

Nebraska Department of Education Rule 24 Report

PRINCIPAL 7-12
(Content Area)
Educator Preparation Content Program Review

Name of institution	University of Nebraska-Lincoln
Date Submitted	August 9, 2024
Contact Person	Dr. Sara Skretta
Phone/Fax	402-472-8626
Email	sskretta2@unl.edu

Folio type: Regular Mini Advanced Program

Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
	Low-Enrollment	Etc.	Etc.

List Endorsements	Type	Grade Level	Program Level
PRINCIPAL	SUBJECT	7-12	MS
PRINCIPAL	SUBJECT	7-12	EdD
PRINCIPAL	SUBJECT	7-12	EdS
PRINCIPAL	SUBJECT	7-12	POST-BACCALAUREATE

Is the endorsement offered at more than one site? Yes No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: National State

Is this a Nationally Accredited Program? Yes No

If Yes, list Accrediting Organization: CAEP

Attach National Letter to Cover Sheet

1a. Institutional Background

The University of Nebraska-Lincoln

The University of Nebraska at Lincoln (UNL) was chartered as a land grant university on February 15, 1869, as part of the Morrill Act, and serves as the comprehensive public university for Nebraska. UNL is part of the University of Nebraska system that includes the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The elected state Board of Regents governs the system and has designated UNL the flagship campus.

UNL is a member of the Big 10 Conference, the Big 10 Academic Alliance and the Association of Public and Land Grant Universities (APLU). Nebraska is classified within the Carnegie “R1 Doctoral Universities-Highest Research Activity Category,” accredited by the Higher Learning Commission and consists of eight academic colleges: Arts and Sciences, Business, Education and Human Sciences, Engineering, Fine and Performing Arts, Graduate Studies, Journalism and Mass Communications and Law. The university’s continuous improvement strategic plan, N2025, centers on the premise that every person and every interaction matters.

Enrollment in the Fall of 2023 reflected the national trend of small enrollment declines from UNL’s historical enrollment in 2017. UNL had 18,959 undergraduates and 4,641 graduate/professional students.

The College of Education and Human Sciences

The College of Education and Human Sciences (CEHS) was established in 2003 when the College of Human Resources and Family Studies and the Teachers College were combined. It is home to more than 3,100 students, 220 faculty, and 175 staff members, with 25% of students identifying as first-generation college students. CEHS includes seven academic units: Child, Youth and Family Studies (CYAF), Educational Administration (EDAD), Educational Psychology (EDPS), Nutrition and Health Sciences (NHS), Special Education and Communication Disorders (SECD), Teaching, Learning and Teacher Education (TLTE), and Textiles Merchandising and Fashion Design (TMFD). The college offers bachelor, master, specialist, and doctoral degree programs and certificate and endorsement-only programs.

UNL’s programs that are nationally accredited include Speech Language Pathology Audiology (SLPA), accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association (ASHA) and School Psychology, accredited by the National Association of School Psychologists (NASP). Music education, offered in the College of Fine and Performing Arts, is nationally accredited by the National Association of Schools of Music.

The Department of Educational Administration

The Department of Educational Administration (EDAD) offers advanced programs for students in both PK-12 and higher education. Establishing in 1913, EDAD has grown to include endorsement-only, masters and doctoral programs in P-12 School Leadership and Higher Education. Degrees available include a Master of Education Degree (M.Ed.), a Specialist Degree (Ed.S.), and the Doctoral Degree in Education (Ed.D.) The department also provides non-degree administration endorsements for candidates who have completed a master's degree. The EDAD degree and endorsement programs are designed to prepare educators to be successful leaders in school systems, districts, and buildings. A principal candidate may meet requirements in three ways: the M.Ed. in Educational Administration, the Ed.D., or as a post-baccalaureate for certification only.

The EDAD has aligned the Professional Standards for Educational Leadership ([PSEL](#)) and the Nebraska Teacher and Principal Performance Standards ([NTTPS](#)) with the requirements of Nebraska Department of Education's Rule 24. Faculty identified three core competencies they seek to develop in future school leaders:

- *Visionary Thinkers* understand there is more to school leadership than crossing off tasks on a checklist. They understand theory and research in education and articulate the reasons behind the actions they take and decisions they make.
- *Reflective Learners* know that if schools are to be focused on learning, it starts with leadership. Reflective Learners apply research and theory and promote continuous growth, learning, and improvement in themselves and others.
- *Servant Leaders* know that, above all else, leadership is empowering and supporting others for success. Servant Leaders help sustain the success of others with an eye toward the future.

