-wide data-informed instructional improvement and student learning and well-being. Candidate's plan would include the steps required to complete the objectives outlined in the plan.

- Using assessments and data from well-crafted simulations or from field sites, the candidate articulates a plan to evaluate and develop formal and informal culturally responsive and accessible assessments and data collection and management systems that support district-wide data-informed instructional improvement and student learning and well-being.

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, technology, and instructional resources that support the needs of each student in the district.

- Candidate creates a comprehensive entry plan for how s/he will evaluate the coherence of district-wide systems of curriculum, instruction, assessment, student services, technology, and instructional resources. Candidate will articulate how such an evaluation will be used to design improvements to these systems and the steps necessary to implement these improvements.

- Using data from well-crafted simulations during coursework or from field sites, the candidate completes a capstone project in which s/he evaluates the coherence of district-wide systems of curriculum, instruction, assessment, student services, technology, and instructional resources and uses the evaluation to make improvements and take the steps necessary to implement them.

- The candidate develops and presents a research-informed training program or professional learning opportunity for central office staff and building-level leaders that provides guidance on the district's approach to evaluating the coherence of district-wide systems of curriculum, instruction, assessment, student services, technology, and instructional resources and the processes that will be employed to decide upon improvements to these systems and the steps necessary to implement them.

Examples of Evidence of Candidate Competencies for Standard 5: Community and External Leadership

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

- Candidate works with a group of diverse family members to design a district-wide program for engaging families in supporting student learning.
- During a role-play of a meeting with family members, candidate demonstrates effective two-way communication, develops an understanding of family strengths, and works with family members to identify ways to engage families in supporting student learning.
- Candidate develops a research-informed training program for school and district staff that fosters staff capacity to identify and use family funds of knowledge to enhance student learning.

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 students, schools, and the district as a whole.

- Candidate involves a group of diverse family and community members in completing a case study focused on collaborating and communicating with district stakeholders through oral, written, and digital means.
- Candidate develops a research-informed training program for school and district staff that fosters staff capacity to collaborate and communicate with district stakeholders through oral, written, and digital means.
- Candidate drafts a comprehensive community engagement and communication plan that includes various strategies for reaching out and maintaining contact with a variety of community members.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members in the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

- Candidate drafts a comprehensive advocacy communication plan that includes multiple forms of communication (i.e., oral written and digital) strategies for reaching a variety of stakeholder communities.
- Candidate collaborates with a group of district personnel to assess district, school, student, and community needs and develops an advocacy plan that reflects those needs.

- Candidate completes a required course assignment requiring multiple days of planning or an assessment focused on advocacy leadership. The assignment is assessed by program faculty using a rubric that addresses the extent to which the major content and skill areas involved in conducting needs assessments, assessing the policy environment, and advocating for district, school, student, and community needs are appropriately addressed.

Examples of Evidence of Candidate Competencies for Standard 6: Operations and Management

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.

- Candidate uses a process for auditing the equity and effectiveness of district systems and uses the audit results to inform the development of and communication about strategies for implementing more equitable and effective systems.

- Candidate involves a group of district staff in completing a case study focused on evaluating, developing, communicating, and implementing data-informed and equitable management, communication, technology, governance, and operation systems.

- Candidate completes a required course assignment requiring multiple days of planning or an assessment focused on district systems. The assignment is assessed by program faculty using a rubric that addresses the extent to which major content and skill areas involved in evaluating, developing, communicating, and implementing data-informed and equitable management, communication, technology, governance, and operation systems are appropriately addressed.

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.

- Candidate collaborates with a group of parents and district and school staff to develop, communicate, and implement data-based resourcing plans.

- During a role-play of a district community meeting focused on resource needs, candidate demonstrates the ability to present data that reflects district and individual school needs, to effectively respond to questions regarding those needs, and to offer a well-informed advocacy plan for addressing needs.

- Candidate monitors use of district resources to identify areas where resources can be more effectively allocated as well as where additional resources are needed.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

- Candidate uses a process for evaluating the effectiveness of district systems for hiring, retaining, supervising, and developing school and district staff and uses the results of this evaluation to develop and improve systems that support the district's collective instructional and leadership capacity.
- Candidate works with a group of highly capable teachers and leaders to design a research-informed training program that fosters the capacity of district personnel to effectively engage in hiring, retaining, supervising, and developing school and district staff.
- Candidate completes a required course assignment requiring multiple days of planning or an assessment focused on human resources. The assignment is assessed by program faculty using a rubric that addresses the extent to which major content and skill areas involved in evaluating, developing, and implementing coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff are appropriately addressed.

Examples of Evidence of Candidate Competencies for Standard 7: Policy, Governance, and Advocacy

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.

- Candidate uses a data-informed process to work with a group of board members and school and district leaders to identify and advocate for district needs.
- During a role-play of a school board meeting, candidate demonstrates the ability to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with board members.
- Candidate completes a case study focused on advocating for district needs to the district board of education.

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.

- Candidate uses a process for evaluating the effectiveness of district governance systems and then uses the findings of that evaluation to design or improve governance systems to engage multiple and diverse stakeholder groups.

- Candidate completes a case study focused on evaluating, designing, implementing, and cultivating effective and collaborative district governance systems.
- Candidate completes a required course assignment requiring multiple days of planning or an assessment focused on district governance systems. Program faculty assess the assignment using a rubric that addresses the extent to which major content and skill areas involved in evaluating, designing, cultivating, and implementing effective and collaborative systems are appropriately addressed.

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.

- Candidate conducts an analysis of how a law or policy is implemented in the district and uses that analysis to provide recommendations for improvements.
- Candidate develops a research-informed training program for district staff that fosters staff understanding and ability to effectively communicate about and implement a law, policy, or regulation.
- In a simulated school board meeting, candidate demonstrates the capacity to evaluate and facilitate an informed discussion about a district, state, or national policy, law, rule, or regulation.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrates the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for the needs and priorities of the district at the local, state, and national level.

- During a simulation of a state policy meeting, candidate demonstrates the ability to use data to represent and advocate for district needs and priorities.
- Candidate works with a group of district personnel to design a research-informed training program for school and district leaders that fosters their ability to evaluate, represent, and advocate for school and/or district needs.
- Candidate completes a required course assignment requiring multiple days of planning or an assessment focused on representing district needs and priorities within larger policy conversations. The assignment is assessed by program faculty using a rubric that addresses the extent to which major content and skill areas involved in evaluating, representing, and advocating for district needs are appropriately addressed.

NELP District-Level Candidate Assessment Rubric Guidance

The following Assessment Rubric Guidance is intended to serve as a resource to programs as they develop candidate assessment rubrics. When developing rubrics to assess candidate performance, the NELP SPA recommends, three performance levels: Approaching, Meets, and Exceeds. The rubrics should reflect the relevant NELP component as well as the performance or product being assessed.

Definition of Rubric Performance Levels

The basis for evaluating district-level leadership candidate competence is defined as the following three performance levels and is to be applied with the NELP assessment rubrics.

Level 1—Approaching. Level 1 represents a level of developing performance in which there is evidence that the candidate meets some but not all of the component's expectations. At this level, the candidate has developed content knowledge and understanding, but there is not sufficient evidence of a candidate's ability for independent practice for all parts of the component expectations.

Level 2—Meets. Level 2 represents a level of performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading in a school district context.

Level 3—Exceeds. Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component's expectations by demonstrating his/her understanding and skills through effective leadership practice within a district context. This level represents exemplary practice for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading in a school district context.

Standard 1: Mission, Vision, and Improvement Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. Key question: Can candidates demonstrate their understanding and capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community?	Candidates understand the role and importance of a district's vision and mission as well as processes for evaluating and collaboratively designing a mission and vision. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate an existing mission and vision statement, 2) collaboratively design a district mission and vision that reflects a core set of values and priorities, and 3) develop a comprehensive plan for communicating the mission and vision.	Candidates understand the role and importance of a district's vision and mission as well as processes for evaluating and collaboratively designing a mission and vision. Candidates apply their understanding to design a process for: 1) evaluating an existing mission and vision statement, 2) collaboratively designing a district mission and vision that reflects a core set of values and priorities, and 3) developing a comprehensive plan for communicating the mission and vision.	Candidates understand the role and importance of a district's vision and mission as well as processes for evaluating and collaboratively designing a mission and vision. Candidates apply their understanding to design a process for: 1) evaluating an existing mission and vision statement, 2) collaboratively designing a district mission and vision that reflects a core set of values and priorities, and 3) developing a comprehensive plan for communicating the mission and vision. Candidates use their understanding and capacity to implement the design within a district setting.

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. Key question: Can candidates demonstrate their understanding and capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation?	Candidates understand the research on and process of strategic planning, continuous improvement, and implementation theory. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate an existing improvement process, 2) develop an improvement process that includes data collection, diagnosis, design, implementation, and evaluation, 3) articulate a process for strategic planning, and 4) develop an implementation process that supports district improvement.	Candidates understand the research on and process of strategic planning, continuous improvement, and implementation theory. Candidates apply their understanding to design a process for: 1) evaluating an existing improvement process, 2) developing an improvement process that includes data collection, diagnosis, design, implementation, and evaluation, 3) articulating a process for strategic planning, and 4) developing an implementation process that supports district improvement.	Candidates understand the research on and process of strategic planning, continuous improvement, and implementation theory. Candidates apply their understanding to design a process for: 1) evaluating an existing improvement process, 2) developing an improvement process that includes data collection, diagnosis, design, implementation, and evaluation, 3) articulating a process for strategic planning, and 4) developing an implementation process that supports district improvement. Candidates use their understanding and capacity to implement the design within a district setting.

