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National Educational Leadership Preparation (NELP) Program Recognition Standards - Building Level

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National Educational Leadership Preparation (NELP) Program Recognition Standards

Building Level

August 2018

NATIONAL EDUCATIONAL LEADERSHIP PREPARATION (NELP) PROGRAM STANDARDS

Building Level

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

The NELP building-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 building-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. It is no longer enough to manage school finances, maintain a spotless and safe building, and keep the buses running on time. Education leaders must also provide clear evidence that the children in their care are being better prepared for college, careers, and life. Importantly, 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. School-level leaders include administrators, teacher leaders, and department chairs. District leaders hold positions such as superintendents, curriculum supervisors, talent management specialists, assessment directors, and professional development providers. Their titles may vary, but they are all charged with the same fundamental challenge: support every student's learning and development.

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 building-level standards are appropriate for advanced programs at the master, specialist, or doctoral level that prepare assistant principals, principals, curriculum directors, supervisors, and other education leaders in a school building environment. Rooted in both research and effective practice, these standards provide a framework for understanding how to best prepare, support, and evaluate education leaders in their efforts to help every child reach his or her fullest potential.

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 currently operate continues to shift. Globalization, for example, is transforming the economy and the 21st century workplace for which schools prepare students. Technology, too, is advancing quickly, changing the nature of communication and learning. The conditions and characteristics of children, in terms of demographics, family structures, and more, are 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 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 that are conducive to each student's learning and by supporting teachers through creating positive working conditions, allocating resources, constructing appropriate organizational policies and systems, and helping them engage in other deep and meaningful work outside of the classroom. Given such changes, it is clear that educational leaders need new standards to guide their practice in directions that will be the most productive and beneficial to students.

In November 2015, the [Professional Standards for Educational Leaders (PSEL)](#) were approved by NPBEA. These standards, formerly known as the Interstate School Leaders 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). PSEL has "a stronger, clearer emphasis on students and student learning, 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 developing a set of leadership preparation standards congruent to the PSEL. As CAEP (2017) noted, 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 building-level leadership preparation address the most critical knowledge and skill areas for beginning building-level educational leaders. These standards align to national leadership practice standards and 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 formed to collaboratively revise the 2011 ELCC standards. The committee members, who 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 from practitioners, state department of education representatives, and higher education faculty on the 2011 ELCC standards (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 districts. This work also involved the development of several crosswalks between important national and state leadership and educator preparation standards and the development, review, external vetting, and editing of draft standards.

Focus groups, which included practitioners, higher education faculty, state department personnel, and professional association representatives and were hosted by a variety of leadership professional associations, vetted early drafts. 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 need to develop standards that are based on empirical research and measurable through six to eight assessments, and the importance of aligning the standards to the four CAEP principles. Feedback from the focus groups was analyzed and reviewed by committee members and then used to further refine the standards. In May 2016, the standards were distributed widely, through CAEP and NPBEA member organizations (CCSSO, UCEA, National Association of Secondary School Principals (NASSP), National Association of Elementary School Principals (NAESP), American Association of School Administrators (AASA), American Association of Colleges for Teacher Education (AACTE), International Council of Professors of Educational Leadership (ICPEL)), for public comment. Public comment revealed strong support, with 86 percent approving or strongly approving the NELP standards and between 94 and 100 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 they included the most essential knowledge and skills as identified by research and input from the field, can be achieved by candidates during the course of their preparation, and can be assessed by programs. In May 2017, feedback from practicing leaders, higher education faculty, and state officials was sought on a final draft of the NELP standards. The feedback indicated overwhelming support for the standards' 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 AASL, instructional technology specialists as described by The ISTE, school psychologists as described by NASP, and classroom teachers. Furthermore, educational leaders share a common goal of supporting the education of diverse learners. How

this is accomplished by these different 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 need 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 building-level leaders reflect all of the elements of the 2011 ELCC standards for building-level leaders and the majority of elements from the PSEL standards, as demonstrated in the crosswalk in Appendix 7. When compared to the 2011 ELCC standards for building-level 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 school leadership, better align to the 10 PSEL standards, and more clearly delineate several core leadership functions. For example, the 2011 ELCC standards addressed core values, professional norms, ethics, and equity within one standard (i.e., ELCC standard 6). The new NELP standards, like the 2015 PSEL standards, include one standard for ethics and professional norms (NELP standard 2) and one for equity, inclusiveness, and cultural responsiveness (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, communicate about, and advocate for ethical and legal decisions" (NELP standard 2, component 2) and the knowledge and "capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction 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 and **each** adult reflects the focus on individual needs within the PSEL standards, which assert 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 building-level leaders' responsibility for the well-being of students and staff as well as their role in working with others to create a supportive and inclusive school culture. In addition to being included in each of the standard stem statements, this focus is found within components 2.1, 3.2, 4.3, and 7.2.

Fourth, the NELP standards articulate the building-level leaders' role in ensuring equitable access to educational resources and opportunities. Standard 3, which is a new standard with three components, focuses on gaining "the knowledge, skills, and commitments necessary to develop

and maintain a supportive, equitable, culturally responsive, and inclusive school culture." In addition to standard 3, equity is also addressed in 4.2, 4.4, and 6.2.

A fifth difference between the two sets of standards is the NELP standards' stronger focus on assessment. For example, standard 4, component 3 focuses on the leaders' role in evaluating, developing, and implementing formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning and well-being. Additionally, standard 4, component 4 requires program completers to understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, and assessment practices in a coherent, equitable, and systematic manner.

Sixth, in contrast to ELCC, the 2018 NELP standards (see component 6.3) require building-level leaders *to "reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success"* but does not expect building-level leaders to act to influence those laws, rights, policies, and regulations.

A seventh difference between the 2018 NELP standards and the 2011 ELCC standards is the expanded focus of standard 7, component 1. This component expects building-level leaders to *"develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff."* This expectation greatly expands upon the 2011 ELCC element 6.2, which only expected leaders *to "understand and sustain a school culture and instructional program conducive to student learning…"*

Eighth, the NELP committee identified nine practices through which educational leaders achieve the expectations outlined in the standards. These nine key practices are consistently used throughout 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 improvement (Bryk, Sebring, Allensworth, Easton, & Luppescu, 2010). Definitions for each of these key practices are provided in the glossary, which can be found in Appendix 4.

Ninth, and finally, the committee has developed a comprehensive crosswalk that compares the new NELP building-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 building-level leadership preparation standards:

1. Improving student learning is the central responsibility of school leadership. Because a school leader must improve the learning of *all* students, the standards purposefully do not name specific sub-groups of students. Strong preparation of school leaders includes attention to the learning and needs of all student sub-groups as well as individual students.

2. The standards represent the fundamental knowledge, skills, and practices intrinsic to developing leadership that improves student learning and well-being.

3. The standards conceptually apply to a range of school-level leadership positions. They are intended to define what an entry-level building-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 following stem: "**Candidates who successfully complete a building-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**…." This emphasizes 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 for student learning and well-being, an understanding and acceptance of school leaders' responsibility for managing the resources and operations of the school are also embedded.