1b. Standards for Admission, Retention, Transition, and Completion

Describe the standards for admission, retention, transition and completion of the institution’s overall EPP, including GPA and other minimum grade requirements for the courses accepted for the endorsement.

Institutional & Program Criteria	Gateway #1	Gateway #2	Gateway #3
	Admission	Professional Coursework and Field Experiences	Program Capstone and Completion
	<ul style="list-style-type: none"> • Admission to UNL • Minimum GPA of 3.0 • Transcripts • Current Nebraska Teaching license or equivalent • Two Years of Successful Teaching • Personal Essay • Two Letters of Recommendation 	<ul style="list-style-type: none"> • Maintain a minimum 3.0 GPA • Successfully complete all required coursework (grade of B- or better) and field experiences 	<ul style="list-style-type: none"> • Minimum GPA of 3.0 • Comprehensive Exam • School Leadership Portfolio • Capstone Presentation • Completer Exit Survey

Admission to the Program

Individuals seeking a masters degree or endorsement must apply for admission to the UNL Department of Educational Administration through the UNL Department of Graduate Studies. Documents required in the application include:

- 500-word personal essay or statement that includes professional goals, areas of academic interest and why the applicant is applying to the program.
- Official transcripts, including those that document completion of a bachelor degree from an approved or accredited institution showing with an undergraduate overall grade point average of 2.75 or equivalent
- Current teaching certificate
- Evidence of two full years of successful teaching
- Two letters of recommendation from people who have worked with the candidate professionally, served as direct supervisors, or were instructors/advisors in previous coursework and/or colleagues. Letters should focus on the candidate’s experience, accomplishment, and leadership potential.

Application materials are evaluated by EDAD faculty to determine eligibility for admission to the program. For unconditional admission, the review must show a cumulative GPA of 2.75 or higher, a valid teaching certificate, verification of two years of teaching experience, and strong

recommendations. The personal essay is reviewed holistically for graduate level writing and positive administrative dispositions.

All candidates applying for admission to the masters or endorsement programs in EDAD must submit two letters of recommendation, each from someone who can speak to the candidate's experience, ability, and potential.

Retention

GPA

A minimum GPA of 3.0 must be maintained to continue in the program. The Graduate College establishes "quality of work" standards for GPA and EDAD establishes the specific GPA requirement within those parameters and in compliance with Rule 20. GPA is monitored by the faculty advisor throughout the program, which requires a candidate maintain a minimum 3.0 GPA across all coursework. Candidates must maintain continuous enrollment in at least one course each term, including summer, upon admission. No more than two incompletes can be maintained at any given time. Candidates who do not maintain continuous enrollment, a grade of B- or higher in all courses or receive three incompletes, may be placed on probation or dismissed. Candidates must complete coursework within 10 years.

Survey

Candidates complete a self-evaluation during their program evaluate their proficiency related to the principal standards.

Capstone Project

Candidates demonstrate their total body of work through the culminating activity of capstone research. Candidates complete research of an authentic problem of practice in education and/or educational leadership. Each candidate presents their research and problem of practice during Nebraska Administrator Days each summer. Attendance at the conference is mandatory to complete course requirements, establish networking connections, learn from administrators in the field, and gain additional context of an educational leader's role in Nebraska.

Internship Reflections

The Internship course is structured with two courses in the summer delivered in a hybrid (face to face and online) format. Students meet in Lincoln for two days in June and two days in July. This field experience course provides candidates the opportunity to observe, be an active participant and reflect on experiences such as rating and supervising teachers, the processes and procedures in developing school policies, selection and promotion of teachers and professional ethics related to education leadership. The combination of individual field experience with large group meetings provides candidates with opportunity to reflect on the field experiences and understand the relationship of their experiences to their individual leadership philosophy within the guided discussion framework of faculty.

Completion

Capstone Presentation

Candidates complete the School Leadership Portfolio (SLP) to meet the UNL capstone requirement for students earning a master's degree in School Leadership. The SLP requirements and rubric are included in Appendix B. A capstone presentation at Nebraska Administrator Days is required of all candidates at the end of their program as the final culminating element. The presentation must align with PSEL standards, and components are reviewed by faculty upon assessment.

Comprehensive Examination

Candidates completing the M.ED. (Principal, Special Education Supervisor) fulfill UNL's comprehensive examination requirement by completing an exam in the EDAD 811 Internship course during the semester they complete the field experience. This exam was developed to assist students in preparing for the Praxis Content Exam required for licensure in Nebraska. Candidates also complete a portfolio during the internship course.