Standard 2: Ethics and Professional Norms Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and to cultivate professional norms and culture.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds 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, lifelong learning, digital citizenship) and professional district and school cultures. Key question: Can candidates demonstrate their understanding and capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures?	Candidates understand the importance of and how to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures. Candidates do not demonstrate the capacity to engage in the following: 1) engage in reflective practice, 2) cultivate professional norms among diverse constituencies, 3) 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), and 4) use professional norms as a basis for building organizational culture.	Candidates understand the importance of and how to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures. Candidates demonstrate the capacity to apply their understanding to: 1) engage in reflective practice, 2) cultivate professional norms among diverse constituencies, 3) 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), and 4) use professional norms as a basis for building organizational culture.	Candidates understand the importance of and how to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures. Candidates demonstrate the capacity to apply their understanding to: 1) engage in reflective practice, 2) cultivate professional norms among diverse constituencies, 3) 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), and 4) use professional norms as a basis for building organizational culture.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions. Key question: Can candidates demonstrate their understanding and capacity to evaluate and advocate for ethical and legal decisions?	Candidates understand the importance of and how to evaluate and advocate for ethical and legal decisions. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate ethical dimensions of issues, 2) analyze decisions in terms of established ethical frameworks, and 3) advocate for ethical and legal decisions.	Candidates understand the importance of and how to evaluate and advocate for ethical and legal decisions. Candidates apply their understanding to: 1) evaluate ethical dimensions of issues, 2) analyze decisions in terms of established ethical frameworks, and 3) advocate for ethical and legal decisions.	Candidates understand the importance of and how to evaluate and advocate for ethical and legal decisions. Candidates apply their understanding to: 1) evaluate ethical dimensions of issues, 2) analyze decisions in terms of established ethical frameworks, and 3) advocate for ethical and legal decisions. Candidates use their understanding and capacity to implement the processes within a district setting.
Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. Key question: Can candidates demonstrate their understanding and capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others?	Candidates understand the importance of and how to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. Candidates do not demonstrate the capacity to engage in the following: 1) model ethical behavior in their personal conduct and relationships with others, and 2) cultivate ethical behavior in others.	Candidates understand the importance of and how to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. Candidates apply their understanding to design a process for: 1) modeling ethical behavior in their personal conduct and relationships with others, and 2) cultivating ethical behavior in others.	Candidates understand the importance of and how to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. Candidates apply their understanding to design a process for: 1) modeling ethical behavior in their personal conduct and relationships with others, and 2) cultivating ethical behavior in others. Candidates use their understanding and capacity to implement the processes within a district setting.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture. Key question: Can candidates demonstrate their understanding and capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture?	Candidates understand the importance of and how to evaluate, cultivate, and advocate for a supportive and inclusive district culture. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate district culture, 2) use research and evidence to design and cultivate a supportive and inclusive district culture, and 3) advocate for a supportive and inclusive district culture.	Candidates understand the importance of and how to evaluate, cultivate, and advocate for a supportive and inclusive district culture. Candidates apply their understanding to engage in the following: 1) evaluate district culture, 2) design and cultivate a supportive and inclusive district culture, and 3) advocate for a supportive and inclusive district culture.	Candidates understand the importance of and how to evaluate, cultivate, and advocate for a supportive and inclusive district culture. Candidates apply their understanding to: 1) evaluate district culture, 2) design and cultivate a supportive and inclusive district culture, and 3) advocate for a supportive and inclusive district culture. Candidates use their understanding and capacity to implement the processes within a district setting.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. Key question: How do candidates demonstrate their understanding and capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student?	Candidates understand the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for the equitable access to educational resources and opportunities.	Candidates understand the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. Candidates apply their understanding to design a process for: 1) evaluating sources of inequality and bias in the allocation of educational resources and opportunities, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, 2) cultivating the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocating for the equitable access to educational resources and opportunities.	Candidates are able to understand the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. Candidates apply their understanding to design a process for: 1) evaluating sources of inequality and bias in the allocation of educational resources and opportunities, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, 2) cultivating the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocating for the equitable access to educational resources and opportunities. Candidates use their understanding and capacity to implement the processes within a district setting.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff. Key question: Can candidates demonstrate their understanding and capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff?	Candidates understand the importance of and how to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate root causes of inequity and bias, 2) develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, 3) advocate for culturally responsive instructional and behavior support practices among district staff and across district schools, and 4) cultivate culturally responsive instructional and behavior support practices across the district and its schools.	Candidates understand the importance of and how to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff. Candidates apply their understanding to design a process for: 1) evaluating root causes of inequity and bias, 2) developing district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, 3) advocating for culturally responsive instructional and behavior support practices among district staff and across district schools, and 4) cultivating culturally responsive instructional and behavior support practices across the district and its schools.	Candidates understand the importance of and how to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff. Candidates apply their understanding to design a process for: 1) evaluating root causes of inequity and bias, 2) developing district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, 3) advocating for culturally responsive instructional and behavior support practices among district staff and across district schools, and 4) cultivating culturally responsive instructional and behavior support practices across the district and its schools. Candidates use their understanding and capacity to implement the processes within a district setting.

Standard 4: Learning and Instruction Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds 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. Key question: How do candidates demonstrate their understanding and 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?	Candidates understand the importance of and how to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate curricula, the use of technology, and other services and supports for academic and non-academic student programs, 2) propose designs for improving the quality, coordination, and coherence among curricula, the use of technology, and other services and supports for academic and non-academic student programs, and 3) develop a plan for implementing the district's plan for improved academic and non-academic student programs.	Candidates understand the importance of and how to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. Candidates apply their understanding to design a process for: 1) evaluating curricula, the use of technology, and other services and supports for academic and non-academic student programs, 2) proposing designs for improving the quality, coordination, and coherence among curricula, the use of technology, and other services and supports for academic and non-academic student programs, and 3) implementing the district's plan for improved academic and non-academic student programs.	Candidates understand the importance of and how to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. Candidates apply their understanding to design a process for: 1) evaluating curricula, the use of technology, and other services and supports for academic and non-academic student programs, 2) proposing designs for improving the quality, coordination, and coherence among curricula, the use of technology, and other services and supports for academic and non-academic student programs, and 3) implementing the district's plan for improved academic and non-academic student programs. Candidates use their understanding and capacity to implement the processes within a district setting.

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent 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. Key question: Can candidates demonstrate their understanding and capacity to collaboratively evaluate, design, and cultivate coherent 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?	Candidates understand the importance of and how to collaboratively evaluate, design, and cultivate coherent 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. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders, 2) develop a plan for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success, and 3) develop a plan for implementing systems of support and professional development.	Candidates understand the importance of and how to collaboratively evaluate, design, and cultivate coherent 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. Candidates apply their understanding to: 1) evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders, 2) develop a plan for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success, and 3) develop a plan for implementing systems of support and professional development.	Candidates understand the importance of and how to collaboratively evaluate, design, and cultivate coherent 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. Candidates apply their understanding to: 1) evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders, 2) develop a plan for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success, and 3) develop a plan for implementing systems of support and professional development. Candidates use their understanding and capacity to implement the processes within a district setting.

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership. Key question: Can candidates demonstrate their understanding and capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership?	Candidates understand the importance of and how to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate the quality of formative and summative assessments of learning, 2) evaluate coordination and coherence among assessments and use of data from these sources to support instructional improvement, student learning and well-being, and instructional leadership, 3) design a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership, and	Candidates understand the importance of and how to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership. Candidates apply their understanding to: 1) evaluate the quality of formative and summative assessments of learning, 2) evaluate coordination and coherence among assessments and use of data from these sources to support instructional improvement, student learning and well-being, and instructional leadership, 3) design a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership, and	Candidates understand the importance of and how to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership. Candidates apply their understanding to design a process for: 1) evaluating the quality of formative and summative assessments of learning, 2) evaluating coordination and coherence among assessments and use of data from these sources to support instructional improvement, student learning and well-being, and instructional leadership, 3) designing a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership, and

	4) develop a plan for implementing the system of assessments and data collection, management, and analysis.	4) develop a plan for implementing the system of assessments and data collection, management, and analysis.	4) developing a plan for implementing the system of assessments and data collection, management, and analysis. Candidates use their understanding and capacity to implement the processes within a district setting.

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, technology, and instructional resources that support the needs of each student in the district. Key question: Can candidates demonstrate their understanding and capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district?	Candidates understand the importance of and how to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district. Candidates do not demonstrate the capacity to engage in the following: 1) engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non-academic services, 2) propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems, and 3) use technology and performance management systems to monitor, analyze, implement, and evaluate district curriculum, instruction, services, assessment practices, and results.	Candidates understand the importance of and how to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district. Candidates apply their understanding to: 1) engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non-academic services, 2) propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems, and 3) use technology and performance management systems to monitor, analyze, implement, and evaluate district curriculum, instruction, services, assessment practices, and results.	Candidates understand the importance of and how to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district. Candidates apply their understanding to: 1) engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non-academic services, 2) propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems, and 3) use technology and performance management systems to monitor, analyze, implement, and evaluate district curriculum, instruction, services, assessment practices, and results. Candidates use their understanding and capacity to implement the processes within a district setting.

Standard 5: Community and External Leadership Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school. Key question: Can candidates demonstrate their understanding and capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school?	Candidates understand the importance of and how to represent and support district schools in engaging diverse families in strengthening student learning in and out of school. Candidates do not demonstrate the capacity to engage in the following: 1) represent the district and its schools, 2) make decisions about when and how to engage families, and 3) support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school.	Candidates understand the importance of and how to represent and support district schools in engaging diverse families in strengthening student learning in and out of school. Candidates apply their understanding to: 1) represent the district and its schools, 2) make decisions about when and how to engage families, and 3) support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school.	Candidates understand the importance of and how to represent and support district schools in engaging diverse families in strengthening student learning in and out of school. Candidates apply their understanding to: 1) represent the district and its schools, 2) make decisions about when and how to engage families, and 3) support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school. Candidates use their understanding and capacity to implement the processes within a district setting.

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 students, schools, and the district as a whole. Key question: How do candidates demonstrate their understanding and 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 students, schools, and the district as a whole?	Candidates understand the importance of and how to understand, engage, and effectively collaborate and communicate with diverse families, community members, partners, and other constituencies to benefit students, schools, and the district as a whole. Candidates do not demonstrate the capacity to: 1) develop processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies, 2) collaborate with diverse community members, partners, and other constituencies, 3) foster regular, two-way communication with community members, partners, and other constituencies, 4) develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community, and 5) engage community members, partners, and other constituents in district efforts.	Candidates understand the importance of and how to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of students, schools, and the district as a whole. Candidates apply their understanding to: 1) support district personnel's understanding of diverse families, community members, partners, and other constituencies, 2) collaborate with diverse community members, partners, and other constituencies, 3) foster regular, two-way communication with community members, partners, and other constituencies, 4) communicate through oral, written, and digital means, and 5) engage community members, partners, and other constituents in district efforts.	Candidates understand the importance of and how to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of students, schools, and the district as a whole. Candidates apply their understanding to: 1) support district personnel's understanding of diverse families, community members, partners, and other constituencies, 2) collaborate with diverse community members, partners, and other constituencies, 3) foster regular, two-way communication with community members, partners, and other constituencies, 4) communicate through oral, written, and digital means, and 5) engage community members, partners, and other constituents in district efforts. Candidates use their understanding and capacity to implement the processes within a district setting.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. Key question: Can candidates demonstrate their understanding and capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs?	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. Candidates do not demonstrate the capacity to: 1) conduct a needs assessment of the district, school, and community, 2) develop a plan for identifying and accessing resources, 3) gather information about the district and policy context, 4) cultivate relationships with members of the business, civic, and policy community, 5) develop targeted communication for oral, written, and digital distribution, and 6) advocate for district, school, and community needs.	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. Candidates demonstrate the capacity to: 1) conduct a needs assessment of the district, school, and community, 2) identify and access resources, 3) gather information about the district and policy context, 4) cultivate relationships with members of the business, civic, and policy community, 5) develop targeted communication for oral, written, and digital distribution, and 6) advocate for district, school, and community needs.	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. Candidates demonstrate the capacity to: 1) conduct a needs assessment of the district, school, and community, 2) identify and access resources, 3) gather information about the district and policy context, 4) cultivate relationships with members of the business, civic, and policy community, 5) develop targeted communication for oral, written, and digital distribution, and 6) advocate for district, school, and community needs. Candidates use their understanding and capacity to implement the plan within a district setting.

Standard 6: Operations and Management

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

Standard/Component	Approaching Standard	Meets Standard	Exceeds 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. Key question: Can candidates demonstrate their understanding and capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level that support schools in realizing the district's mission and vision?	Candidates understand the importance of and how 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. Candidates do not demonstrate the capacity to: 1) evaluate a district's management and operation systems, 2) use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems, 3) communicate with relevant stakeholders about the relationship between the district's management, operation, and governance systems and the district's mission and vision, and 4) develop an implementation plan to support improved district systems.	Candidates understand the importance of and how 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. Candidates demonstrate the capacity to: 1) evaluate a district's management and operation systems, 2) propose a design for improving the coordination and impact of district management, communication, technology, governance, and operation systems, 3) communicate with relevant stakeholders about the relationship between the district's management, operation, and governance systems and the district's mission and vision, and 4) develop an implementation plan to support improved district systems.	Candidates understand the importance of and how 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. Candidates demonstrate the capacity to: 1) evaluate a district's management and operation systems, 2) propose a design for improving the coordination and impact of district management, communication, technology, governance, and operation systems, 3) communicate with relevant stakeholders about the relationship between the district's management, operation, and governance systems and the district's mission and vision, and 4) develop an implementation plan to support improved district systems. Candidates use their understanding and capacity to implement the plan within a district setting.