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

7. The preparation of school leaders requires overt connections and bridging experiences between research and practice.

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

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

10. While building-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 P-12 participation and feedback.

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 school leadership skills and the overall educational environment, preparation programs are expected to provide candidates with intentionally developed school 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 school 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 school experiences will greatly facilitate a program graduate's ultimate success as a school 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 extended field-based experiences that result in the school leader candidates' demonstration of the professional knowledge, skills, and commitments articulated in the NELP standards and, most importantly, 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. The internship needs to engage candidates in multiple and diverse school settings and provide 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 building-level leaders and enable them to promote the current and future success and well-being of each student and adult in the school. Evidence confirms the importance of a substantial and sustained educational leadership internship experience that has school-based field experiences, has clinical internship practice within a school setting, and is monitored by a qualified on-site 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 and development of the NELP standards and guidance for using them for building-level leadership preparation. The standards and their component areas, along with 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 assessment types to be used for measuring candidate knowledge and skills and provides guidance for judging assessment evidence and for making program decisions. Appendix 2, "Research Support for Standards," provides a review of school leadership research supporting each of the NELP standards. Appendix 3, "Alignment of NELP Program Standards with CAEP Principles," provides an overview of how the NELP standards align with and reflect the four CAEP principles. Appendix 4, "Glossary of Terms," provides a definition of terms used within the NELP standards and throughout this document. Appendix 5, "NELP Reviewer Selection and Training," overviews the process used to select and train reviewers for the NELP Specialized Professional Association (SPA). Appendix 6, "NELP Development Committees," lists the individuals who directly contributed to the development of the NELP standards. Appendix 7, "NELP Building–ELCC 2011–PSEL 2015 Crosswalk," provides a crosswalk demonstrating the similarities and differences between the NELP building-level standards, the 2011 ELCC standards, and the 2015 PSEL standards.

NATIONAL EDUCATIONAL LEADERSHIP PREPARATION (NELP) PROGRAM STANDARDS

Building Level

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-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 school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

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

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

RESEARCH SUPPORT FOR STANDARD 1:

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

NELP Standard Component 1.1

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

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role and importance of school mission and vision
- Processes for collaboratively developing a mission and vision
- Processes for developing an actionable mission and vision attentive to values and priorities that include 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 a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on school improvement
- Formal processes of iterative, evidence-informed improvement
- Data collection, analysis, and use
- Implementation theory and research

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing improvement processes
- Use research and data to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation
- Develop an implementation plan to support the improvement process

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-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 and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) 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, communicate about, 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 building-level education leader must have the knowledge and skills to promote the success of every student through advocating for ethical decisions and cultivating and enacting professional norms. This includes the capacity to reflect on, communicate about, cultivate, and enact professional norms and evaluate and advocate for ethical and legal decisions. It also includes the capacity 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.

NELP Standard Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being

- Practices that reflect professional norms

- Approaches to cultivating professional norms in others

- Reflective practice

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage in reflective practice as a professional norm

- Cultivate professional norms among school staff members

- Communicate professional norms to diverse constituencies

- Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)

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

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on decision making

- Decision-making processes

- Guidelines for ethical and legal decision making

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate ethical dimensions of issues

- Analyze decisions in terms of established ethical frameworks

- Develop a communication plan to 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

Program provides evidence of candidate knowledge of:

- Ethical practice

- Approaches to cultivating ethical behavior in others

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Formulate a school-level ethical leadership platform

- Model ethical practice

- Cultivate ethical behavior in others

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-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 school culture.

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

Component 3.2 Program completers understand and demonstrate the capacity 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.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction 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 building-level education leader must have the knowledge and skills to promote the success of every student through developing and maintaining a supportive, equitable, responsive, and inclusive school culture. This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to educational resources, procedures, and opportunities; and 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.

NELP Standard Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)
- Research on inclusive school cultures
- Processes for evaluating school culture
- Processes for effecting changes to school culture
- Engaging in advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate school culture
- Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture
- Develop strategies for improving school culture
- Advocate for a supportive and inclusive school culture

NELP Standard Component 3.2 Program completers understand and demonstrate the capacity 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.

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 resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships)
- Broader social and political concerns with equity and inequality in the use of educational resources, procedures, 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 resources and opportunities
- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for the equitable access to educational resources, procedures, and opportunities

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

Content Knowledge

Program provides evidence of candidate knowledge of:

- Culturally responsive instructional and behavior support practices
- Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff
- Research on implications for students of equitable, culturally responsive, and inclusive practices
- Broader social and political concern with equity and inequality in schools

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate root causes of inequity and bias
- Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff
- Support the use of differentiated, content-based instructional materials and strategies
- Advocate for equitable practice among teachers and staff

Candidates who successfully complete a building-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, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

RESEARCH SUPPORT FOR STANDARD 4:

Evidence presented in Appendix 3 in support of standard 4 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through evaluating, developing, and implementing coherent systems of curriculum, instruction, supports, and assessment. This includes the capacity to evaluate, develop, and implement academic and non-academic student programs and academic and non-academic instructional practices, resources, and services that support the needs of each student. It also includes the capacity to evaluate, develop, and implement formal and informal assessments that support instructional improvement and student learning and well-being and to evaluate, develop, and implement the school's curriculum, instruction, and assessment practices in a coherent and systematic manner. 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 Building-Level Leadership Standard 4

NELP Standard Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other 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

- Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems

- Evidence-based curricula, use of technology, and other supports for academic and non-academic programs

- Infrastructures for the ongoing support of academic and non-academic programs

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems

- Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non-academic programs

NELP Standard Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Evidence-based instructional practices for different student populations

- Curricula, educational technologies, and other educational resources that support digital literacy among students and adults

- Educational service providers

- Approaches to coordinating resources and services in support of the school's academic and non-academic services

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems

- Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the effective and ineffective assessment of student learning and well-being

- Research on assessment practices that are culturally responsive and accessible for each student

- Formative and summative measures of student learning and well-being

- Approaches to coordinating among assessments, instructional improvement, and educational service delivery

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research to evaluate the quality of formative and summative assessments of learning

- implement formal and informal culturally responsive and accessible assessments of student learning

- Interpret data from formative and summative assessments for use in educational planning

- Cultivate teachers' capacity to improve instruction based on analysis of assessment data

NELP Standard Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices

- Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being

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

- Approaches and strategies for supporting faculty collaboration

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices

- Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices

- Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results

Standard 5: Community and External Leadership

Candidates who successfully complete a building-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, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

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 when advocating for the needs of their school and community.

RESEARCH SUPPORT FOR STANDARD 5:

Evidence presented in Appendix 3 in support of standard 5 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through engaging families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. This includes the capacity to engage families in strengthening student learning in and out of school; to engage community members, partners, and other constituencies for the benefit of school improvement and student development; and to engage the larger organizational and policy context to advocate for the needs of their school and community. 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 Building-Level Leadership Standard 5

NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage 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 school
- Research on student and family diversity
- Strategies for understanding and cultivating relationships with families and engaging them in their children's education

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning
- Cultivate collaboration among staff and families in support of student learning and success
- Foster two-way communication with families

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Content Knowledge

Program provides evidence of candidate knowledge of:

- School organizational cultures that promote community engagement
- Research on how community members, partners, and other constituencies can support school improvement and student success
- Collaboration methods to develop and sustain productive relationships with diverse community partners
- Practices for accessing and integrating external resources into the school

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Collaboratively engage with diverse community members, partners, and other constituencies around shared goals
- Cultivate regular, two-way communication with community members, partners, and other constituencies
- Identify and use diverse community resources to benefit school programs and student learning

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.