1c. Field Experiences

Describe all field experiences required for the endorsement, including the number of hours for practicum experiences and the number of hours/weeks of clinical experience or internships.

[Table 006.02-1 Field Experience for Advanced Program](#)

Principal Internship

Students complete an authentic administrative internship experience in their district with support from a field-based mentor of their choosing. This experience is designed to provide students opportunities to work with and learn from administrators in public and private educational organizations. Through these experiences, students use previously acquired academic and professional knowledge to establish a connection between theory and practice and educational administration, to complete a total of 135 hours as required by NDE. In collaboration with the mentor and the practicum instructor, students develop a personalized internship plan. Experiences are aligned with the National Educational Leadership Preparation Program Standards (NELP) and The Nebraska Principal Effective Practices Framework (NTTPS). The practicum experience is one of the final courses in the program and is a requirement for both the M.Ed. and certification-only programs.

1d – Program Completers and Level

Academic Year					Program Completers and Level – Content Area: Principal 7-12					
					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	NA	11	NA	13	0	0
20	23	to	20	24	NA	7	NA	15	0	0

1e. See Appendix A for Advising Worksheet

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1-Summary Table of Endorsement Program Key Assessments-Advanced Program

Name of Assessment used for the following areas		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content Knowledge	Summative	Praxis Content exams are a series of subject-specific, standardized tests created and administered by the Educational Testing Service (ETS). Each exam measures content knowledge within a certification area, and results are reported as an overall score and multiple subscale scores. The Nebraska Department of Education determines the required exam to be taken and the minimum overall passing score for each certification area. The exam is a requirement for educator licensure.	During EDAD 811 M.Ed. candidates complete a practice exam to prepare them for the actual test. Students are encouraged to complete the exam the semester they complete or immediately after.
	Praxis II Content			
2	Knowledge of Learner/Learning Environments	Summative	The portfolio includes self-reflection and self-assessment related to the program's three Core Competencies and must demonstrate progress towards the NDE Principal Standards and the NELP standards. Students must include how they have integrated learning across all domains of leadership for organizational and instructional improvement.	During EDAD 811 Internship
	School Leadership Portfolio			
3	Knowledge of Effective Use of Instructional Practices	Summative	This project has evolved to its present form based on candidate and stakeholder input. This presentation requires candidates to present their action research on an education-related problem to a professional audience at Nebraska Administrator Days.	During EDAD 811 Internship
	Capstone Professional Presentation			
4	Professional Responsibility and Overall Proficiency	Summative	The completer follow-up survey is conducted annually. Developed by the EDAD faculty, these items measure graduate satisfaction with the degree/program.	Annually-upon completion of program
	Follow Up Surveys			

Key Assessments – Descriptions and Information

Key Program Assessment #1: Content Knowledge

Praxis II Content Exam

Praxis II examinations are a series of subject-specific, standardized tests created and administered by the Educational Testing Service (ETS). Each examination measures content knowledge within a certification area, and results are reported as an overall score and multiple subscale scores. The Nebraska Department of Education determines the required test to be taken and the minimum overall passing score for each certification area.

Key Program Assessment #2: Knowledge of Learners and Learning Environments

School Leadership Portfolio

This portfolio includes self-reflection and self-assessment related to the program's three Core Competencies and must demonstrate progress towards the NDE Principal Standards and the NELP standards. Students must include how they have integrated learning across all domains of leadership for organizational and instructional improvement.

The School Leadership Portfolio rubric was developed by EDAD faculty. The rubric is aligned with the modules of the Internship class, the Nebraska Principal Performance Standards and the NELP Standards.

Key Program Assessment #3: Knowledge of Effective Use of Instructional Practices

Capstone Professional Presentation

This capstone requirements evolved to its present form based on candidate and stakeholder input. This presentation requires candidates to present their action research on an education-related problem at Nebraska Administrator Days. Candidates present to and engage with certified educational administrators as part of their presentation, which also jumpstarts their professional network.

Key Program Assessment #4: Professional Responsibility and Overall Proficiency

Student Self-Survey

The survey can be accessed at the [Student Self-assessment Link](#). Instructors also complete an [Instructor Assessment](#) on each student.