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. Key question: Can candidates demonstrate their understanding and capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans?	Candidates understand the importance of and how to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. Candidates do not demonstrate the capacity to: 1) use data to evaluate district resource needs and practices, 2) use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs, 3) communicate about district resource needs and plans, and 4) develop an implementation plan for the district's resourcing plan.	Candidates understand the importance of and how to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. Candidates demonstrate the capacity to: 1) evaluate district resource needs and practices, 2) Design a data-based and equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs, 3) communicate about district resource needs and plans, and 4) develop an implementation plan for the district's resourcing plan.	Candidates understand the importance of and how to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. Candidates demonstrate the capacity to: 1) evaluate district resource needs and practices, 2) design a data-based and equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs, 3) communicate about district resources needs and plans, and 4) develop an implementation plan for the districts resourcing plan. Candidates use their understanding and capacity to implement the plan within a district setting.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity. Key question: Can candidates demonstrate their understanding and capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, developing, and cultivating school and district staff in order to support the district's collective instructional and leadership capacity?	Candidates understand the importance of and how to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity. Candidates do not demonstrate the capacity to: 1) use data to evaluate district human resource needs, 2) use research and data to develop a district-level system for hiring, retention, development, and supervision of school/ district personnel, 3) evaluate candidate's materials for instructional and leadership positions, and 4) implement systems for hiring, retaining, supervision, evaluation, feedback, and development.	Candidates understand the importance of and how to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity. Candidates demonstrate the capacity to: 1) evaluate district human resource needs, 2) develop a district-level system for hiring, retention, development, and supervision of school/ district personnel, 3) evaluate candidate's materials for instructional and leadership positions, and 4) implement systems for hiring, retaining, supervision, evaluation, feedback, and development.	Candidates understand the importance of and how to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity. Candidates demonstrate the capacity to: 1) evaluate district human resource needs, 2) develop a district-level system for hiring, retention, development, and supervision of school/ district personnel, 3) evaluate candidate's materials for instructional and leadership positions, and 4) implement systems for hiring, retaining, supervision, evaluation, feedback, and development. Candidates use their understanding and capacity to implement the plan within a district setting.

Standard 7: Policy, Governance, and Advocacy Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district. Key question: Can candidates demonstrate their understanding and capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district?	Candidates understand the importance of and how to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district. Candidates do not demonstrate the capacity to: 1) represent the district and its mission, strengths, and needs to the board of education, 2) cultivate a positive, respectful and responsive relationship with the board, and 3) advocate for board actions that will support the mission and vision of the district and meet district needs.	Candidates understand the importance of and how to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district. Candidates demonstrate the capacity to: 1) represent the district and its mission, strengths, and needs to the board of education, 2) cultivate a positive, respectful, and responsive relationship with the board, and 3) advocate for board actions that will support the mission and vision of the district and meet district needs.	Candidates understand the importance of and how to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district. Candidates demonstrate the capacity to: 1) represent the district and its mission, strengths, and needs to the board of education, 2) cultivate a positive, respectful, and responsive relationship with the board, and 3) advocate for board actions that will support the mission and vision of the district and meet district needs. Candidates use their understanding and capacity to implement the plan within a district setting.

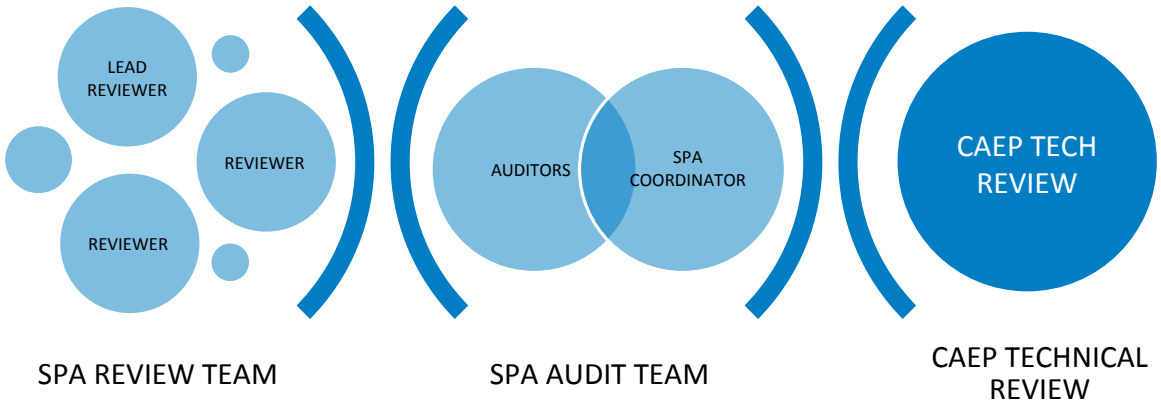
Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members. Key question: Can candidates demonstrate their understanding and 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?	Candidates understand the importance of and how to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups. Candidates do not demonstrate the capacity to: 1) evaluate district governance and stakeholder engagement systems, 2) design governance systems that engage multiple and diverse stakeholder groups, 3) implement strategies that support stakeholder engagement in district governance, and 4) cultivate an effective and collaborative system for district governance and engagement.	Candidates understand the importance of and how to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups. Candidates demonstrate the capacity to: 1) evaluate district governance and stakeholder engagement systems, 2) design governance systems that engage multiple and diverse stakeholder groups, 3) implement strategies that support stakeholder engagement in district governance, and 4) cultivate an effective and collaborative system for district governance and engagement.	Candidates understand the importance of and how to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups. Candidates demonstrate the capacity to develop a plan that includes the following: 1) evaluate district governance and stakeholder engagement systems, 2) design governance systems that engage multiple and diverse stakeholder groups, 3) implement strategies that support stakeholder engagement in district governance, and 4) cultivate an effective and collaborative system for district governance and engagement. Candidates use their understanding and capacity to implement the plan within a district setting.

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. Key question: Can candidates demonstrate their understanding and capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations?	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school and district staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, improvement, and student success. Candidates do not demonstrate the capacity to: 1) evaluate the implications of educational policy for district practices, 2) coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities, 3) develop a plan for the implementation of laws, rights, policies, and regulations, and 4) communicate about district, state, and national policy, laws, rules, and regulations.	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school and district staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, improvement, and student success. Candidates demonstrate the capacity to: 1) evaluate the implications of educational policy for district practices, 2) coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities, 3) develop a plan for the implementation of laws, rights, policies, and regulations, and 4) communicate about district, state, and national policy, laws, rules, and regulations.	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school and district staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, improvement, and student success. Candidates demonstrate the capacity to: 1) evaluate the implications of educational policy for district practices, 2) coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities, 3) develop plan for the implementation of laws, rights, policies, and regulations, and 4) communicate about district, state, and national policy, laws, rules, and regulations. Candidates use their understanding and capacity to implement the plan within a district setting.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for the needs and priorities of the district at the local, state, and national level. Key question: Can candidates demonstrate their understanding of larger cultural, social, economic, legal, and political interests, changes, and expectations and their capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for the needs and priorities of the district at the local, state, and national level?	Candidates understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and how to evaluate and represent district needs and priorities within larger policy conversations and advocate for the needs and priorities of the district at the local, state, and national level. Candidates do not demonstrate the capacity to: 1) use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges, 2) represent the district and its priorities and needs at the local, state, and national level, and 3) advocate for the needs and priorities of the district at the local, state, and national level.	Candidates understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and how to evaluate and represent district needs and priorities within larger policy conversations and advocate for the needs and priorities of the district at the local, state, and national level. Candidates demonstrate the capacity to: 1) evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges, 2) represent the district and its priorities and needs at the local, state, and national level, and 3) advocate for the needs and priorities of the district at the local, state, and national level.	Candidates understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and how to evaluate and represent district needs and priorities within larger policy conversations and advocate for the needs and priorities of the district at the local, state, and national level. Candidates demonstrate the capacity to: 1) evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges, 2) represent the district and its priorities and needs at the local, state, and national level, and 3) advocate for the needs and priorities of the district at the local, state, and national level. Candidates use their understanding and capacity to implement the plan within a district setting.

Policy Regarding NELP Program Report Recognition Decisions

All program reports go through a three-step review process: (1) SPA program review, (2) SPA audit, and (3) CAEP tech review. SPA review and audit team members must be professionals active in educational leadership organizations or institutions of higher education who are trained and qualified by the NELP SPA coordinator. The CAEP tech review is conducted by CAEP headquarters staff.



NELP program reviewers and Audit Committee members will evaluate the "preponderance of evidence" presented in the program report to determine whether to grant "National Recognition," "National Recognition with Conditions," or "Further Development Required/Recognized with Probation." "'Preponderance of evidence' means an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence" CAEP, 2017, p. 28). NELP program review decisions are based on the preponderance of evidence at the standard level using this definition. Specifically, 75 percent of the components of each standard must be met at the acceptable or target level.

Programs are required to submit two applications of data for each assessment in the initial report, and each standard must be represented in the two applications of data. That is, the assessment must be administered and data collected at least two times. The data must be aggregated to the standard level. Programs may submit aggregate data by component to better make their case, but that is not required. This means that a standard could be met, even though evidence related to one or more components presented across the assessments is weak. Program reviewers will weigh the evidence presented in the NELP program reports, and when there is a greater weight of evidence (75 percent or more) in favor, they will conclude that a standard is met or that a program is recognized. "This will be based on the professional judgments of the SPA reviewer teams" (CAEP, 2017, p. 28).

Initial Program Report Decision Choices

Programs that are going through review for the first time have three opportunities to submit reports before a final recognition decision is applied. This allows programs the opportunity to

receive feedback, collaborate with NELP, and make changes in their programs without being penalized with a "Not Recognized" decision. A program that is being evaluated for the first time will receive one of the following three NELP program report decisions:

a. National Recognition

- The program substantially meets all NELP standards 1–8.
- No further submission required; program will receive full National Recognition.
- Program will be listed on the CAEP website as Nationally Recognized.

b. National Recognition with Conditions

- The program substantially meets some but not all NELP standards; therefore, a "Response to Conditions" report must be submitted within 24 months to remove the conditions. Conditions could include one or more of the following:
  - o insufficient amount of data to determine if NELP standards are met;
  - o insufficient alignment among NELP standards or assessments or scoring guides or data (see NELP standard evaluation rubric); and
  - o lack of quality in some assessments or scoring guides.
- The program has two opportunities within 24 months after the decision to remove the conditions. If the program is unsuccessful after two attempts, then the program status will be changed to Not Recognized.
- The program is listed on the CAEP website as Nationally Recognized with Conditions until it achieves National Recognition. If its status is changed to Not Recognized, then the program will be removed from the list on the website.

c. Further development required

- The program does not provide evidence that at least 75 percent of the components of each NELP standard are met, and the NELP standards that are not met are critical to a high-quality program. Therefore, recognition is not appropriate.
- The program will have two opportunities within 12 to 14 months after the first decision to attain National Recognition or National Recognition with Conditions. If the program is unsuccessful after two attempts, then the program status will be changed to Not Recognized.

A program could only receive a decision of Not Nationally Recognized after two submissions within the 12- to 14-month period (from the first decision) were unsuccessful in achieving National Recognition or National Recognition with Conditions.

Program Report Decision Choices for a Currently Recognized Program

Program reports that were previously approved by NELP during a previous review cycle will not be in jeopardy of losing their recognition status immediately after their first review in a review cycle. These programs will receive one of the following NELP program report decisions:

a. Continued National Recognition

- The program substantially meets all NELP standards 1–8.
- No further submission required.
- Program is listed on the CAEP website as Nationally Recognized.

b. Continued National Recognition with Conditions

- The program generally meets some but not all NELP standards; therefore, a "Response to Conditions" report must be submitted within 18 months to remove the conditions. Conditions could include one or more of the following:
  - o insufficient amount of assessment data to determine if NELP standards are met;
  - o insufficient alignment among NELP standards or assessments or scoring guides or data (see NELP standard evaluation rubric);
  - o lack of quality in some assessments or scoring guides; and
  - o the CAEP requirement for an 80 percent pass rate on state licensure tests is not met.
- The program will have two opportunities within 18 months after the first decision to attain National Recognition. If the program is unsuccessful after two attempts, then the program status will be changed to Not Recognized.
- The program is listed on the CAEP website as Nationally Recognized (based on its prior review) until the Accreditation Council makes an accreditation decision for the unit. At that point, if the program has not achieved National Recognition with Conditions or National Recognition, its status is changed to Not Recognized, and the program's name will be removed from the website.

c. Continued National Recognition with Probation

- The program does not substantially meet all NELP standards, and the NELP standards that are not met are critical to a high-quality program and more than a few in number, or are few in number but so fundamentally important that recognition is not appropriate. To remove probation, the unit may submit a revised program report addressing unmet standards within 12 to 14 months, or the unit may submit a new program report for national recognition within 12 to 14 months.
- The program will have two opportunities within 12 to 14 months after the first decision to attain National Recognition or National Recognition with Conditions. If the program is unsuccessful after two attempts, then the program status will be changed to Not Recognized.