Content Knowledge

Program provides evidence of candidate knowledge of:

- 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 organization, community, and policy communities
- Educational policy and advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Develop a plan for identifying and accessing resources
- Gather information about the policy and district context
- Develop targeted communication for oral, written, and digital distribution
- Advocate for school and community needs

Standard 6: Operations and Management

Candidates who successfully complete a building-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 improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

RESEARCH SUPPORT FOR STANDARD 6:

Evidence presented in Appendix 3 in support of standard 6 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through improving management, communication, technology, school-level governance, and operation systems; developing and improving school resource plans; and applying laws, policies, and regulations. This includes the capacity to improve management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school; to develop and improve a resourcing plan for the benefit of school improvement and student development; and to apply laws, rights, policies, and regulations to promote student and adult success. 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 Building-Level Leadership Standard 6

NELP Standard Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on school management, operations, use of technologies, communication, and governance systems

- Principles of systems management and continuous improvement

- Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations

- Processes for developing and implementing management, communication, technology, school-level governance, and operation systems

- Use of technology to enhance learning and program management

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes

- Use research and evidence to analyze and identify strategic and tactical challenges for the school's systems

- Develop and implement management, communication, assessment, technology, school-level governance, and operation systems

- Develop a school's master schedule

NELP Standard Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Content Knowledge

Program provides evidence of candidate knowledge of:

- School-based budgeting

- Strategies for acquiring resources

- Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems

- Strategies for aligning and allocating resources according to school priorities and student needs

- Methods and procedures for managing school resources

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate resource needs

- Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities

- Advocate for resources in support of needs

NELP Standard Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults

- Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities

- Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues

- Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school

- Communicate policies, laws, regulations, and procedures to appropriate school stakeholders

- Monitor and ensure adherence to laws, rights, policies, and regulations

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-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 build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

RESEARCH SUPPORT FOR STANDARD 7:

Evidence presented in Appendix 3 in support of standard 7 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through engaging staff in the development of a collaborative professional culture, building the school's professional capacity, and improving systems of staff supervision, evaluation, support, and professional learning. This includes building professional capacity through engagement in recruitment, selection, and hiring. It also includes the capacity to improve and engage staff in a collaborative professional culture, engage staff in professional learning, and improve systems of supervision, support, and evaluation that promote school improvement and student success. This research evidence was used to inform the development of standard 7 and components 7.1, 7.2, 7.3, and 7.4.

NELP Standard Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on teacher recruitment, hiring, and selection

- Practices for recruiting, selecting, and hiring school staff

- Strategic staffing based on student, school, and staff needs

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate school's professional staff capacity needs

- Evaluate applicant materials

- Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body

NELP Standard Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being

- Effective communication

- The role of relationships, trust, and well-being in the development of a healthy and effective professional culture

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research to design and cultivate a collaborative professional culture

- Model and foster effective communication

- Develop a comprehensive plan for providing school community members with a healthy and positive school building environment

NELP Standard Component 7.3 Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on teacher professional learning

- Practices for supporting and developing school staff

- Practices for cultivating and distributing leadership among staff

- Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success

- How to use digital technology in ethical and appropriate ways to foster professional learning for self and others

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate professional staff capacity needs and management practices

- Identify leadership capabilities of staff

- Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success

- Engage staff in leadership roles

- Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others

NELP Standard Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research-based strategies for personnel supervision and evaluation

- Importance of, and the ability to access, specific personnel evaluation procedures for a given context

- Multiple approaches for providing actionable feedback and support systems for teachers

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Observe teaching in a variety of classrooms

- Gather and analyze district policies on instructional expectations

- Provide teaching staff with actionable feedback to support improvement

- Develop a system for monitoring whether supervision and evaluation strategies promote improvement

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that 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 building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Component 8.1

Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-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 school setting.

Component 8.3

Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from 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 school 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 building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. 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 that aligns to the NELP building-level standards.	NELP Assessment 3: Demonstration of candidate's instructional leadership skills.
NELP Assessment 2: An assessment of candidate content knowledge that aligns to the NELP building-level standards.	NELP Assessment 4: Demonstration of candidate's leadership and management skills within a field-based setting.
	NELP Assessment 5: Demonstration of candidate's leadership skills in supporting an effective P-12 student learning environment.
	NELP Assessment 6: Demonstration of candidate's leadership skills in the areas of family and community relations.

Please note that while NELP standard 8 is not measured in the six assessments, programs must provide evidence of this standard and its components in 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 seeks to establish a viable and reliable evaluation system across education leadership program reviews while simultaneously creating standards that are 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 building-level program reviewers in making 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. Programs and reviewers use the components 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 the 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

Met	Met with Conditions	Not Met
• Candidates are provided clear, complete instructions about what they are expected to do and how their performance will be evaluated (scoring rubric), and the instructions 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 instructions have no alignment to the current standard components.

Assessment Alignment to Standards

Met	Met with Conditions	Not Met
• 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

Met	Met with Conditions	Not Met
• 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 to 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

Met	Met with Conditions	Not Met
• 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 what 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 aggregate data at the standard level.	• Data charts do two of the following: report data by semester/term/year, number of candidates, and/ or aggregate data at the standard level.	• Data charts do not report data by semester/term/year and number of candidates and do not aggregate 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 high-quality internship/clinical field experiences that are the signature for programs preparing entry-level candidates for school building 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 the 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.

Program reports should provide evidence of the components in standard 8 in a one-page narrative document that describes the internship/clinical field experiences. Program reviewers should use the following rubric to evaluate the degree of alignment of the 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, and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-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 school-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 school-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 school-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 school staff, students, families, and school community leaders and organizations.	• The internship/clinical field experiences involve candidates in a few direct interactions with school staff, students, families, and school community leaders and organizations.	• The internship/clinical field experiences do not involve candidates in direct interactions with school staff, students, families, and school community leaders and organizations.
School Environments		
• Candidates are provided with opportunities to gain experiences in two or more school environments (e.g., elementary, middle, high, urban, suburban, rural, virtual, and alternative schools) to practice a wide range of relevant, school-based knowledge and leadership skills.	• Candidates are provided with an opportunity to gain experience in one type of school setting (e.g., elementary, middle, high, urban, suburban, rural, virtual, and alternative schools) to practice relevant, school-based knowledge and leadership skills.	• Candidates are not provided with an opportunity to gain experience in any school settings (e.g., elementary, middle, high, urban, suburban, rural, virtual, and alternative schools) to practice relevant, school-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 school setting.

Met	Met with Conditions	Not Met
Concentration of Experience		
• Program provides strong evidence that candidates participate in concentrated school internship/clinical field experiences over an extended period of time. The internship/clinical experiences cumulatively result in 6 months, 10–15 hours per week.	• Program provides evidence that candidates participate in limited school internship with field experiences over an extended period of time. The internship/clinical experiences cumulatively result in less than 6 months or less than 10 hours per week.	• Program fails to provide evidence that candidates participate in a sustained school internship with field experiences over an extended period of time or provides evidence that candidates do not participate in a sustained school internship with field experiences over an extended period of time.
(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.)	(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.)	