Artifact 2: Key Assessment Data by Endorsement

Data tables with summarized program completer data for at least two complete academic years for each key assessment for all candidates. Report the data separately by levels/tracks (e.g. baccalaureate, post baccalaureate, alternate routes, Masters, Ed. Specialist, or Doctorate).

Key Assessment 1: Content Knowledge

Praxis II Content Exam - Principal

2022-2023				2023-2024			
UNL N=14		Nebraska N= 291		UNL N= 12		Nebraska N=177	
Mean	% Passing	Mean	% Passing	Mean	% Passing	Mean	% Passing
168.93	92.86%	167.88	98.28%	167.25	100%	168.25	99.44%

Key Assessment 2: Knowledge of Learning/Learning Environments

All candidates who complete the School Leadership Portfolio are rated Proficient per the rubric. Rarely does a candidate fail to meet proficient standards, but when that occurs, a second opportunity to meet requirements is offered. To date, 100% of completers met proficient rating.

Key Assessment 3: Knowledge of Effective Use of Instructional Practice

Candidates who attend Nebraska Administrator days and share their capstone presentation meet proficient standards. This is a requirement of program completion so there is a 100% pass rate.

Key Assessment 4: Professional Responsibility and Overall Proficiency

M.Ed. Principal Candidate Self-Reflection Surveys

	N	Mean
Standard 1	22	2.5
Standard 2	22	2.64
Standard 3	22	2.82
Standard 4	22	2.59
Standard 5	22	2.41

Standard 6	22	2.41
Standard 7	22	2.45
Standard 8	22	2.36
Standard 9	22	2.73
Standard 10	22	2.59
Standard 11	22	2.36
Standard 12	22	2.59
Standard 13	22	2.45
Standard 14	22	2.64
Standard 15	22	2.41
Standard 16	22	2.95
Standard 17	22	2.59
Standard 18	22	2.77
Standard 19	22	2.91
Standard 20	22	2.36
Standard 21	22	2.82
Standard 22	22	2.86

Artifact 3. Summary of Findings

Key Assessment 1: Praxis II

UNL Educational Administration candidates usually pass the Praxis Content on the first try. To support preparation for the Praxis Content exam, specific test preparation and practice are part of the comprehensive exam components. The Praxis journal is designed to assist candidates monitor progress and learning specific to the Praxis content to ensure their level of preparation when they sit for the exam is optimal. All (100%) of the 2023-2024 Principal candidates pass the exam with the mean score significantly higher than the NDE cut score.

Key Assessment 2: Principal Internship Portfolio

Candidates who are most successful in their principal internship course committed to diverse opportunities of fieldwork throughout their program.

Key Assessment 3: School Leadership Project

Capstone Presentation

The capstone presentation is made at Nebraska Administrator Days. Students are rated proficient for completing the presentation and 100% of completers meet the proficient level.

Key Assessment 4: Candidate Self-Reflection Survey

The self-reflection survey completed by candidates provides a comprehensive view of their overall proficiency and readiness. Using the M.Ed. standards, the high mean (2.95) was in Standard 16 Visibility in schools and communities and the low mean (2.36) was in Standards 3 (Models Behavior), 8 (Implements an evaluation system), and 11 (Develops and implements a system for recruitment and retention). Mean scores on all items indicate that candidates rate at or above proficient in every standard.

Section 3. Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

The principal license is the goal for most master's and some doctoral candidates. The hybrid program allows candidates to access coursework and balance employment, which is often in some administrative capacity prior to completing the program. Providing accessible coursework is a priority of the EDAD department and they continue to monitor and adjust as needed to remain efficient while providing numerous opportunities for access.

Many candidates complete the endorsement-only program but do not complete a degree. Tracking completers who do not finish with a terminal degree is a challenge in the UNL system. Using the certification tracking, number taking the Praxis examination, and university data, the triangulation gives the number of potential principals completing their desired program.

Hybrid Program Structure

UNL's online principal preparation program is carefully administered to ensure that relationships are built and developed and that student networking interactions occur. Students often are remote for most courses but attend two days a month during the summer in person. This provides access for students who are not within driving distance of Lincoln and for those whose schedules don't accommodate traditional course attendance. The hybrid delivery model

results in high-quality online instructional experiences with in-person access to faculty and classmates.