- The program is listed on the CAEP website as Nationally Recognized (based on its prior review) until the Accreditation Council makes an accreditation decision for the unit. At that point, if the program is still Recognized with Probation, its status is changed to Not Recognized, and the program's name will be removed from the website.

A program could receive a decision of Not Nationally Recognized only after two submissions within the 12- to 14-month period (from the first decision) were unsuccessful in reaching either National Recognition or Continued National Recognition with Conditions.

Appendix 2: Alignment of NELP Program Standards with CAEP Principles

The four CAEP principles place student learning at the center of the educational enterprise (CAEP, 2017) and assert that "student learning must be the focus of standards and preparation for teachers and for other school professionals" (p. 11). The principles outline the knowledge and skills that beginning teachers must possess to fulfill their professional and ethical responsibilities to students in the classroom. District-level leaders also focus on student learning, though their influence on student learning is through their development of others, particularly building leaders and principals, as well as through their leadership of the district's vision and culture. Thus, in addition to meeting their personal obligations to their profession, district-level leaders have the added responsibility of ensuring that all of the adults who have responsibilities to students are fluent in the CAEP principles. It is the district-level leaders' responsibility to ensure that educators know about learners and learning and that building-level leaders working with staff members are instructional leaders who know how to collaborate with others to continually refine instruction and improve student learning. Finally, district-level leaders play a major role in ensuring that educators meet their professional responsibilities.

The table below outlines how the NELP standards for district-level leaders align to the four CAEP principles.

CAEP Principles	Advance Program Standards
Principle A: The Learner and Learning	In addition to knowledge about students' development and the district and school conditions that maximize student learning, district-level leaders must also engage the community and governance structures to ensure that schools have the resources to ensure students receive effective instruction in culturally responsive ways. District leaders must engage the community in addressing equity issues and to ensure that the learning environments in which students are immersed value student differences and community values. The following four NELP district-level standards address principle A. **STANDARD 1: Mission, Vision, and Improvement—**Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities. **STANDARD 3: Equity, Inclusiveness, and Cultural Responsiveness—**Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, responsive, and inclusive district culture. **STANDARD 4: Learning and Instruction—**Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership. **STANDARD 5: Community and External Leadership—**Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

As is pointed out in the CAEP document *Guidelines on Program Review with National Recognition Using Specialized Professional Association (SPA) Standards*, the term "content knowledge" has two meanings. "Content knowledge" refers to the subject matter of a discipline; it also refers to the professional field of study. As district-level leaders, professionals must be able to address both of types of content. District leaders must collaborate with building-level leaders to ensure learners experience accurate and effective instruction in the content areas and that all learners have access to appropriate, effective instruction. During their preparation, district-level leaders must acquire the leadership knowledge outlined in the seven standards outlined in the NELP standards and accompanying components. The following seven NELP district-level standards address principle B.

STANDARD 1: Mission, Vision, and Improvement—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

Principle B: Content

STANDARD 2: Ethics and Professional Norms—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

STANDARD 3: Equity, Inclusiveness, and Cultural Responsiveness—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, responsive, and inclusive district culture.

STANDARD 4: Learning and Instruction—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership.

STANDARD 5: Community and External Leadership—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

STANDARD 6: Operations and Management—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage district systems for operations, resources, and human capital management.

STANDARD 7: Policy, Governance and Advocacy—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Candidates preparing for district-level leadership positions must apply the knowledge outlined in the seven NELP standards for district-level leaders. Crucial to the district-level leaders' responsibilities are the abilities to evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment and to create the district and school conditions that enable this curriculum to unfold in a supportive, equitable, culturally responsive, and inclusive school culture. Furthermore, district leadership must be able to engage staff in the development of a collaborative professional culture the allows for the continuous improvement of systems of staff supervision, evaluation, support, and professional learning.

The following four NELP district-level standards address principle C.

STANDARD 1: Mission, Vision, and Improvement—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

Principle C: Instructional Practice

STANDARD 3: Equity, Inclusiveness, and Cultural Responsiveness— Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, responsive, and inclusive district culture.

STANDARD 4: Learning and Instruction—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership.

STANDARD Policy, Governance, and Advocacy—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

District-level leaders must engage in their own professional learning, ethical practice, and collaboration while developing systems that ensure that others working with students also fulfill their professional responsibilities. The NELP standards for building-level leaders provide candidates with a knowledge base that provides direction for their professional responsibilities and for helping others fulfill their professional responsibilities. The standards address the district-level leaders' roles in collaboratively developing a district mission and vision that reflect the culture and values of the community. The standards also focus on assessing and continually improving curricula and the systems of instruction and assessment . The following seven NELP district-level standards address Principle D.

STANDARD 1: Mission, Vision, and Improvement—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

Principle D: Professional Responsibility

STANDARD 2: Ethics and Professional Norms—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

STANDARD 3: Equity, Inclusiveness, and Cultural Responsiveness—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, responsive, and inclusive district culture.

STANDARD 4: Learning and Instruction—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership.

STANDARD 5: Community and External Leadership—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

STANDARD 6: Operations and Management—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage district systems for operations, resources, and human capital management.

STANDARD 7: Policy, Governance, and Advocacy—Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Appendix 3: Research Support for Standards

The research shared in Appendix 3 is based on a review of district leadership research supporting each of the NELP standards. This database represents an effort to include a wide range of studies, with a focus on work published since 2000, related to the topics addressed in the standards. Scholarship identified through previous reviews of the literature mapping to the ELCC standards provided the starting place for the database of articles (Tucker, Anderson, Reynolds, & Mawhinney, 2016; Young & Mawhinney, 2012). These sources incorporated scholarship published through 2014. To locate research not included in these sources, published after 2014 and focused on components not covered by the previous ELCC standards, Google Scholar and six EBSCO databases related to education were searched. These included: (1) Education Full Text (H.W. Wilson), (2) Education Index Retrospective: 1929-1983 (H.W. Wilson), (3) Education Research Complete, (4) ERIC, (5) Index to Legal Periodicals & Books Full Text (H.W. Wilson), and (6) Psychology and Behavioral Sciences Collection. These efforts resulted in the review and inclusion of 174 total sources.

Each source was coded by standard and component, the nature of the evidence, and the type of research methods, using NVivo 11.3 data analysis software. The complete database is available online at http://www.ucea.org/resource_category/preparation/. The database includes a total of 521 references, with some studies addressing multiple aspects of district leadership or addressing the majority of the components within a standard. Whenever possible, the abstract was coded for each source, but when the abstract included insufficient evidence of the methods or findings, the complete article was coded.

The nature of the evidence was determined by the connections made between the conditions addressed in the standards and the knowledge, skills, and actions of the leader. There were three different types of evidence: direct evidence of the need for the standard, indirect evidence of the need for the standard, and evidence related to the need for the standard. The definitions are as follows:

1. **Direct evidence of the need for the standard:**

    a. The study connected leadership behavior/s either directly or indirectly to a district-, school-, or student-level outcome (i.e., student achievement, professional engagement, student motivation, improvement, etc.).

2. **Indirect evidence of the need for the standard:**

    a. The study connected a district- or school-level variable that has been linked to leadership (i.e., teacher quality, climate) to a district- or school-level outcome, or

    b. It provided specific detail about the relationship between leadership and a district-, school-, or student-level variable but does not make any claims directly or indirectly about a district-, school-, or student-level outcome.

3. **Evidence related to the need for the standard:**

    a. The study is connected to the theme of a standard but does not necessarily make any claims about the relationship between the leader and that theme, or

    b. It dealt with an intended district-, school-, or student-level outcome variable but does not explicitly mention the role of the leader or a variable that has been linked to leadership.

Each type of support (direct, indirect, and related) included quantitative, qualitative, mixed methods, and conceptual studies. The database includes both peer-reviewed journal articles and empirical reports.

Table 1

Database sources by standards and nature of the evidence

	Direct	Indirect	Related	Total
Standard 1	9	7	5	21
Standard 2	10	14	4	28
Standard 3	22	17	9	48
Standard 4	45	51	19	115
Standard 5	6	3	2	11
Standard 6	38	54	21	113
Standard 7	19	35	28	82
Standard 8	2	6	13	21
Total	151	187	79	439

Note: For more information on the evidence provided here, see the NELP Standards District-Level Database of Evidence.

Support for the Standards

The three standards with the most support, including the most direct evidence, were standard 6 (Management and Operations), standard 7 (Policy, Governance, and Advocacy), and standard 4 (Learning and Instruction). These standards all had strong direct evidence. The next three standards with moderate evidence were standard 3 (Equity, Inclusiveness, and Cultural Responsiveness), standard 2 (Ethics and Professional Norms), and standard 1 (Vision, Mission, and Improvement). The standard with the least amount of evidence, including limited direct evidence, was standard 5 (Community and External leadership).

The following sections provide a synthesis of a select sample of evidence, primarily evidence that directly links leaders to the area/s of organizational effectiveness or improvement found in each standard.

Research Support for NELP Standard 1: Mission, Vision, and Improvement

Standard 1 includes two components focused on a leader's knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. Effective district leaders will evaluate the current needs of the district and design an improvement process, guided by a mission and vision, that considers the values of the community (Anderson & Young, 2018; Bottoms & Fry, 2009; Dexter, Richardson & Nash, 2017; Johnson & Crispeels, 2010; Rorrer, Skrla, & Scheurich, 2008).

Component 1.1 states, "Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community." District leaders need to collaboratively develop a data-driven mission and vision for the school district (Anderson & Young, 2018; Bottoms & Schmidt-Davis, 2010; Dexter, et al., 2017; Timar & Chyu, 2010), which influences the district's culture and is based on shared core values of child-centered education, high expectations, and student support, equity, democracy, community, inclusiveness, caring, and trust (Leithwood & Jantzi, 2008; Louis, 2007).

Component 1.2 states, "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." To achieve that mission and vision, district leaders must engage in and implement continuous improvement focused on the academic success and overall well-being of each student (Daly, 2009; Finnigan & Daly, 2012; McLaughlin & Talbert, 2003; Penuel, Riel, Joshi, Pearlman, Kim, & Frank, 2010; Rorrer et al., 2008; Sanders, 2012a, 2012b).

The following table shows the breakdown of support for this standard.

Table 2

Evidence for standard 1 by component and type of evidence

	Direct	Indirect	Related	Total
C1.1: Mission and vision that reflects a core set of values and priorities	3	4	1	8
C1.2: Strategic planning and continuous improvement processes	6	3	4	13
Total	9	7	5	21

Note: For more information on the evidence provided here, see the NELP Standards District-Level Database of Evidence.

Research Support for NELP Standard 2: Ethics and Professional Norms

Standard 2 includes three components focused on the knowledge, skills, and commitments a leader needs to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities. In order to act ethically and professionally, district leaders must be reflective and values-oriented (Anderson & Young, 2018; Bell, Bolan, & Cubillo, 2003; Bottoms & Fry, 2009; Timperley, 2005).

Component 2.1 states, "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, lifelong learning, digital citizenship) and professional district and school cultures." District-level leaders should cultivate a set of professional norms, including integrity, fairness, transparency, trust, collaboration, perseverance, self-awareness, reflection, learning, and continuous improvement in their actions, decision making, and relationships with others (Chhuon, Gilkey, Gonzalez, Daly, & Chrispeels, 2008; Fuller, Young, & Baker, 2011; Lee, Louis, & Anderson, 2012; Leithwood & Jantzi, 2008; Louis, 2007; Price, 2012). These professional norms should be the basis for building an organizational culture that serves the needs of all learners and staff. By establishing those professional norms, district leaders develop and sustain a positive professional culture that empowers teachers, leaders, and other collective responsibility for enacting professional and ethical norms (Daly, 2009; Finnigan & Daly, 2012; Honig, 2012; Johnson & Crispeels, 2010a; Lee et al., 2012; Varrati, Lavine, & Turner, 2009).