NELP 8.3: Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from 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 school-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 school-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 school-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 ensures that on-site mentors are present for a significant portion of the internship.	• Program description fails to provide any explanation of how the program ensures 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 school and/or 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 program faculty, and a representative of the school and/or district.
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 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 in 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 evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- Candidate involves a group of diverse community members in completing a case study focused on building 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 school mission and vision, the candidate's comments and behavior 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 school mission and vision. 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 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 improvement processes that include data use, design, implementation, and evaluation.

- Candidate collaborates with a group of faculty members to design a school improvement process that includes data use, design, implementation, and evaluation.

- During a role-play of a school improvement meeting, candidate demonstrates a strong understanding of the school improvement process, effective data use, and the ability to engage others in the improvement process.

- Candidate develops a research-informed training program for school staff that fosters staff capacity to collaboratively engage in the process of school improvement.

- Candidate collaborates with other educators to review pertinent data and takes the initiative to design, implement, and evaluate the effectiveness of a small-scale improvement project.

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, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

- Using simulated 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-based training program for 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, communicate about, 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 research-informed training program for educators on how to evaluate, communicate about, 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.

- Throughout his/her coursework and field experiences, the candidate conducts him/herself in an ethical manner and conducts his/her relationships in such a manner that they cultivate 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 such a manner that they cultivate 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 use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school 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 school culture.

- In role-play scenarios, the candidate uses data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

- The candidate completes a capstone project that includes a written analysis of a school culture and articulates the necessary steps to evaluate, design, cultivate, and advocate for improvement in the supportive and inclusive nature of the school culture.

Component 3.2 Program completers understand and demonstrate the capacity 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.

- Using data from well-crafted simulations or from field sites, the candidate articulates a plan for evaluating, cultivating, and advocating for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

- The candidate conducts an equity audit of a field site and then uses this audit to articulate a plan for cultivating and advocating for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

- The candidate develops a research-informed training program that provides guidance for educators on 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.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction 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 teachers and staff.

- 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 teachers and staff upon securing a school leadership position.

- The candidate engages in a simulation with others during which the candidate needs to 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, 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 improvements to the programs and how to implement strategies that lead to the identified improvements.

- The candidate completes a capstone project in which s/he 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 program that provides guidance to educators on how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

- The candidate gathers appropriate data on instructional practices, resources, technologies, and services and then evaluates them to identify improvements and refinements to the services. The candidate crafts a written plan articulating the data used to identify program improvements and the implementation strategies necessary for improving the services.

- Using a case study approach, the candidate gleans the appropriate and germane data and then evaluates these data to design high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. The candidate articulates the steps necessary for implementing these practices.

- The candidate completes a portfolio entry in which s/he includes an example from his/her coursework or field experiences that demonstrates an example of how s/he evaluated academic and non-academic instructional practices, resources, technologies, and services and then used his/her evaluation to develop and recommend implementation steps for ensuring the likelihood that these services support equity, digital literacy, and a school's academic and non-academic programs.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

- Using assessments and data from well-crafted simulations or from field sites, the candidate articulates a plan for evaluating the cultural responsiveness and accessibility of assessments and then identifies necessary improvements to the assessments and how the identified improvements can be implemented.

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

- The candidate designs an entry plan for a new leadership position that includes how s/he might evaluate and develop formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being and the steps necessary to review, refine, and implement the assessments.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

- Candidate creates a comprehensive entry plan for how s/he will collaboratively evaluate the school's curriculum, instruction, technology, data, and assessment practices and how this information will be used to identify improvement/refinements and the implementation steps necessary for implementing them.

- Using data from well-crafted simulations or field sites, the candidate completes a capstone project in which s/he articulates the steps necessary to evaluate and develop a school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

- The candidate develops a research-informed training program that provides guidance on how to evaluate a school's curriculum, instruction, technology, data, and assessment practices and uses this information to identify improvement/refinements and the steps necessary for implementing 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 collaboratively engage diverse families in strengthening student learning in and out of school.

- Candidate collaborates with a group of parents and school staff to design a school-wide program for engaging families in supporting student learning.

- During a role-play of a parent conference, candidate demonstrates effective two-way communication, develops an understanding of family strengths, and works with parents to identify ways to engage families in supporting student learning.

- Candidate develops a research-informed training program for school 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 collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

- Candidate involves a group of diverse community members in completing a case study focused on cultivating relationships within the community around shared goals.

- Candidate develops a research-informed training program for school staff that fosters staff capacity to cultivate partnerships, foster two-way communication, and engage families in supporting school improvement and student learning.

- Candidate drafts a comprehensive community engagement 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 when advocating for the needs of their school and community.

- Candidate drafts a comprehensive communication plan that includes multiple forms of communication (e.g., oral, written, and digital) strategies for reaching a variety of stakeholder communities.

- Candidate collaborates with a group of parents and school staff to assess school community needs and develop 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 school 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 evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

- Candidate uses a process for auditing the equity and efficiency of school processes and operations to inform the development of strategies for implementing more equitable and efficient systems.

- Candidate involves a group of school staff in completing a case study focused on evaluating, developing, and implementing management, communication, technology, school-level governance, and operation systems.

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

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

- Candidate collaborates with a group of parents and school staff to design a data-informed and equitable resourcing plan that supports school improvement and student development.

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

- Candidate monitors use of school 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 reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

- Candidate conducts an analysis of how a law or policy is implemented in a school setting and uses that analysis to provide recommendations for improvements.

- Candidate develops a research-informed training program for school staff that fosters staff understanding and ability to effectively communicate and implement a law, policy, or regulation.

- In a simulated Individual Education Plan (IEP) meeting, candidate demonstrates the capacity to reflectively evaluate and communicate about plans to meet the needs of a student with a learning disability.

Examples of Evidence of Candidate Competencies for Standard 7: Building Professional Capacity

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

- Candidate collaborates with a group of teachers and school administrators to design a data-informed plan for recruiting, selecting, and hiring staff.

- Candidate develops a research-informed training program for school staff that fosters the candidate's ability to effectively engage in the recruitment and selection process that reflects school staffing needs and hiring policies.

- During a role-play of a teacher job interview, candidate demonstrates the ability to ask probing questions that reflect an understanding of the applicant's strengths and the school's needs and priorities and to provide answers to applicant questions that reflect the school's hiring policies.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

- Candidate uses a process for auditing the culture of the school and then uses the findings of that audit to develop and communicate a plan for collaboratively developing a professional school culture.

- Candidate involves a group of teachers and other school staff members in completing a case study focused on developing a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

- Candidate completes a required course assignment requiring multiple days of planning or an assessment focused on developing a professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. The assignment is assessed by program faculty using a rubric that addresses the extent to which major content and skill areas involved in developing and engaging staff in this work are appropriately addressed.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

- Candidate uses a process for evaluating the professional learning needs of school staff and then uses the findings of that evaluation to develop professional learning opportunities that promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

- During a simulation of a staff development meeting, candidate demonstrates the ability to engage others in processes that promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and/or student success.