**Appendix A
Advising Worksheet**



Principal 7-12 Advising Sheet

Schedule	Course Title	Credit Hours
Summer 1	EDAD 800: Foundations of Research	3
	EDAD 830 Administrative Theory in Educational Organizations	3
Fall 1	EDAD 852: School Culture and Behavior	3
	EDAD 890: The Principalship	3
Spring 1	EDAD 833: Educational Finance	3
	EDAD 837 Education Law	3
Summer 2	EDAD 903: Issues in Community Relations	3
	SPED 856/857: Supervising Special Education/Special Education Administration	3
Fall 2	EDAD 851: Faculty and Staff Appraisal	3
	TEAC 948: Instructional Leadership: Emerging Trends and Practices	3
Spring 2	EDAD 811: Internship	3
	EDAD 920: Diversity & Equity in Educational Organizations	

Appendix B

The School Leadership Portfolio Project and Rubric

The School Leadership Portfolio (SLP) Requirements

The School Leadership Portfolio (SLP) is the culmination of your principal preparation coursework and meets the capstone requirement for the University of Nebraska students earning a master's degree in School Leadership. The SLP serves two purposes.

- The SLP provides principal candidates the opportunity for self-reflection and self-assessment in relation to the program's three Core Competencies: Visionary Thinker, Reflective Learner, and Servant Leader and to demonstrate progress towards the Nebraska Department of Education Principal Standards and the National Education Leadership Standards (NELP). The SLP documents leadership competencies through academic and professional artifacts and by bringing together coursework across the program. This exercise allows for the integration of learning across all domains of leadership for organizational and instructional improvement.
 - The SLP serves as a program assessment tool for the faculty, allowing us to engage in on-going pedagogical and curricular improvement to support school leadership development.
1. The SLP must be submitted by the due date in order to have enough time for readers to review, provide feedback and return to students if revisions are necessary or if reader needs clarification.
 2. The SLP must be organized in the following manner.

a. Introduction

- i. **About you**-Share any information about yourself/family that you would like to. You may include photos. (You can just add the "about you" information directly under introduction if you want. You don't have to have the heading "about you.")
- ii. **I am a Leader Who Statement**-This statement was completed during your Internship I Summer course. See the Exemplar in Canvas.
- iii. **Visionary Thinker, Reflective Learner, Servant Leader (VRS Statement)**- This statement was part of your application packet. You will use it and

update as necessary to demonstrate who you are relevant to these three Core Competencies. See the Exemplar in Canvas.

- b. **Resume**-We will have a Career Services attend one of our class sessions to help you update and revise your resume best suited for educational administration positions.
- c. **Program Coursework**-Upload or type your program coursework.
- d. **Educational Platform and Leadership Framework**
 - i. **Philosophy of Education**-Upload or type what our PoE is.
 - ii. **Philosophy of Leadership**-You will use the template provided to align an assignment of your choice from the coursework throughout your program which demonstrates each of the Nebraska Principal Performance Standards. See the Exemplar in Canvas.
- e. **Three Year Professional Goals**-Upload or type what your professional goals are for the next three years. We use this information to connect you with potential positions we may hear about.
- f. **Internship Documentation**
 - i. **Internship Plan**-Use the template to share what your plan is. See the Exemplar in Canvas.
 - ii. **Internship Log Summary**-Use the template to document your required internship hours and other required information. See Exemplar in Canvas.
- g. **Program Reflection**-This is an assignment that will be due towards the end of the program in Canvas.
- h. **Artifacts**-Upload any other assignments, projects, or noteworthy learning artifacts from your time in your program. Many students like to put their research project in this space.
- i. **Nebraska Principal Performance Standards**-Upload a copy.

- j. **National Educational Leadership Practices Standards**-Upload a copy.
3. You can demonstrate and include as much creativity as you would like with your SLP, however be reminded this is a professional document that you could be potentially shared during an interview and a document that will be graded by faculty.
 4. The SLP must be written and presented in a manner in which could be comprehended by others. Think about how you should write in order to demonstrate particular components of the SLP. Reflective writing discusses decisions made, what has been learned and why. Analytical writing explains reasons, motives, and interpretation of why particular pieces are included, as well as details, conclusions and how you got them. Descriptive writing sets the stage by explaining critical features, ordering etc.
 5. Citations are not required, however if you do decide to cite a publication, then you would need to do so in APA 7th edition. Any scholarly papers (assignments) included in your portfolio, upload as is and keep the citations as part of that particular paper. If you do cite within your SLP, please add an extra tab behind Artifacts to reflect.