Component 2.2 states, "Program completers understand and demonstrate the capacity to diagnose, evaluate, and advocate for ethical and legal decisions." District leaders should make decisions that comply with accountability policies and bring to the forefront issues contributing to the gaps in success between different groups of students (Sherman, 2008). They should also consider the legal expectations and implications that impact all students and particularly students eligible for special education services (Mueller, Singer, & Draper, 2008).

Component 2.3 states, "Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others." District-level leaders must act in a reflective manner and work through ethical dilemmas, ensuring that the decisions they make and the relationships they carry on are ethical (Bell et al., 2003; Price, 2012). By modeling ethical practice, they will set expectations of ethical behavior in all staff and students (Bell et al., 2003; Bottoms & Fry, 2009; Timperly, 2005).

The following table shows the breakdown of support for this standard:

Table 3

Evidence for standard 2 by component and type of evidence

	Direct	Indirect	Related	Total
C2.1: Professional norms and culture	5	10	1	16
C2.2: Ethical and legal decisions	2	3	2	7
C2.3: Ethical behavior	3	1	1	5
Total	10	14	4	28

Note: For more information on the evidence provided here, see the NELP Standards District-Level Database of Evidence.

Research Support for NELP Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Standard 3 includes three components focused on leaders' knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, responsive, and inclusive school culture. It is the responsibility of district leaders to ensure that equity is at the forefront of decision making (Koschoreck, 2001; Skrla, Scheurich, & Johnson, 2000; Sherman, 2008). These leaders should build capacity for a culturally and individually responsive practice that employs each student's strengths, diversity, and culture as assets for teaching and learning and that recognizes and alters biases, marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, religion, and disability or special status (Anderson & Young, 2018; Bottoms & Fry, 2009; Fullan, Bertani, & Quinn, 2004; McLaughlin & Talbert, 2003; Rorrer & Skrla, 2005; Rorrer et al., 2008; Snipes & Casserly, 2004; Snipes, Doolittle, & Herlihy, 2002).

Component 3.1 states, "Program completers understand and demonstrate the capacity to evaluate, diagnose, cultivate, and advocate for a supportive and inclusive district culture." District leaders also need to shape and maintain a safe, caring, healthy, inclusive, and responsive district culture that fosters supportive relationships (Price, 2012). In addition to evaluating and diagnosing the culture of the district and of individual schools, they should design and implement strategies that improve the district culture by making it more positive and inclusive (Mueller et al., 2008; Owens & Kukla-Acevedo, 2012).

Component 3.2 states, "Program completers understand and demonstrate the capacity to evaluate, diagnose, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student." District leaders must develop cohesive and equitable district policies

and systems that ensure students, teachers, and other staff are treated fairly, respectfully, and with an understanding of culture and context by safeguarding equitable access to safe and nurturing schools, social and behavioral support, and academic resources (Bottoms & Fry, 2009; Dexter, Richardson & Nash, 2017; Fullan et al., 2004; McLaughlin & Talbert, 2003; Rorrer & Skrla, 2005; Rorrer et al., 2008; Snipes & Casserly, 2004; Snipes et al., 2002). They must cultivate and advocate for the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values (Koshoreck, 2011; Kowalski, 2009; Sherman, 2008; Skrla & Scherurich, 2001; Skrla et al., 2000; Stringfield & Yakimowski-Srebnick, 2005).

Component 3.3 states, "Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff." In addition to ensuring equitable access to resources, district leaders must develop and support the availability of instructional and behavioral support, particularly in the implantation of federal, state, and local reform (Koshoreck, 2011; Kowalski, 2009; Sherman, 2008; Skrla & Scherurich, 2001; Skrla et al., 2000; Stringfield & Yakimowski-Srebnick, 2005).

Table 4

Evidence for standard 3 by component and type of evidence

	Direct	Indirect	Related	Total
C3.1: Supportive and inclusive district	8	7	3	18
C3.2: Equitable access	7	5	4	16
C3.3: Equitable instructional and behavior support practices	7	5	2	14
Total	22	17	9	48

Note: For more information on the evidence provided here, see the NELP Standards District-Level Database of Evidence.

Research Support for NELP Standard 4: Learning and Instruction

Standard 4 includes four components focused on a leader's knowledge, skills, and commitments necessary to diagnose, design, cultivate, implement, and evaluate coherent systems of curriculum, instruction, supports, assessment, and instructional leadership. District leaders are instructional leaders who create the curricular, instructional, and assessment systems that promote learning for all students through the development of services and supports for students as well as the development of staff, teachers, and leaders (Dexter, Richardson & Nash, 2017; Bottoms & Fry, 2009; Bottoms & Schmidt-Davis, 2010; Dailey, Fleischman, Gil, Holtzman, O'Day, & Vosmer, 2005; Goddard, Goddard, Kim, & Miller, 2015; Honig, 2012; Rorrer et al., 2008; Williams, Tabernok, & Krivak, 2009).

Component 4.1 states, "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." These instructional systems should effectively and efficiently utilize time, technologies, instructional spaces, assessments, staffing, professional development, and communication to support continuous school and district improvement (Bottoms & Fry, 2009; Dexter, et al., 2017; Honig, Copland, Rainey, Lorton, & Newton, 2010; Hoy, 2012; Iatarola & Fruchte, 2004; Le Fevre & Robinson, 2014; Leithwood, 2010; Massell, 2000; Opfer, Henry, & Mashburn, 2008; Portin et al., 2009; Snyder, 2001).

Component 4.2 states, **"**Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent 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." One of the most important roles that a district-level leader plays is to develop systems of support and professional development for principals and other school and district leaders to promote best practices aligned with learning theory (Augustine, Gonzalez, Ikemoto, Russell, & Zellman, 2009; Gallucci, 2008; Grissom & Harrington, 2010; Iatarola & Fruchte, 2004; Lee et al., 2012; Pritchard & Marshall, 2002; Spillane, Healey, & Parise, 2009).

Component 4.3 states, **"**Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership." For districts and schools to be able to measure educational goals and student learning, the leader must ensure that a system is in place for not only collecting data but also for using that data to make decisions (Carlson, Borman, & Robinson, 2011; Goldring, Cravens, Murphy, Porter, Elliot, & Carson, 2009; Halverson, Pritchett, & Watson, 2007; Marsh, 2012).

Component 4.4 states, "Program completers understand and demonstrate the capacity to diagnose, design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district." District leaders must take responsibility for instruction that embodies high expectations for student learning, aligns with academic standards across grade levels, and promotes academic success, career readiness, and social emotional development by managing coherent and technically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources (Anderson & Young, 2018; Augustine et al., 2009; Bottoms & Schmidt-Davis, 2010; Corcoran & Lawrence, 2003; Dailey et al., 2005; Dexter, et al., 2017; Fullan et al., 2004; Gallucci, 2008; Goddard, Goddard, Kim, & Miller, 2015; Honig, 2012; Leithwood, 2010; McLaughlin & Talbert, 2003; Peterson, 1999; Snipes & Casserly, 2004; Snipes et al., 2002; Togneri & Anderson, 2003).

The following table shows the breakdown of support for this standard:

Table 5

Evidence for standard 4 by component and type of evidence

	Direct	Indirect	Related	Total
C4.1: Curricula, instructional technologies, and other services and supports	9	14	5	28
C4.2: Systems of support, coaching, and professional development	14	16	5	35
C4.3: Systems of assessments and data collection, management, and analysis	7	10	4	21
C4.4: Systems of curriculum, instruction, assessment, student services, and instructional resources	15	11	5	31
Total	45	51	19	115

Note: For more information on the evidence provided here, see the NELP Standards District-Level Database of Evidence.

Research Support for NELP Standard 5: Community and External Leadership

Standard 5 includes three components focused on a leader's knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs. Effective district leaders will represent the district and engage families; the community; and the public, private, and nonprofit sectors in meaningful ways to support student learning (Epstein, Galindo, & Sheldon, 2011; Sanders, 2009; Young, Rodriguez, & Lee, 2008). To better support student learning by understanding the diverse interests, needs, and resources of the school community, leaders will need to ensure that there is authentic, open, two-way communication with families, community members, and other stakeholders (Epstein et al., 2011).

Component 5.1 states, "Program completers understand and demonstrate the capacity to represent and support schools in engaging diverse families in strengthening student learning in and out of school." To better ensure that schools are responsive to the learning needs of students, district leaders need to engage families through communication and collaboration (Epstein et al., 2011; Mueller et al., 2008; Sanders, 2009; Young, Rodriguez, & Lee, 2008).

Component 5.2 states, "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 students, schools, and the district as a whole." One way to ensure engagement is to create and sustain partnerships that foster student learning and development and recognize and celebrate school and community improvement (Bennett & Thompson, 2011; Epstein et al., 2011; Mueller et al., 2008; Owens & Kukla-Acevedo, 2012; Sanders, 2009, 2012a).

Component 5.3 states, "Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs." By collaborating with local businesses, districts can better meet the needs of students (Bennett & Thompson, 2011). District leaders also need to recognize their role in advocating to the community to influence policy (Ingle, Johnson, & Petroff, 2012).The following table shows the breakdown of support for this standard.

Table 6

Evidence for standard 5 by component and type of evidence

	Direct	Indirect	Related	Total
C5.1: Engaging families in strengthening student learning in and out of school	2	1	0	3
C5.2: Engaging community members, partners, and other constituencies	3	1	2	6
C5.3: Collaborate and communicate with members of the business, civic, and policy community	1	1	0	2
Total	6	3	2	11

Note: For more information on the evidence provided here, see the NELP Standards District-Level Database of Evidence.

Research Support for NELP Standard 6: Management and Operations

Standard 6 includes three components focused on a leader's knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. District-level leaders take on the responsibility to make operational decisions that impact teaching and learning in schools (Anderson & Young, 2018; Bottoms & Fry, 2009; Bowers, 2008; Fullan et al., 2004; Leithwood, 2010; Peterson, 1999; Peterson, Murphy, & Hallinger, 1987). They create the infrastructure for the successful use of resources (Dexter, Richardson & Nash, 2017; Koshoreck, 2001; Stringfield & Yakimowski-Srebnick, 2005), including human resources (Bowers, 2008; Orr, King, & LaPointe, 2010; Leithwood, Strauss, & Anderson, 2007). The supervision and management of operations is a core function of a district leader.

Component 6.1 states, "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." The responsibilities of district leaders require that they have a firm understanding of how to effectively manage and operate a complex organization (Augustine, Gonzalez, Ikemoto, Russell, & Zellman, 2009; Cawelti, 2001; Dailey et al., 2005; Fullan et al., 2004; Leithwood, 2010; Petersen, 1999; Pritchard & Marshall, 2002; Rorrer & Skrla, 2005; Rorrer et al., 2008). They must lead and manage the district's systems to promote the district's mission and vision (Daly, 2009; Honig, 2003; Honig et al., 2010; McLaughlin & Talbert, 2003; Searby & Williams, 2007; Snipes et al., 2002) by establishing effective, equitable, and cohesive policies and procedures that promote success and protect the welfare and safety of students and staff across the district (Daly, 2009).

Component 6.2 states, "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." Probably the most important role a district leader can play is to manage the district's resources, including fiscal, human, physical, technological, and instructional resources, in support of student learning (Bottoms & Fry, 2009; Bottoms & Schmidt-Davis, 2010; Bowers, 2008; Cocoran & Lawrence, 2003; Dexter, Richardson & Nash, 2017; Epstein et al., 2011; Gallucci, 2008; Honig, 2003, 2004a; Honig et al., 2010; Iatarola & Fructe, 2004; McLaughlin & Talbert, 2003; Snipes & Casserly, 2004; Snipes et al., 2002; Togneri & Anderson, 2003).

Component 6.3 states, "Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity." One key resource that district leaders must be able to effectively manage is the professional capacity of the schools and district by not only ensuring that there are systems of hiring, retention, development, and supervision of school/district personnel and ways to foster leadership pathways but also by using research-anchored systems of leadership supervision, evaluation, feedback, and support to improve leadership practice (Anderson & Young, 2018; Augustine et al., 2009; Bottoms & Fry, 2009; Cawelti, 2001; Corcoran & Lawrence, 2003; Dailey et al., 2005; Fuller, Young & Baker, 2011; Gallucci, 2008; Iatarola & Fructe, 2004; McLaughlin & Talbert, 2003; Pritchard & Marshall, 2002; Snipes & Casserly, 2004; Snipes et al., 2002; Youngs, 2007).