- Candidate engages school staff in professional learning that promotes reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

- Candidate uses a process for auditing the equity and efficiency of school supervision, evaluation, and support processes to inform the development of strategies for implementing more equitable and efficient systems.

- Candidate works with a group of master teachers to design a research-informed training program for teacher leaders that fosters their ability to provide peer evaluations and support.

- Candidate completes a required course assignment requiring multiple days of planning or an assessment focused on staff supervision. The assignment is assessed by program faculty using a rubric that addresses the extent to which the major content and skill areas involved in evaluating, developing, and implementing a system of supervision, support, and evaluation are addressed.

NELP Building-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 building-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 candidate 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 candidate 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 building-level educational leadership preparation program and is ready to begin independently leading in a K-12 school.

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 school context. This level represents exemplary practice for a candidate who is completing a building-level educational leadership preparation program and is ready to begin independently leading in a K-12 school.

Candidates who successfully complete a building-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 school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities. Key question: How do candidates use their understanding of developing a vision and mission to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities?	Candidates understand the role and importance of a school's vision and mission as well as processes for evaluating and collaboratively developing 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 school 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 school's vision and mission as well as processes for evaluating and collaboratively developing a mission and vision. Candidates apply their understanding to: 1) evaluate an existing mission and vision statement, 2) collaboratively design a school 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 school's vision and mission as well as processes for evaluating and collaboratively developing a mission and vision. Candidates apply their understanding to: 1) evaluate an existing mission and vision statement, 2) collaboratively design a school 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 use their understanding and capacity to undertake and implement this work within a school setting.

| **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Key question: How do candidates use their understanding of the improvement process to lead improvement processes that include data use, design, implementation, and evaluation? | Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research.

Candidates do not demonstrate the capacity to engage in the following:

1) evaluate or design an improvement process, and

2) develop an implementation process that supports school improvement. | Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research.

Candidates apply their understanding to:

1) evaluate existing improvement processes,

2) design a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation), and

3) develop an implementation process that supports the components and goals of the improvement process. | Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research.

Candidates apply their understanding to:

1) evaluate existing improvement processes,

2) design a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation), and

3) develop an implementation process that supports the components and goals of the improvement process.

Candidates use their understanding and capacity to undertake and implement this work within a school setting. |
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Candidates who successfully complete a building-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 and enact professional norms.

Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult. Key question: How do candidates demonstrate their understanding and capacity 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?	Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student. Candidates do not demonstrate the capacity to engage in reflective practice, cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.	Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student. Candidates demonstrate the capacity to engage in reflective practice and cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.	Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student. Candidates demonstrate the capacity to engage in reflective practice and cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. Key question: How do candidates demonstrate their understanding and capacity to evaluate, communicate about, and advocate for ethical and legal decisions?	Candidates understand ethical and legal decision making. Candidates do not demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions.	Candidates understand ethical and legal decision making. Candidates demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions.	Candidates understand ethical and legal decision making. Candidates demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions. Candidates use their understanding and capacity to undertake and implement this work within a school 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: How do 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 ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others. Candidates do not demonstrate the capacity to model ethical behavior in their personal conduct and relationships and/or cultivate ethical behavior in others.	Candidates understand ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others. Candidates can demonstrate the capacity to: 1) model ethical behavior in their personal conduct and relationships, and 2) cultivate ethical behavior in others.	Candidates understand ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others. Candidates can demonstrate the capacity to: 1) model ethical behavior in their personal conduct and relationships and 2) cultivate ethical behavior in others. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-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 school culture.

Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Key question: How do candidates demonstrate their understanding and capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture?	Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Candidates do not demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture.	Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Candidates can demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture.	Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Candidates can demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 3.2 Program completers understand and demonstrate the capacity 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 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 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 can understand the knowledge and theory about how to evaluate, cultivate, and advocate in a school setting for equitable access to educational resources, technologies, and opportunities that support the educational 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 educational resources, technologies, and opportunities that support the educational success and well-being of each student?	Candidates do not demonstrate the capacity to: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.	Candidates can demonstrate the capacity to: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.	Candidates can demonstrate the capacity to: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. Key question: How do candidates demonstrate their understanding and capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff?	Candidates understand the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. Candidates do not demonstrate the capacity to: 1) evaluate the root causes of inequity and bias, 2) cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and 3) advocate for equitable practices among teachers and staff.	Candidates understand the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. Candidates demonstrate the capacity to: 1) evaluate the root causes of inequity and bias, 2) cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and 3) advocate for equitable practices among teachers and staff.	Candidates understand the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff within a school setting. Candidates demonstrate the capacity to: 1) evaluate the root causes of inequity and bias, 2) cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and 3) advocate for equitable practices among teachers and staff. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-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, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.

Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs?	Candidates do not demonstrate the capacity to apply knowledge and theory to: 1) evaluate curricula and use of technology and other supports in academic and non-academic systems, and 2) develop and implement high-quality, technology-rich, and coherent curricula programs and other supports for academic and non-academic student programs.	Candidates demonstrate the capacity to: 1) evaluate curricula and use of technology and other supports in academic and non-academic systems, and 2) develop and implement high-quality, technology-rich, and coherent curricula programs and other supports for academic and non-academic student programs.	Candidates demonstrate the capacity to: 1) evaluate curricula and use of technology and other supports in academic and non-academic systems, and 2) develop and implement high-quality, technology-rich, and coherent curricula programs and other supports for academic and non-academic student programs. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support student and adult learning?	Candidates do not demonstrate the capacity to: 1) evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and 2) develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning.	Candidates demonstrate the capacity to: 1) evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and 2) develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning.	Candidates demonstrate the capacity to: 1) evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and 2) develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning and well-being?

Candidates understand the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Candidates do not demonstrate the capacity to:

1) evaluate the quality of formative and summative assessments of learning,

2) implement formal and informal culturally responsive and accessible assessments of student learning,

3) interpret data from formative and summative assessments for use in educational planning, and

4) cultivate teachers' capacity to improve instruction based on analysis of assessment data.

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Candidates understand the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Candidates demonstrate the capacity to:

1) evaluate the quality of formative and summative assessments of learning,

2) implement formal and informal culturally responsive and accessible assessments of student learning,

3) interpret data from formative and summative assessments for use in educational planning, and

4) cultivate teachers' capacity to improve instruction based on analysis of assessment data.

Candidates understand the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Candidates demonstrate the capacity to:

1) evaluate the quality of formative and summative assessments of learning,

2) implement formal and informal culturally responsive and accessible assessments of student learning,

3) interpret data from formative and summative assessments for use in educational planning, and

4) cultivate teachers' capacity to improve instruction based on analysis of assessment data.

Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Key question: How do candidates demonstrate their understanding and capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner?	Candidates understand requisite knowledge and theory to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Candidates do not demonstrate the capacity to:	Candidates understand requisite knowledge and theory to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Candidates demonstrate the capacity to:	Candidates understand requisite knowledge and theory to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Candidates demonstrate the capacity to:
	1) engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, technology, data systems, and assessment practices,	1) engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, technology, data systems, and assessment practices,	1) engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, technology, data systems, and assessment practices,
	2) propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, technology, data systems, and assessment practices, and	2) propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, technology, data systems, and assessment practices, and	2) propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, technology, data systems, and assessment practices, and
	3) use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results.	3) use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results.	3) use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Candidates who successfully complete a building-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, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. Key question: How do candidates demonstrate their understanding and capacity to collaboratively engage diverse families in strengthening student learning in and out of school?	Candidates understand the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school. Candidates do not demonstrate the capacity to gather information about families, cultivate collaboration among staff and families, and foster two-way communication with families.	Candidates understand the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school. Candidates demonstrate the capacity to develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families.	Candidates understand the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school and use this knowledge to develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 5.2 Program completers understand and demonstrate the capacity to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. Key question: How do candidates demonstrate their understanding and capacity to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development?	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 school improvement and student development. Candidates do not demonstrate the capacity to identify and use diverse community resources or to engage with and cultivate regular, two-way communication with them.	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 school improvement and student development. Candidates demonstrate the capacity to identify diverse community resources and devise plans for the following: 1) using such resources to benefit school programs and student learning, 2) engaging with community members, partners, and other constituencies around shared goals, and 3) cultivating regular, two-way communication with them.	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 school improvement and student development. Candidates demonstrate the capacity to identify diverse community resources and devise plans for the following: 1) using such resources to benefit school programs and student learning, 2) engaging with community members, partners, and other constituencies around shared goals, and 3) cultivating regular, two-way communication with them. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.
Key question: How do candidates demonstrate their understanding and capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community?	Candidates do not demonstrate the capacity to: 1) develop a plan for identifying and accessing resources, 2) gather information about the district and policy context, 3) develop targeted communication for oral, written, and digital distribution, and 4) advocate for school and community needs.	Candidates demonstrate the capacity to develop a plan that includes the following: 1) conducting a needs assessment of the school and community, 2) identifying and accessing resources, 3) gathering information about the district and policy context, 4) developing targeted communication for oral, written, and digital distribution, and 5) advocating for school and community needs.	Candidates demonstrate the capacity to develop a plan that includes the following: 1) conducting a needs assessment of the school and community, 2) identifying and accessing resources, 3) gathering information about the district and policy context, 4) developing targeted communication for oral, written, and digital distribution, and 5) advocating for school and community needs. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 6: Operations and Management

Candidates who successfully complete a building-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 improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school. Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school?	Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems. Candidates do not demonstrate the capacity to: 1) audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes, 2) analyze and identify strategic and tactical challenges for the school's systems, 3) develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and 4) develop a school's master schedule.	Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems. Candidates demonstrate the capacity to develop a plan to: 1) audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes, 2) analyze and identify strategic and tactical challenges for the school's systems, 3) develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and 4) develop a school's master schedule.	Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems. Candidates demonstrate the capacity to develop a plan to: 1) audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes, 2) analyze and identify strategic and tactical challenges for the school's systems, 3) develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and 4) develop a school's master schedule. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Candidates understand the importance of and how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Candidates understand the importance of and how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Candidates understand the importance of and how to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development?	Candidates do not demonstrate the capacity to: 1) evaluate resource needs, 2) use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and 3) advocate for resources in support of needs.	Candidates demonstrate the capacity to develop a plan to: 1) evaluate resource needs, 2) use data ethically and equitably to a develop a multi-year resourcing plan aligned to school goals and priorities, and 3) advocate for resources in support of needs.	Candidates demonstrate the capacity to develop a plan to: 1) evaluate resource needs, 2) use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and 3) advocate for resources in support of needs. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

| **Component 6.3** Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Key question: How do candidates demonstrate their understanding and capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being? | Candidates understand the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Candidates do not demonstrate the capacity to:

1) reflectively evaluate situations and policies with regard to legal, ethical, and equity issues,

2) analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school,

3) communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and

4) monitor and ensure adherence to laws, rights, policies, and regulations. | Candidates understand the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Candidates reflectively evaluate situations and policies with regard to legal, ethical, and equity issues.

Candidates demonstrate the capacity to develop a plan to:

1) analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school,

2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and

3) monitor and ensure adherence to laws, rights, policies, and regulations. | Candidates understand the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Candidates reflectively evaluate situations and policies with regard to legal, ethical, and equity issues.

Candidates demonstrate the capacity to develop a plan to:

1) analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school,

2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and

3) monitor and ensure adherence to laws, rights, policies, and regulations.

Candidates use their understanding and capacity to undertake and implement this work within a school setting. |

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-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 build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Key question: How do candidates demonstrate their understanding and capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff?	Candidates understand the importance of and how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Candidates do not demonstrate the capacity to: 1) evaluate a school's professional staff capacity needs, 2) use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body, and 3) evaluate applicant materials.	Candidates understand the importance of and how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Candidates demonstrate the capacity to: 1) evaluate a school's professional staff capacity needs, 2) collect and use data to plan candidate recruitment and selection that reflects the diversity of a school's student body, and 3) develop a strategy for evaluating applicant materials.	Candidates understand the importance of and how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Candidates demonstrate the capacity to: 1) evaluate a school's professional staff capacity needs, 2) collect and use data to plan candidate recruitment and selection that reflects the diversity of a school's student body, and 3) develop a strategy for evaluating applicant materials. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Candidates understand the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Candidates understand the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Candidates understand the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
Key question: How do candidates demonstrate their understanding and capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school?	Candidates do not demonstrate the capacity to: 1) develop a comprehensive plan for providing school community members with a healthy and positive school building environment, 2) design and cultivate a collaborative professional culture, and 3) model and foster effective communication.	Candidates demonstrate the capacity to: 1) develop a comprehensive plan for providing school community members with a healthy and positive school building environment, 2) design a collaborative professional culture, and 3) develop a process for modeling and fostering effective communication.	Candidates demonstrate the capacity to: 1) develop a comprehensive plan for providing school community members with a healthy and positive school building environment, 2) design a collaborative professional culture, and 3) develop a process for modeling and fostering effective communication. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
Key question: How do candidates demonstrate their understanding and capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success?	Candidates do not demonstrate the capacity to: 1) evaluate professional staff capacity needs and management practices, 2) identify leadership capabilities of staff, 3) plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success, 4) engage staff in leadership roles, and 5) utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.	Candidates demonstrate the capacity to: 1) evaluate professional staff capacity needs and management practices, 2) identify leadership capabilities of staff, 3) plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success, 4) plan opportunities for engaging staff in leadership roles, and 5) develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional learning for self and others.	Candidates demonstrate the capacity to: 1) evaluate professional staff capacity needs and management practices, 2) identify leadership capabilities of staff, 3) plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success, 4) plan opportunities for engaging staff in leadership roles, and 5) develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional learning for self and others. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