	<u>Candidate Name:</u>					
	<u>Evaluator 1 Name (E1):</u> <u>Evaluator 2 Name (E2):</u>	Directions: Please add the candidate name on this document. Then each evaluator will need to add their name as well. If you are Evaluator 1, then you will be E1 throughout the entire document. The same goes for Evaluator 2 (E2). For each section you will provide the candidate of rating of Novice, Intermediate, Proficient, or Distinguished. You can either highlight (using a different color than the other evaluator), X, shape, or circle the rating you choose (something visible). For the non-graded sections, you will just indicate whether the student included the section. If they did not, they will automatically have to do a rewrite with that missing section. You may also provide comments if you choose, but it is not necessary. Once you get to the Leadership Framework section (standards), you will have to provide a rating for each section of the standard: Standard Connection, The Why, and Application to Leadership. Again, notate your ratings with the above-mentioned markings or something visible for students to see clearly.				
			Novice	Intermediate	Proficient	Distinguished
E1	Introduction Comments:		Candidate does not describe or is not thorough in describing who they are and what is important to them.	Candidate somewhat describes who they are and what is important to them.	Candidate is adequate in describing who they are and what is important to them.	Candidate is adept in describing who they are and what is important to them.
E2	Introduction Comments:		Candidate does not describe or is not thorough in describing who they are and what is important to them.	Candidate somewhat describes who they are and what is important to them.	Candidate is adequate in describing who they are and what is important to them.	Candidate is adept in describing who they are and what is important to them.

E1	I am a Leader Who Statement Comments:	NOT GRADED: INCLUDED FOR YOUR VIEWING ONLY	Did student include? Yes No			
E2	I am a Leader Who Statement Comments:	NOT GRADED: INCLUDED FOR YOUR VIEWING ONLY.	Did student include? Yes No			
E1	VRS Statement Comments:	NOT GRADED: INCLUDED FOR YOUR VIEWING ONLY.	Did student include? Yes No			
E2	VRS Statement Comments:	NOT GRADED: INCLUDED FOR YOUR VIEWING ONLY.	Did student include? Yes No			
E1	Resume Comments:	NOT GRADED: INCLUDED FOR YOUR VIEWING ONLY.	Did student include? Yes No			

E2	Resume Comments:	NOT GRADED: INCLUDED FOR YOUR VIEWING ONLY.	Did student include? Yes No			
E1	Program Coursework	NOT GRADED: INCLUDED FOR YOUR VIEWING ONLY.	Did student include? Yes No			
E2	Program Coursework	NOT GRADED: INCLUDED FOR YOUR VIEWING ONLY.	Did student include? Yes No			
			Novice	Intermediate	Proficient	Distinguished
E1	Educational Platform-Philosophy of Education		Candidate does not articulate or is not thorough in articulating their beliefs and/or outcomes for students; approaches, methods, strategies for success; learning environments; theories and/or	Candidate somewhat articulates their beliefs and/or outcomes for students; approaches, methods, strategies for success; learning environments; theories and/or	Candidate adequately articulates their beliefs and/or outcomes for students; approaches, methods, strategies for success; learning environments; theories and/or	Candidate is adept in articulating their beliefs and/or outcomes for students; approaches, methods, strategies for success; learning environments; theories and/or practices that guide

			practices that guide their teaching; how they view education etcetera.	practices that guide their teaching; how they view education etcetera.	practices that guide their teaching; how they view education etcetera.	their teaching; how they view education etcetera.
E2	Educational Platform-Philosophy of Education		Candidate does not articulate or is not thorough in articulating their beliefs and/or outcomes for students; approaches, methods, strategies for success; learning environments; theories and/or practices that guide their teaching; how they view education etcetera.	Candidate somewhat articulates their beliefs and/or outcomes for students; approaches, methods, strategies for success; learning environments; theories and/or practices that guide their teaching; how they view education etcetera.	Candidate adequately articulates their beliefs and/or outcomes for students; approaches, methods, strategies for success; learning environments; theories and/or practices that guide their teaching; how they view education etcetera.	Candidate is adept in articulating their beliefs and/or outcomes for students; approaches, methods, strategies for success; learning environments; theories and/or practices that guide their teaching; how they view education etcetera.
E1	Leadership Framework-NPPS 1: Vision for Learning The Principal as an instructional leader, embodies and inspires all members	Connection to Standards	Candidate does not provide an artifact that is specific and correctly connected to the standard.	Candidate provides an artifact that is somewhat specific and correctly connected to the standard.	Candidate adequately provides an artifact that is specific and correctly connected to the standard.	Candidate is adept in providing an artifact that is specific and correctly connected to the standard.