The following table shows the breakdown of support for this standard.

Table 7

Evidence for standard 6 by component and type of evidence

	Direct	Indirect	Related	Total
C6.1: District-level governance and operation systems	14	24	4	42
C6.2: Resourcing plan	12	7	7	26
C6.3: Human resource systems	12	23	10	45
Total	38	54	21	113

Note: For more information on the evidence provided here, see the NELP Standards District-Level Database of Evidence.

Research Support for NELP Standard 7: Policy, Governance, and Advocacy

Standard 7 includes four components focused on the knowledge, skills, and commitments a leader needs to foster a respectful and responsive relationship with the district's board of education; to lead and manage effective systems for district governance that engage multiple stakeholder groups; to interpret and engage in decision making around, and appropriately respond to, district, state, and national policy, laws, rules, and regulations; and to engage in educational policy conversations at the local, state, and national level and demonstrate the capacity to advocate for and communicate about the needs and priorities of the district, students, families, the community, and the profession.

Component 7.1 states, "Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district." District leaders must be able to develop respectful, responsive, and collaborative relationships with the district's board of education (Anderson & Young, 2018; Bottoms & Schmidt-Davis, 2010). They must advocate for board actions that uphold and support the mission and vision of the district (Kamler, 2009; Mountford & Brunner, 2010).

Component 7.2 states, "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." In order to foster the success of the shared mission and vision of the district, district-level leaders must lead and manage effective systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, and community members (Anderson & Young, 2018; Allen, Osthoff, White, & Swanson,

2005; Augustine et al., 2009; Bennett & Thompson, 2011; Bottoms & Fry, 2009; Burch & Spillane, 2004; McLaughlin & Talbert, 2003; Wohlstetter, Datnow, & Park, 2008).

Component 7.3 states, "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. They must also make themselves aware and knowledgeable of the district, state, and national policy, laws, rules, and regulations and lead the district by being responsive to those polices (Anderson & Young, 2018; Augustine et al., 2009; Bottoms & Fry, 2009; Burch & Spillane, 2004; Honig, 2003, 2004a; Iatarola & Fruchte, 2004; Leithwood, 2010; McLaughlin & Talbert, 2003; Rorrer & Skrla, 2005; Rorrer et al., 2008; Searby & Williams, 2007; Snipes & Casserly, 2004; Snipes et al., 2002). Furthermore, district leaders must understand the implications of policy for the district (Honig, 2003; Honig, 2004; Iatarola & Fruchte, 2004; Leithwood, 2010; Rorrer & Skrla, 2005).

Component 7.4 states, "Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for the needs and priorities of the district at the local, state, and national level." In addition to responding to policy, they must also advocate for and communicate about the needs and priorities of the district, students, families, the community, and the profession by understanding the implications of larger political, social, economic, legal, and cultural changes and expectations (Daly, 2009; Rorrer et al., 2008; Searby & Williams, 2007).

The following table shows the breakdown of support for this standard.

Table 8

Evidence for standard 7 by component and type of evidence

	Direct	Indirect	Related	Total
C7.1: Relationship with the district's board of education	1	0	2	3
C7.2: Effective systems for district governance that engage multiple stakeholders	5	2	5	12
C7.3: District, state, and national policy, laws, rules, and regulations	10	29	9	48
C7.4: Implications of larger cultural, social, economic, legal, and political interests	3	4	12	19
Total	19	35	28	82

Note: For more information on the evidence provided here, see the NELP Standards District-Level Database of Evidence.

Research Support for NELP Standard 8: The Internship

Standard 8 includes three components that address the internship under the supervision of knowledgeable, expert practitioners; it engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Evidence confirms the importance of a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified on-site mentor. Educator preparation programs typically involve a field component, often referred to as the internship (Reyes-Guerra & Barnett, 2017). Evidence suggests that educational leaders demonstrate better leadership practices and more satisfaction with their preparation when they have had longer, full-time internships (Cordeiro & Sloan, 1996; Darling-Hammond, Meyerson, LaPointe, & Orr, 2009; Hackmann, Russell, & Elliot, 1999; Orr & Orphanos, 2011; Young, Crow, Murphy, & Ogawa, 2009; Young & Crow, 2017).

Many of the internship components and descriptors of practice in standard 8 parallel the research findings from Danforth Foundation–funded innovations in leadership preparation in the early 1990s. The critical components of the field experience identified were (a) exposure to and engagement in relevant and realistic range of site responsibilities (8.1); (b) reflective seminars to support interns' analysis and integration of learning (8.1); (c) multiple and alternative internship experiences to support diverse clinical training (8.1); (d) sufficient time on task (frequency and regularity of work across the school year and day (8.2); (e) support of effective mentor practitioners (8.3); (f) relationship with mentors who have demonstrated skills and have been trained as mentors and a focus on appropriate modeling and reflection (8.3); and (h) field supervision, including program coordination by educators who can link district and university programs and model professional development and learning (8.3) (Milstein & Kruger, 1997).

Component 8.1 states, "Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7." Research has found that a high-quality internship should provide the necessary authentic learning experience for becoming an educational leader. The internship should give the candidate the responsibilities of leading, facilitating, and making decisions typical of an educational leader and should develop an educational leader's perspective on school improvement (Darling-Hammond, Meyerson, LaPointe, & Orr, 2009; Davis, Darling-Hammond, Meyerson, & LaPointe, 2005; Leithwood et al., 1996; Orr & Orphanos, 2011; Reyes-Guerra & Barnett, 2017; Young, et al., 2009; Young & Crow, 2017). The role of the internship should be to socialize the candidate to the leadership position (Browne-Ferrigno & Muth, 2004; Reyes-Guerra & Barnett, 2017).

Component 8.2 states, "Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting." Although there is very little empirical research on the length and structure of internships, educational experts have argued that ideally the internship is full time and job-embedded (Barnett et al., 2009; Carr, Chenoweth, & Ruhl, 2003; Reyes-Guerra & Barnett, 2017; Young, et al., 2009; Young & Crow, 2017). Candidates with longer internships, averaging a full year, are better prepared for the position of school leader (Darling-Hammond et al., 2009; Hackman, Russell, & Elliot, 1999).

Component 8.3 states, "Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution." A high-quality internship should closely supervise candidates, ideally in conjunction with highly skilled school leaders and should have program faculty regularly evaluate candidates. (Darling-Hammond et al., 2009). Candidates should be matched with a trained mentor (Cordeiro & Sloan, 1996; Davis et al., 2005; Geismar, Morris, & Lieberman, 2000; Leithwood et al., 1996; Sosik, Lee, & Bouquillon, 2005; Young, et al., 2009; Young & Crow, 2017).

Table 9

Evidence for standard 8 by component

Component	Direct	Indirect	Related	Total
C8.1: Coherent, authentic experiences that provide opportunities to synthesize and apply the content knowledge and develop and refine professional skills	2	3	5	10
C8.2: Minimum of six months of concentrated (10–15 hours per week) district-level internship or clinical experiences that are authentic leadership activities	0	0	2	2
C8.3: Mentor who has demonstrated effectiveness as an educational leader within a central office setting; understands the specific district context	0	3	6	9
Total	2	6	13	21

Note: For more information on the evidence provided here, visit the NELP Standards District-Level Database of Evidence.

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Appendix 4: Glossary of Terms

Accreditation. (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. CAEP accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by CAEP when an institution's professional education unit meets CAEP's standards and requirements.

Accreditation Council. Manages and conducts the accreditation functions of CAEP, including training, compliance, record keeping, recommending policy changes, and making decisions regarding the granting or withholding of pre-accreditation and accreditation.

Accuracy in Assessment. The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning components that they are designed to measure.

Advanced Programs. Educator preparation programs at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed an initial preparation program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts.

Advocate. A school leader advocates when s/he publicly communicates a recommendation and/or provides support for a policy, resource, student, staff member, or course of action.

Alignment. The term *alignment* is used in this document to reference the technical process of demonstrating the relationship between two or more things (i.e., standards and candidate assessments). The stronger the alignment between standards, goals, and practices, the greater the level of coherence.

Building Leader. A school building leader is an educator employed by a school district who has the formal authority to: collaboratively create a mission and vision for the school; attend to the ethical and professional norms of the school; ensure equity of educational access among students; ensure student learning and high-quality instruction, engage family members and other community members, and ensure the efficient and effective operation and management of the school.

Certification. The process by which a nongovernmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. (The National Board for Professional Teacher Standards grants advanced leadership certification.)

Clinical Practice. Field-based leadership practical experiences or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Collaborate. Leaders collaborate when they work jointly with others on activities with the intent of producing or creating something.

Commitments. The values, beliefs, dispositions, moral commitments, and professional ethics that underlie an educational leader's professional performance. One's commitments influence a leader's behaviors and attitudes toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the leader's own professional growth. Commitments are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, equity, and social justice. For example, they might include a belief that all learners can achieve at high levels, a vision of high and challenging standards, or a dedication to providing a safe and supportive learning environment.

Communicate. Educational leaders communicate when they share and/or exchange information, news, or ideas with others, including students, staff members, parents and guardians, and other members of the wider community.

Components of Standards. Components are sub-indicators of a standard that elaborate on and further define different aspects of the standard. Components are used as evidence categories by specialized professional associations (SPAs). Program review teams will look for evidence that the program report addresses the components in order to arrive at a decision on the program's national recognition status.

Conceptual Framework. An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Consistency in Assessment. The assurance that key assessments produce dependable results or results that would remain constant on repeated trials. Institutions can document consistency through providing training for raters that promote similar scoring patterns, using multiple raters, conducting simple studies of inter-rater reliability, and/or comparing results to other internal or external assessments that measure comparable knowledge, skills, and/or professional commitments.

Coordinate. Educational leaders coordinate when they assemble the many, varied facets of an activity or the processes of an organization into a relationship that will help ensure efficiency and/or alignment among the facets.

Cultivate. Educational leaders cultivate when they promote, encourage, and foster a belief or a commitment to one or more of the organization's goals, such as supporting the educational needs and well-being of every child.

Data. Information with a user and a use that may include individual facts, statistics, or items of information. For CAEP purposes, data include results of assessment or information from statistical or numerical descriptions of phenomena, status, achievement, or trends.

Data Literacy. The leader's ability to gather, synthesize, and build knowledge from data, and to communicate that meaning to others.

Descriptors of Practice. A series of words, phrase, or sentence that describe or identify observable actions of a person demonstrating a specific knowledge, skill, or attitude.

Design. Educational leaders engage in design when alone, or in collaboration with others, they review and refine a system or program until it consistently achieves the intended purpose or outcome(s).

Digital Citizenship. A person who utilizes information technology in ethical and appropriate ways to engage in communication, personal and professional learning, society, politics, and government.

Digital Literacy. The ability to utilize information and communication technologies to explore, identify, critically examine, evaluate, and use online resources as well as to create content, communicate information, and collaborate online. Digital literacy requires both higher order thinking and technical skills.

Dispositions. The habits of professional action and moral commitments that underlie a leader's performance. A leader's dispositions reflect his or her values, beliefs, and professional attitudes and ethics, which are demonstrated through both verbal and non-verbal behaviors toward students, families, colleagues, and communities. These behaviors affect student learning, motivation, and development as well as the leader's own professional growth. Like commitments, dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, equity, and social justice. CAEP expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that CAEP expects institutions to assess are fairness (NELP standards 2 and 3) and the belief that all learners can achieve at high levels (NELP standard 2). These two dispositions are framed as commitments within the NELP standards. Professional education units can identify, define, and operationalize additional professional dispositions based on their mission and conceptual framework.

District Leader. An educator employed by a school district and provided with the formal authority for working in a district to collaboratively create a mission and vision for the district, attend to the ethical and professional norms of the district, ensure equity of educational access among students, ensure student learning and high-quality instruction, engage family members and other community members and organizations, and ensure the efficient and effective operation and management of the district as well as create policies and governance structures that effectively meet the desired district and school outcomes.