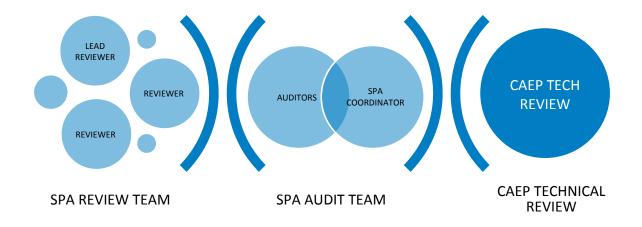| **Component 7.4** Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success? | Candidates understand the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Candidates do not demonstrate the capacity to:

1) observe teaching in a variety of classrooms,

2) gather and review district policies on instructional expectations,

3) provide teaching staff with actionable feedback to support improvement, and

4) develop a system for monitoring whether supervision and evaluation strategies promote improvement. | Candidates understand the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Candidates demonstrate the capacity to:

1) observe teaching in a variety of classrooms,

2) gather and analyze district policies on instructional expectations,

3) provide teaching staff with actionable feedback to support improvement, and

4) develop a system for monitoring whether supervision and evaluation strategies promote improvement. | Candidates understand the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Candidates demonstrate the capacity to:

1) observe teaching in a variety of classrooms,

2) gather and analyze district policies on instructional expectations,

3) provide teaching staff with actionable feedback to support improvement, and

4) develop a system for monitoring whether supervision and evaluation strategies promote improvement.

Candidates use their understanding and capacity to undertake and implement this work within a school 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.

SPA REVIEW TEAM   SPA AUDIT TEAM   CAEP TECHNICAL REVIEW

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); or

  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 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 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); or

  o lack of quality in some assessments or scoring guides.

- 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 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 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. Building-level leaders also focus on student learning, though their influence on student learning is through their development of others, particularly teachers, as well as through their leadership of the school's vision and learning environment. Thus, in addition to meeting their personal obligations to their profession, building-level school leaders have the added responsibility of ensuring that all classroom teachers, as well as the other staff members who work with students, are fluent in the CAEP principles. It is the building-level leaders' responsibility to ensure that educators know about learners and learning and that educators working with students know their content area and know how to instruct students and assess their progress. Finally, building-level leaders play a major role in ensuring that educators meet their professional responsibilities.

The table below outlines how the NELP standards for building-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 school conditions that maximize student learning, building-level leaders must also engage students' families and ensure that students receive instruction in culturally responsive ways. Building leaders bear the primary responsibility for addressing equity issues and leading staff members and students' families to ensure that the learning environments in which students are immersed represent student differences and community values. The following four NELP building-level standards address principle A. **Standard 1: Mission, Vision, and Improvement**—Candidates who successfully complete a building-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 school 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 building-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 school culture. **Standard 4: Learning and Instruction**—Candidates who successfully complete a building-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, develop, and implement coherent systems of curriculum, instruction, supports, and assessment. **Standard 5: Community and External Leadership**—Candidates who successfully complete a building-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, the community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

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 and to the professional field of study. As building-level leaders, professionals must be able to address both of types of content. Building leaders must help others provide instruction in subject matter disciplines that is accurate and to which students are given access through effective pedagogy. During their preparation, building-level leaders must acquire the leadership knowledge outlined in the seven standards outlined in the NELP standards and accompanying components. The following seven NELP building-level standards address principle B.

Principle B: Content

Standard 1: Mission, Vision, and Improvement—Candidates who successfully complete a building-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 school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

Standard 2: Ethics and Professional Norms—

Candidates who successfully complete a building-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 and enact professional norms.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness—Candidates who successfully complete a building-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 school culture.

Standard 4: Learning and Instruction—Candidates who successfully complete a building-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, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.

Standard 5: Community and External Leadership—Candidates who successfully complete a building-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, the community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Standard 6: Operations and Management—Candidates who successfully complete a building-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 improve management, communication, technology, school-level governance, and operation systems to develop and improve school resource plans and to apply laws, policies, and regulations.

Standard 7: Building Professional Capacity—Candidates who successfully complete a building-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 build the school's professional capacity; engage staff in the development of a collaborative professional culture; and improve systems of staff supervision, evaluation, support, and professional learning.

Candidates preparing for building-level leadership positions must apply the knowledge outlined in the seven NELP standards for building-level leaders. Two of the most important aspects of building-level leaders' work are the ability to monitor and improve the instruction that students receive and the ability to use assessment to benefit individual students and for charting improvements to curriculum and instruction. For principle C, building-level leaders have the dual responsibilities of knowing effective instructional and assessment practices as well as how to lead others in assessing and refining their expertise in these areas. The following four NELP building-level standards address principle C.

Principle C: Instructional Practice

Standard 1: Mission, Vision, and Improvement—Candidates who successfully complete a building-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 school 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 building-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 school culture.

Standard 4: Learning and Instruction—Candidates who successfully complete a building-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, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.

Standard 7: Building Professional Capacity—Candidates who successfully complete a building-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 build the school's professional capacity; engage staff in the development of a collaborative professional culture; and improve systems of staff supervision, evaluation, support, and professional learning.

Principle D: Professional Responsibility

Building-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 building-level leaders' roles in collaboratively developing a school mission that reflects the culture and values of the community. The standards also focus on assessing and continually improving curricula and the systems of instruction and assessment through which students engage the curriculum. The following seven NELP building-level standards address principle D.

Standard 1: Mission, Vision, and Improvement—Candidates who successfully complete a building-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 school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.

Standard 2: Ethics and Professional Norms—Candidates who successfully complete a building-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 and enact professional norms.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness—Candidates who successfully complete a building-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 school culture.

Standard 4: Learning and Instruction—Candidates who successfully complete a building-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, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.

Standard 5: Community and External Leadership—Candidates who successfully complete a building-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, the community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Standard 6: Operations and Management—Candidates who successfully complete a building-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 improve management, communication, technology, school-level governance, and operation systems to develop and improve school resource plans and to apply laws, policies, and regulations.

Standard 7: Building Professional Capacity—Candidates who successfully complete a building-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 build the school's professional capacity; engage staff in the development of a collaborative professional culture; and improve systems of staff supervision, evaluation, support, and professional learning.

Appendix 3: Research Support for Standards

The research shared in this appendix to the NELP building-level standards is based on a review of school leadership research supporting each of the NELP standards. This database represents an effort to be inclusive of a wide range of studies, with a focus on work published since 2000. These sources were culled by searching the EBSCOhost academic education database, available through a public university, and Google Scholar for key search terms, which included overarching terms such as "school leadership" and "school effectiveness" as well as specific topics such as "cultural responsiveness" or "school vision." In addition, the following publications were used to identify sources: (a) *The Research Base Supporting the ELCC Standards: Grounding Leadership Preparation Educational Leadership Constituent Council Standards in Empirical Research Educational Leadership Program Standards* (Eds. Young & Mawhinney et al., 2011) and (b) *Evidence Supporting the 2016 Revision of the Education Leadership Constituent Council (ELCC) 2011* (Tucker, Anderson, Reynolds, & Mawhinney, 2016). The first source is a book that accompanied the 2011 version (ELCC) of the current leadership preparation program standards (NELP), which provided the research background for the standards. The second study was commissioned as part of the standards revision process, published as a part of a special issue of the *Journal for Research in Educational Leadership* and sought to update the research base with studies published between 2008 and 2013. This search yielded a reference list with 261 sources.