	<p>of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff wellbeing.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>	<p>The Why</p>	<p>Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.</p>
		<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.</p>
<p>E2</p>	<p>Leadership Framework-NPPS 1: Vision for Learning</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly</p>	<p>Candidate adequately provides an artifact that is specific and</p>	<p>Candidate is adept in providing an artifact that is specific and</p>

<p>The Principal as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff wellbeing.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>			connected to the standard.	correctly connected to the standard.	correctly connected to the standard.
	The Why	Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.	Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.	Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.	Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.
	Application to Leadership	Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.	Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.	Candidate adequately describes how this learning will guide their work as a future building or district level administrator.	Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.

<p>E1 Leadership Framework-NPPS 2: Continuous Improvement</p> <p>The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff wellbeing, and greater school effectiveness.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly connected to the standard.</p>	<p>Candidate adequately provides an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate is adept in providing an artifact that is specific and correctly connected to the standard.</p>
	<p>The Why</p>	<p>Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.</p>
	<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.</p>
<p>E2 Leadership Framework-NPPS 2: Continuous Improvement</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly connected to the standard.</p>	<p>Candidate adequately provides an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate is adept in providing an artifact that is specific and correctly connected to the standard.</p>

	<p>The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff wellbeing, and greater school effectiveness.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>					
		<p>The Why</p>	<p>Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.</p>
		<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.</p>
<p>E1</p>	<p>Leadership Framework-NPPS 3: Staff Support and Development</p> <p>The principal, as an instructional leader, develops and supports the</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly connected to the standard.</p>	<p>Candidate adequately provides an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate is adept in providing an artifact that is specific and correctly connected to the standard.</p>

	<p>professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school’s vision, mission, and goals.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>	<p>The Why</p>	<p>Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.</p>
		<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.</p>
<p>E2</p>	<p>Leadership Framework-NPPS 3: Staff Support and Development</p> <p>The principal, as an instructional leader, develops and supports the</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly connected to the standard.</p>	<p>Candidate adequately provides an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate is adept in providing an artifact that is specific and correctly connected to the standard.</p>

	<p>professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school’s vision, mission, and goals.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>	<p>The Why</p>	<p>Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.</p>
		<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.</p>
<p>E1</p>	<p>Leadership Framework-NPPS 4: Operations and Management</p> <p>The principal manages the organization, operations, and</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly connected to the standard.</p>	<p>Candidate adequately provides an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate is adept in providing an artifact that is specific and correctly connected to the standard.</p>

	resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.	The Why	Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.	Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.	Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.	Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.
	*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D	Application to Leadership	Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.	Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.	Candidate adequately describes how this learning will guide their work as a future building or district level administrator.	Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.
E2	Leadership Framework-NPPS 4: Operations and Management	Connection to Standards	Candidate does not provide an artifact that is specific and correctly connected to the standard.	Candidate provides an artifact that is somewhat specific and correctly connected to the standard.	Candidate adequately provides an artifact that is specific and correctly connected to the standard.	Candidate is adept in providing an artifact that is specific and correctly connected to the standard.
	The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.	The Why	Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.	Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.	Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.	Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.

	<p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>	<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.</p>
<p>E1 Leadership Framework-NPPS 5: Culture for Learning</p> <p>The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly connected to the standard.</p>	<p>Candidate adequately provides an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate is adept in providing an artifact that is specific and correctly connected to the standard.</p>	
	<p>The Why</p>	<p>Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.</p>	
	<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or</p>	

	their own score of N, I, P, or D		or district level administrator.	district level administrator.	district level administrator.	district level administrator.
E2 Leadership Framework-NPPS 5: Culture for Learning	<p>The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>	Connection to Standards	Candidate does not provide an artifact that is specific and correctly connected to the standard.	Candidate provides an artifact that is somewhat specific and correctly connected to the standard.	Candidate adequately provides an artifact that is specific and correctly connected to the standard.	Candidate is adept in providing an artifact that is specific and correctly connected to the standard.
		The Why	Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.	Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.	Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.	Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.
		Application to Leadership	Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.	Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.	Candidate adequately describes how this learning will guide their work as a future building or district level administrator.	Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.