Diversity. Diversity is inclusive of student and adult subgroups as well as individual differences. In education, individual differences include differences in personality, interests, learning modalities, learning abilities, and life experiences. Furthermore, student and adult subgroups generally refer to any group of students or adults who share similar characteristics, such as gender identification

or expression, sexual orientation, racial or ethnic identification, socioeconomic status, physical or learning abilities, nationality, language abilities, religion, or school-assigned classifications (e.g., English language proficiency, levels of literacy, special educational needs, etc.).

Equity. Educational equity refers to both processes and outcomes. Educational leaders support equity when they work to eliminate prejudice and barriers based on student individual and subgroup differences, and when they work to ensure that students achieve equitable outcomes. Educational leaders understand that equitable does not always mean the same thing as equal, particularly when working to meet individual student needs.

Evaluate. Educational leaders evaluate when they collect, synthesize, and assign value to data in order to help diagnose problems, monitor progress, and make decisions about the extent to which a project/policy/procedure meets identified goals/objectives or about the quality of performance and how it might be improved.

Field Experiences. A variety of early and ongoing field-based leadership opportunities (usually connected to a classroom assignment) in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings and include interactions with organizations such as community and business groups, community and social service agencies, parent groups, and school boards.

Governance. The building-level and/or district-level structures and policies through which those persons with decision-making authority secure and allocate resources, seek and respond to constituents' ideas and opinions, and are held accountable for decisions and the actions and expenses related to implementation.

Indictors. In this document, the term indicator references the content knowledge and leadership skills that indicate acceptable candidate performances for standards 1–7 and their requisite components.

Institutions. Schools, colleges, or departments of education in a university, or non-university providers

Institutional Report. A report that provides the institutional and unit contexts, a description of the unit's conceptual framework, and evidence that the unit is meeting the CAEP unit standards. The report serves as primary documentation for Board of Examiners teams conducting on-site visits. (See the CAEP website for details.)

Internship. Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the pre-service clinical experience.

Internship Length Equivalency. The six-month internship experience need not be consecutive and may include experiences of different lengths. However, all programs must include an extended, capstone experience to maximize the candidate's leadership opportunities to practice and refine his/her leadership skills and knowledge. This culminating experience may be two noncontiguous

internships of three months each, a four-month internship and two field practicums of one-month each, or another equivalent combination. Full-time experience is defined as 9–12 hours per week over a six-month time period.

Institutional Standards. Standards set by the institution that reflect its mission and identify important expectations for candidate learning that may be unique to the institution's professional education unit.

InTASC. The Interstate Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

Knowledge Base. Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Leadership Platform. The leader's explicit or implicit statements and beliefs about education and educational leadership. The leadership platform serves as a type of personal compass by which an educational leader judges what is valuable, important to know, how to act, and the criteria that are important to consider when making a decision.

Licensure. The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

Nationally Recognized Program. A program that has met the standards of a specialized professional association (SPA), such as NELP, that is a member organization of CAEP. An institution's state-approved program also will be considered a nationally recognized program if the state program standards and the state's review process have been approved by the appropriate national association. (Nationally recognized programs are listed on CAEP's website.)

Other School Professionals. Educators who provide professional services other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists.

Performance Assessment. A comprehensive assessment through which candidates demonstrate their proficiencies in leadership content knowledge, professional leadership skills, and pedagogical knowledge, skills, and professional commitments, including their abilities to have positive effects on student learning.

Performance-Based Licensing. Licensing based on a system of multiple assessments that measure a leadership candidate's knowledge, skills, and professional commitments to determine whether s/he can perform effectively as a school or district leader.

Performance-Based Program. A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement, especially data that demonstrate candidate proficiencies, including positive effects on student learning.

Performance-Based Accreditation System. A practice in accreditation that uses assessment information to describe candidate proficiencies or actions of professional education units as evidence for determining whether professional standards are met. It contrasts with accreditation decisions based solely on course offerings, program experiences, and other "inputs" as the evidence for judging attainment of professional standards.

Performance Criteria. Qualities or levels of candidate's leadership proficiency that are used to evaluate candidate performance, as specified in scoring guides such as descriptions or rubrics.

Performance Data. Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

Portfolio. An accumulation of evidence about individual candidate proficiencies, especially in relation to explicit NELP standards and rubrics, used in evaluations of competency as a school or district leader. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating internship supervisors, and samples of candidate work.

Professional Development. Opportunities for professional education faculty to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in PK-12 schools.

Professional Knowledge. The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the leadership profession.

Professional Standards. Standards set by the specialized professional associations (SPAs) and adopted by CAEP for use in its accreditation review. Professional standards also refer to standards set by other recognized national organizations/accrediting agencies that evaluate professional education programs (e.g., the National Association of Schools of Music).

Proficiencies. Required knowledge, skills, and professional commitments identified in the professional, state, or institutional standards.

Program. A planned sequence of courses and experiences for the purpose of preparing teachers, school, and district leaders to work in pre-kindergarten through 12th grade settings. Programs may lead to a degree, a recommendation for a state license, both, or neither.

Program Approval. Process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

Program Completers. CAEP uses the Higher Education Act, Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may be a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Program Review. See National Program Review.

Program Report. The report prepared by faculty responsible for a program (e.g., math education, elementary education) responding to specialized professional association (SPA) standards.

Reflect. Educational leaders reflect when they think carefully and deeply about a subject or topic. Reflection involves gathering, synthesizing, and evaluating data from a variety of sources to ensure a variety of viewpoints are included when thinking about a subject or topic.

Rubrics. Written and shared evaluative criteria for judging candidate performance that indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the degree of success on a candidate assessment. See Performance Criteria and Scoring Guide.

SASB. Specialty Area Studies Board

Scoring Guide. A tool such as a rubric, an evaluation form, etc. used by faculty to evaluate an assessment. Scoring guides should differentiate varying levels of candidate proficiency on performance criteria outlined in the SPA standards.

Skills. The ability to apply and use content, professional, and pedagogical leadership knowledge effectively and readily in diverse leadership settings in a manner that ensures that all students are learning.

SPAs. Specialized professional associations. The national organizations, such as NELP, that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of CAEP and have standards for both students in schools and candidates preparing to work in schools.

SPA Program Review. The process by which the specialized professional associations assess the quality of teacher and leadership preparation programs offered by an institution. (Institutions are required to submit their programs for review by SPAS as part of the CAEP preconditions process, unless the state's program standards have been approved by CAEP's Specialty Area Studies Board for the review of the institution's education programs.

SPA Program Standards. Standards developed by national professional associations that describe what professionals in the field should know and be able to do.

State Program Standards Review. The process by which specialized professional associations (SPAs) evaluate the alignment of a state's program standards with the CAEP and with SPA standards. State standards will be approved by CAEP's Specialty Area Studies Board, and CAEP will defer to the state's review of institutions' teacher education programs.

Standards. Written expectations for meeting a specified level of performance. Standards exist for the content that P-12 students should know at a certain age or grade level.

State Approval. Governmental activity requiring specific professional education programs within a state to meet standards of quality so that its graduates will be eligible for state licensure.

State Program Approval Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

State Professional Standards Response. A state's written response to a specialized professional association's review of the state's program review standards.

State Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

Strategic Staffing. A process of assessing and discerning the staffing needs of a school/district in order to realize operational and strategic goals and then assigning staff in ways that are most likely to realize the school and/or district goals.

Structured Field Experiences. Activities designed to introduce candidates to increasingly greater levels of responsibility in the leadership roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional commitments outlined in NELP, state, and institutional standards.

Students. Children and youth attending P-12 schools as distinguished from candidates enrolled in leadership preparation programs within higher education institutions.

Student Sub-Groups. In education, student sub-group generally refers to any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning abilities, language abilities, religion, or school-assigned classifications (e.g., English language proficiency, levels of literacy, special educational needs, etc.).

Technology. Includes what candidates must know and understand about technology in order to use it to work effectively with students and professional colleagues in (1) the delivery, development, prescription, and assessment of instruction and adult professional learning; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; (6) personal and professional productivity; and (7) communication.

Unit. The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. Unit is also known as the "professional education unit." The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through 12th grade settings.

Unit Review. The process by which CAEP applies national standards for the preparation of school personnel to the unit.

Well-being. The state of being healthy, comfortable, and happy. Educational leaders are concerned about the well-being of students, staff members, parents, and community members as well as their own well-being.

Appendix 5: NELP Reviewer Selection and Training

Program review with National Recognition using NELP standards is a process through which the NELP SPA assesses the quality of programs offered by educational leadership preparation programs. Program review helps to address the following questions:

- Have candidates mastered the required content knowledge?
- Can candidates conceptualize and plan their teaching or other professional education responsibilities?
- Can candidates implement their conceptual plan with students, colleagues, and students' parents/guardians?
- Are candidates effective in promoting student learning?
- Do candidates meet state licensure requirements?

Reviewers play a critical role in evaluating program evidence to determine if candidates are proficient in the NELP standards. To ensure that the NELP SPA has a representative and well-trained pool of reviewers, it engages in intentional reviewer recruitment, selection, and training processes.

Reviewer Recruitment and Selection

Through the NELP SPA's parent organization, the National Policy Board for Educational Administration (NPBEA), the NELP SPA encourages school- and district-level educational leadership practitioners and higher education faculty who prepare school and district leaders to serve as volunteers on NELP's educational leadership program review teams. Each of the NELP organizations (NAESP, NASSP, ICPEL, and UCEA) actively and continually recruits new reviewers at national, regional, and local meetings to develop and ensure the diversity and expertise of the reviewer pool. In addition to increasing the number of expert reviewers, both the organizations that make up the NELP SPA and the NPBEA regard reviewing as an opportunity for leadership practitioners and higher education faculty to strengthen their understanding of the CAEP and SPA requirements that preparation providers must meet to become Nationally Recognized.

The NELP SPA coordinator is responsible for reviewing candidate nominations and selecting new NELP reviewers for training. Selections are made based on the SPA's desire to ensure a diverse pool of reviewers, an equal representation of practitioners and scholars in educational leadership, and an equal representation of reviewers from NELP associations.

Each NELP reviewer candidate nomination must meet the following qualifications:

- Must be members in good standing with their representative association;
- Must be currently employed in the educational leadership field, either as a school or district leader or as a scholar within a Nationally Recognized educational leadership program at a CAEP institution;

- Must have expertise in the field of educational administration;
- Must be able to convey clearly and concisely observations and judgments in writing;
- Must be able to make unbiased professional judgments about educational administration programs based on NELP standards for programs in educational leadership;
- Must be able to function effectively in a team environment;
- Must be technology proficient and have access to the internet to pull down documents from the CAEP website, review documents online, and electronically submit program report findings; and
- Must be able to commit personal time to review program reports within a two-month time frame, submit written report findings to the team leader in a timely manner, and participate in team meetings to reach consensus.

Reviewer Training and Evaluation

Quality assurance occurs at three stages: (1) through initial qualification of new reviewers, (2) through peer review with team members, and (3) through the Audit Committee review. The NELP SPA is responsible for training peer reviewers from the educational leadership field to conduct electronic reviews of program reports submitted by higher education institutions undergoing CAEP accreditation.

Two-member teams consisting of school and district leaders and university/college scholars in educational leadership are trained to assess administrator preparation programs to determine their degree of compliance with NELP standards. Each team member submits a report of his/her findings to a lead reviewer who then convenes a team meeting to discuss the independent results. After the team reaches consensus, the lead reviewer compiles an electronic report on the team's findings and program status recommendation. This report is sent to the NELP Audit Committee for review. The Audit Committee considers the team's report and makes a determination on whether to grant national program recognition. The team report and program status decision are then sent to CAEP, and this information is used in the overall accreditation of the university or college campus.

Each new reviewer must complete an initial rigorous qualification process, and all reviewers must participate in a recalibration process prior to participating in the review cycle. The SPA coordinator provides both scheduled training and ad hoc training based on identified needs.

Using the materials included in Appendix 1: Using NELP Standards for Program Evaluation, trainings for new program reviewers are conducted online twice a year, once in the spring and once in the fall. Trainings include:

- attending two one-hour webinars that provide an overview of the roles and responsibilities of the reviewers, the review process, steps in reviewing program reports, and directions for completing the recognition reports;

- completing mock program report reviews; and
- evaluating recognition report writing.

If the results of a training show that a program reviewer does not meet NELP reviewer qualifications, the NELP SPA coordinator may provide additional trainings and/or pair the reviewer with an experienced lead reviewer to practice evaluation skills until the reviewer has acquired sufficient skill to be placed on a NELP review team.

Experienced lead and program reviewers are required to review recalibration materials prior to participating in a review cycle. The NELP SPA coordinator establishes and provides access to an electronic, shared NELP reviewer folder that houses the most current SPA reviewer documents, including an updated, recorded training webinar and related NELP SPA and CAEP materials, including, but not limited to:

- Guidelines on Submitting a SPA Initial Review Report
- Guidelines for Submitting Revised SPA Program Reports
- How to Plan for the Response to Conditions Report Submission
- Guidelines for Using and Documenting Course Grades as an Assessment of Candidate Content Knowledge
- Reviewer Report Writing Document
- 2018 NELP Building and District Level Standards documents, which includes Appendix A: Using NELP Standards for Program Evaluation

After the NELP Audit Committee completes its review of the team reports, lead reviewers and review teams are informed of any changes or revisions to their team reports resulting from the audit team review. The SPA coordinator evaluates the results of the audit team review and (1) revises training to address areas of development and (2) identifies reviewers who may require additional training.

Given that one of NELP's primary goals is to support preparation programs in educational leadership, in addition to program reviewer trainings, the SPA coordinator provides program report training workshops to NELP at least twice a year. These workshops are provided most often in association with two of the NELP SPA organizations (UCEA and ICPEL) that represent higher education.

Reviewer Diversity

The NELP SPA and its sponsoring organization, NPBEA, purposefully make every conceivable effort to recruit, train, and maintain a diverse pool of reviewers who represent racial, ethnic, and gender diversity, geographic diversity, and diverse roles. The NELP SPA is transitioning from a paper to an online submission beginning with the NELP program reviewer application form. During this transition process, the form will be revised to capture the demographic information requisite to

evaluating the diversity of NELP reviewer applicants. (Note: The online form will launch with the release of the 2018 NELP standards.) In addition, using a "call for program reviewers," each of the NPBEA organizations (NAESP, NASSP, ICPEL, and UCEA) will actively and continually recruit new reviewers at national, regional, and local meetings to ensure the diversity in roles (i.e., university faculty, school and district administrators and expertise of the reviewer pool).

For example, NELP SPA member organizations have committed to the following activities: (1) executive directors will distribute an annual letter of invitation to members to serve as a NELP reviewer and (2) each organization will provide ad space for a "call for reviewers" in membership magazines. Furthermore, NELP SPA organizations have committed to recognizing reviewers for their service (e.g., having the NELP SPA of NPBEA send an e-certificate of appreciation to reviewers after their first full successful year and list reviewers names and institutional affiliations on the NELP section of the NPBEA website). Finally, NELP organizations will actively and consistently recruit new reviewers at national, regional, and local meetings to ensure diversity with regard to the professional roles and expertise (i.e., university faculty, school and district administrators) of the reviewer pool. As the organizations are national in scope, it is possible to reach a broad spectrum of states and regions. At the end of each calendar year, the SPA coordinator will assess and evaluate the diversity of the reviewer pool and coordinate with the Audit Committee chair, should the SPA need to recruit a more representative pool of reviewers.

During each CAEP review cycle, the SPA coordinator purposefully identifies the most diverse pool of lead and program reviewers based on reviewer availability after the completion of the CAEP's conflict of interest form. Team selection also includes pairing diverse members, as feasible. The table below displays the diversity of the reviewers between 2014 and 2016.

NELP Reviewer Profiles: 2014, 2015, 2016

	Role			States	Gender		Total N
	School Leader K-12	District-Level Leader	University Faculty	Number of States Represented	M	F	
2014 S & F Cycle	1		36	18	14	23	37
2015 S & F Cycle			34	16	14	20	34
2016 S & F Cycle		1	28	16	11	18	29

Appendix 6: NELP Development Committees

Significant appreciation is extended to the following individuals for their time, expertise, and leadership in the development of the National Educational Leadership Preparation (NELP) standards for district-level leaders.

Committee Members:

Joan Auchter, National Association of Secondary School Principals; ELCC SPA Coordinator

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Appendix 7: NELP District–2011 ELCC District–PSEL 2015 Crosswalk

Introduction

The purpose of the National Educational Leadership Preparation (NELP) standards is to define for preparation programs the knowledge that candidates for district-level positions should acquire during their preparation and be able to apply once they are hired. The following crosswalk details the relationships among the NELP standards for district-level leaders, the 2011 Educational Leadership Constituent Council (ELCC) standards for district-level leaders, and the 2015 Professional Standards for Educational Leaders (PSEL).

The new NELP standards reflect all of the elements of the 2011 ELCC and the majority of elements from the PSEL standards, as demonstrated in the crosswalk below. Of key interest to those who are transitioning from the ELCC standards to the NELP standards are the areas of difference between these two sets of standards. First, and perhaps most noticeable, is the number of standards. The six content standards in the 2011 ELCC standards have been expanded to seven in the NELP standards. The expansion enabled the NELP committee to develop standards that more closely reflect current understandings of district leadership, to better align to the 10 PSEL standards, and to more clearly delineate several core leadership functions. For example, the 2011 ELCC standards addressed core values, professional norms, ethics, and equity within one standard. The new NELP standards, like the 2015 PSEL standards, address these knowledge and competency standards separately. The NELP standards, like the 2015 PSEL standards, include one standard for ethics and professional norms (standard 2) and one for equity, inclusiveness, and cultural responsiveness (standard 3). These changes delineate expectations for educational leaders not present in the previous ELCC standards, such as developing the knowledge and "capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff" (standard 3, component 3).

A second difference is represented within the stem statement of the NELP standards. The NELP standards expand ELCC's concern for supporting "the success of every student" to promoting the "current and future success and well-being of each student and adult." A third difference is the focus on well-being within the NELP standards. In addition to being included in each of the standard stem statements, this focus is found within component 3.2: *Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student*. This component also exemplifies a fourth difference: the stronger emphasis in the NELP standards on equity. Standard 3, which is a new standard with three components, focuses on developing and maintaining "a supportive, equitable, culturally responsive and inclusive district culture." A fifth and final difference between the two sets of standards is NELP's stronger focus on assessment and the design and use of assessment systems. For example, component 4.3 focuses on designing, implementing, and evaluating "a technically, developmentally, and culturally appropriate system of assessments and data collection, management, and analysis that support instructional improvement, student learning and well-being, and instructional leadership."

NELP District–2011 ELCC District–PSEL 2015 Crosswalk

NELP Standard 1: Mission, Vision, and Improvement: to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.	**2011 ELCC Program Standard Elements**	**2015 PSEL Standard Elements**
Component 1.1: Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.	1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. 1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. 5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.	1a. Develop an educational mission for the school to promote the academic success and well-being of each student. 1b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. 1c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. 1d. Strategically develop, implement, and evaluate actions to achieve the vision for the school. 1e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and the changing needs and situations of students. 1f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. 1g. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

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.	1.3 Candidates understand and can promote continual and sustainable district improvement. 1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders. 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.	1d. Strategically develop, implement, and evaluate actions to achieve the vision for the school. 10a. Seek to make the school more effective for each student, teachers and staff, families, and the community. 10b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. 10d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. 10g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. 10h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. 10j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

NELP District Standard 2: Ethics and Professional Norms: to advocate for ethical decisions and cultivate professional norms and culture.	**2011 ELCC Program Standard Elements**	**2015 PSEL Standard Elements**
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, lifelong learning, digital citizenship) and professional district and school cultures.	5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.	2b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 2c. Place children at the center of education and accept responsibility for each student's academic success and well-being. (Implicit in all standards.) 2d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. 3g. Act with cultural competence and responsiveness in their interactions, decision making, and practice. 3h. Address matters of equity and cultural responsiveness in all aspects of leadership. 7c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; and collaboration, collective efficacy, and continuous individual and organizational learning and improvement. 7d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. 7e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. 7g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
Component 2.2: Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.	5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.	9h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations in order to promote student success.

Component 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.	2a. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership. 2e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. 2f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

NELP District Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.	**2011 ELCC Program Standard Elements**	**2015 PSEL Standard Elements**
Component 3.1: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.	2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	3g. Act with cultural competence and responsiveness in their interactions, decision making, and practice. 5a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. 5b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. 5d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. 5f. Infuse the school's learning environment with the cultures and languages of the school's community.
Component 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.	5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.	3c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 3d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner. 3e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. 3h. Address matters of equity and cultural responsiveness in all aspects of leadership.
Component 3.3: Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.	3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.	3g. Act with cultural competence and responsiveness in their interactions, decision making, and practice. 3h. Address matters of equity and cultural responsiveness in all aspects of leadership. 7b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

NELP District Standard 4: Learning and Instruction: to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership.	**2011 ELCC Program Standard Elements**	**2015 PSEL Standard Elements**
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.	2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.	4c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. 4d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. 4e. Promote the effective use of technology in the service of teaching and learning. 5c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
Component 4.2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent 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.	2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.	3h. Address matters of equity and cultural responsiveness in all aspects of leadership. 6g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

Component 4.3: Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.		3g. Act with cultural competence and responsiveness in their interactions, decision making, and practice. 3h. Address matters of equity and cultural responsiveness in all aspects of leadership. 4f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 4g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
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, technology, and instructional resources that support the needs of each student in the district.	2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.	4a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 4b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

NELP District Standard 5: Community and External Leadership: to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.	**2011 ELCC Program Standard Elements**	**2015 PSEL Standard Elements**
Component 5.1: Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.	4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.	3b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. 3g. Act with cultural competence and responsiveness in their interactions, decision making, and practice. 8a. Are approachable, accessible, and welcoming to families and members of the community. 8b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. 8c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

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 students, schools, and the district as a whole.	4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.	3b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. 3g. Act with cultural competence and responsiveness in their interactions, decision making, and practice. 8b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. 8c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. 8d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. 8e. Create means for the school community to partner with families to support student learning in and out of school. 8f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. 8j. Build and sustain productive partnerships with the public and private sectors to promote school improvement and student learning.
Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.	8h. Advocate for the school and district and for the importance of education and student needs and priorities to families and the community. 8i. Advocate publicly for the needs and priorities of students, families, and the community. 8j. Build and sustain productive partnerships with the public and private sectors to promote school improvement and student learning.

NELP District Standard 6: Operations and Management: to develop, monitor, evaluate, and manage district systems for operations, resources, technology, and human capital management.	**2011 ELCC Program Standard Elements**	**2015 PSEL Standard Elements**
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.	3.1 Candidates understand and can monitor and evaluate district management and operational systems. 3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.	4e. Promote the effective use of technology in the service of teaching and learning. 9a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. 9b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. 9f. Employ technology to improve the quality and efficiency of operations and management. 9g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
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.	2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district. 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.	3h. Address matters of equity and cultural responsiveness in all aspects of leadership. 9c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement. 9d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

Component 6.3: Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.	3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district. 3.4 Candidates understand and can develop district capacity for distributed leadership. 3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.	6a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. 6b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. 6c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. 6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 6e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. 6f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. 7a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 7f. Design and implement job-embedded and other opportunities for collaborative professional learning with faculty and staff.

NELP District Standard 7: Policy Governance and Advocacy: to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.	**2011 ELCC Program Standard Elements**	**2015 PSEL Standard Elements**
Component 7.1: Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.	6.1 Candidates understand and can advocate for district students, families, and caregivers.	8h. Advocate for the school and district, and for the importance of education and student needs and priorities, to families and the community. 8i. Advocate publicly for the needs and priorities of students, families, and the community.
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.	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.	9i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. 10c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
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.	5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district. 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.	9g. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations in order to promote student success.

Component 7.4: Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for the needs and priorities of the district at the local, state, and national level.	6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.	

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