<p>E1 Leadership Framework-NPPS 6: Professional Ethics and Advocacy</p> <p>The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly connected to the standard.</p>	<p>Candidate adequately provides an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate is adept in providing an artifact that is specific and correctly connected to the standard.</p>
	<p>The Why</p>	<p>Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.</p>
	<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.</p>
<p>E2 Leadership Framework-NPPS 6: Professional Ethics and Advocacy</p> <p>The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of</p>	<p>Connection to Standards</p>	<p>Candidate does not provide an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate provides an artifact that is somewhat specific and correctly connected to the standard.</p>	<p>Candidate adequately provides an artifact that is specific and correctly connected to the standard.</p>	<p>Candidate is adept in providing an artifact that is specific and correctly connected to the standard.</p>

	<p>equity and excellence in support of the vision, mission, and goals of the school.</p> <p>*Each section: Connection to Standards, The Why and Application to Leadership will need their own score of N, I, P, or D</p>	<p>The Why</p>	<p>Candidate does not provide a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate provides a somewhat specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate adequately provides a specific and/or detailed reasoning behind the selection of the artifact.</p>	<p>Candidate is adept in providing a specific and/or detailed reasoning behind the selection of the artifact.</p>
		<p>Application to Leadership</p>	<p>Candidate does not describe or is limited in describing how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate somewhat describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate adequately describes how this learning will guide their work as a future building or district level administrator.</p>	<p>Candidate is adept in thoroughly describing how this learning will guide their work as a future building or district level administrator.</p>
E1	<p>Three-Year Professional Goals Comments:</p>	<p>NOT GRADED: INCLUDE FOR YOUR VIEWING ONLY.</p>	<p><u>Evaluator 1</u> Grade: Pass Pass with Rewrite Fail Final Comments:</p>			
E2	<p>Three-Year Professional Goals Comments:</p>	<p>NOT GRADED: INCLUDE FOR YOUR VIEWING ONLY.</p>				
E1	<p>Internship Plan Comments:</p>	<p>NOT GRADED: INCLUDE FOR YOUR VIEWING ONLY.</p>				

E2	Internship Plan Comments:	NOT GRADED: INCLUDE FOR YOUR VIEWING ONLY.	<p><u>Evaluator 2</u> Grade: Pass Final Comments: Pass with Rewrite Fail</p>		
E1	Artifacts Comments:	NOT GRADED: INCLUDE FOR YOUR VIEWING ONLY.			
E2	Artifacts Comments:	NOT GRADED: INCLUDE FOR YOUR VIEWING ONLY.			

MeD Standards Survey

1. The principal establishes high expectations for school community and leads in the development and review of the building's vision, mission, and goals and ensures alignment with district, state, and federal policies.
2. Promotes and ensures that teaching practices are based on sound instructional theory and pedagogy and that high quality instructional material is aligned with student's interest to promote the vision mission and goals of the school.
3. Models' behavior that all student and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity.
4. In collaboration with the school community develops and aligns a school improvement plan that is aligned to the school's vision, mission, and goals.
5. Implements a school-wide documented professional learning plan that is based on staff input, aligned to the school's continuous improvement processes, evaluated and adjusted based on the participant feedback and student outcome data.
6. In collaboration with the diverse educational community, monitor's the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness and school improvement and leads in the process of necessary change.
7. In cooperation with the educational community, aligns the school's curriculum and high-quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning.
8. Implements a performance evaluation system for teachers and instructional support staff based on an instructional model, that gives specific, actionable, and timely feedback with support for instructional improvement.
9. Builds a climate of trust that will promote engagement in the process of improved instructional practices that are research-based and results in student growth and achievement.
10. Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills and practice for individual teachers and staff members.

11. Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student.
12. Mentors emerging staff leaders to build leadership capacity within the school community.
13. Collaborates with the school community to create and communicate the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school that promotes the school as a community center for the families and community members.
14. In collaboration with the educational community maintains an organized data system to ensure academic and social interventions, accommodations, and curricular and extra-curricular activities are available to meet the strengths and needs of each student.
15. Manages and monitors the both the resources and human resources of the school in a responsible and ethical manner.
16. Is visible in the school and community and contributes to a healthy culture and articulates a vision that is student centered.
17. Supports protocols and practices that provide collaboration time for staff to monitor relevant school data to monitor the culture of the educational community.
18. Recognizes and promotes diversity as an asset and ensures that all members of the school community are valued, heard, and respected.
19. Places the student at the center of education and shares a collective responsibility for each student's academic success and well-being.
20. Navigates the political, social, economic, legal, and cultural environment while protecting the established rights and confidentiality of students and staff.
21. Holds self and others in the educational accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism.
22. Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community.

NELP Standards

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.

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.

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.

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.

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.

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.

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.

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.