Each source was coded by standard and component and the nature of the evidence, 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 school 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 school conditions addressed in the standards and the knowledge, skills, and actions of the school 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 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 school-level variable that has been linked to leadership (i.e., teacher quality, school climate) to a school-level outcome, or

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

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

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

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

Each type of support (direct, indirect, and related) included quantitative, qualitative, mixed methods, and conceptual studies.

Table 1

Database sources by research methods and nature of the evidence

	Direct	Indirect	Related	Total
Standard 1	27	29	21	77
Standard 2	31	29	9	69
Standard 3	40	25	37	102
Standard 4	22	30	19	71
Standard 5	22	31	34	87
Standard 6	10	13	17	40
Standard 7	31	43	19	93
Standard 8	4	14	15	33
Total	187	214	171	572

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

Support for the Standards

The two standards with the most support, including the most direct evidence, were standard 7 (Building Professional Capacity) and standard 1 (Mission, Vision, and Improvement). The next most supported standard was standard 3 (Equity, Inclusiveness, and Cultural Responsiveness). These standards all had strong direct evidence. Standard 5 (Community and External Leadership) had somewhat strong evidence, followed by two standards with moderate support, standard 4 (Learning and Instruction) and standard 2 (Ethics and Professional Norms). Standard 6 (Operations and Management) had the least amount of evidence, including limited direct evidence.

The following sections include a synthesis of a select sample of evidence, primarily evidence that directly links leaders to the area(s) of school effectiveness or improvement found in each standard. At the end of each section, a table provides additional indirect and related citations.

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

Standard 1 includes two components focused on the knowledge, skills, and commitments a leader needs to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data, technology, equity, diversity, digital citizenship, and community. Many studies have explored the influence of transformative leadership on school effectiveness (Drago-Severson, 2012; Finnigan, 2012; Kose, 2009; Price, 2012; Supovitz, Sirinides, & May, 2009; Louis et al., 2010). An essential feature of transformational leadership is the capacity to lead, advocate for, and implement a mission, vision, and strategic plan that supports school effectiveness and continuous school improvement (Dexter, Richardson & Nash, 2017; Geijsel, Sleegers, Leithwood, & Jantzi, 2003; Kose, 2011; Kurland, Peretz, & Hertz-Lazarowitz, 2010; Mitchell & Sackney, 2006; Murphy & Torre, 2014; Penuel, Riel, Joshi, Pearlman, Kim, & Frank, 2010; Printy, & Marks, 2006; Robinson, Lloyd, & Rowe, 2008; Thoonen, Sleegers, Oort, Peetsma, & Geijsel, 2011; Valentine & Prater, 2011).

Component 1.1 states, "Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship and community." This vision should be developed collaboratively with key stakeholders (Penuel et al., 2010; Finnigan & Daly, 2012) and should be informed by data (Eilers & Camancho, 2007; Halverson, 2010; Halverson, Pritchett, & Watson, 2007). It is important that the school leader ensures the school's mission, vision, and goals are aligned with a set of core values, which emphasize important aspects of the school's culture, such as equity, democracy, diversity, inclusiveness, community, commitment, and trust (Gurr, Drysdale, & Mulford, 2006; Hallinger, 2005; Kirby & DiPaola, 2011; Mitchell & Sackney, 2006; Printy & Marks, 2006; Scanlan & Lopez, 2012; Thoonen et al., 2011; Tschannen-Moran, 2009; Youngs & King, 2002). In pursuance of the mission and vision and aligned with core values, the school leader must collaborate with staff, families, and other members of the school community to design and monitor coherent and complementary systems of academic and social supports and services (Bruggencate, Luyten, Scheerens, & Sleegers, 2012; Dexter, et al., 2017; Penuel et al., 2010; Printy & Marks, 2006; Tschannen-Moran, 2009).

Component 1.2 states, "Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation." School leaders must be able to lead change by working with staff and the school community to implement and evaluate a continuous, responsive, sustainable school improvement process focused on improving learning opportunities (Duke & Salmonowicz, 2010; Datnow & Castellano, 2001; Geijsel et al., 2003; Gerard, Bowyer, & Linn, 2008; Hallinger, 2005; Hallinger & Heck, 2011; Klar & Brewer, 2013; Silins & Mulford, 2002, 2004; Tschannen-Moran, 2009). This improvement process should be done collaboratively (Goddard, Goddard, & Tschannen-Moran, 2007; Murphy & Meyers, 2009; Timar & Chyu, 2010) and should be constantly monitored (Halverson, 2010; Levin & Datnow, 2012; Marsh, 2012; Wayman & Stringfield, 2006; Wohlsetter, Datnow, & Park, 2008).

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

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	23	12	9	44
C1.2: Lead improvement processes	4	17	12	33
Total	27	29	21	77

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

Research Support for Standard 2: Ethics and Professional Norms

Standard 2 includes three components focused on the knowledge, skills, and commitments a leader needs to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional dispositions and norms. School leaders must ensure that ethical values and norms guide decision making and other leadership behaviors to ensure the well-being of students (Begley, 2006; Frick, 2011; Frick, Faircloth, & Little, 2013; Kearney, Kelsey, & Herrington, 2013; Louis et al., 2010; Riehl, 2008; Shields, 2004, 2010; Theoharis & Haddix, 2011; Walker & Shuangye, 2007).

Component 2.1 states, "Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult." An important aspect of ethical leadership is developing the capacity to enact the professional norms of integrity, fairness, transparency, trust, digital citizenship, collaboration, perseverance, self-awareness, reflection, lifelong learning, and continuous improvement in their actions, decision making, management of resources, and relationships with others (Auerbach, 2009; Cooper, 2009; Goddard, Goddard, Kim, & Miller, 2015; Gurr et al., 2006; Price, 2012; Sanzo, Sherman, & Clayton, 2011; Scanlan & Lopez, 2012; Shelden, Angell, Stoner, & Roseland, 2010; Tschannen-Moran, 2001; Youngs & King, 2002). In order to promote these cultural norms, leaders must engage in reflective practice and model those norms (Auberbach, 2009; Cooper, 2009; Gurr et al., 2006; Tschannen-Moran, 2001). Leaders must also be able to cultivate, communicate, and uphold these norms within and among diverse stakeholder groups, addressing potential conflicts between individual and group rights in their decision-making processes (Cooper, 2009; Gurr et al., 2006; Shelden et al., 2010).

Component 2.2 states, "Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions." They must also use professional judgment to consider ethical dilemmas, moral and legal consequences, and

stewardship of the school's resources (Cooper, 2009; Frick, 2011; Frick, Faircloth, & Little, 2013). Leaders should also serve as advocates for the needs of all students (Good, 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." School leaders must model ethical behavior in their personal conduct, relationships with others, and responses to unethical or unprofessional actions (Barnett & McCormick, 2004; Begley, 2006; Cooper, 2009; Gurr et al., 2006; Kerney, Kelsey, & Herrington, 2013; Price, 2012; Sanzo et al., 2011). The leader must also expect and support ethical behavior from staff and students (Cooper, 2009; Mitchell & Sackney, 2006; Price, 2012).

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	13	16	5	34
C2.2: Ethical and legal decisions	6	4	1	11
C2.3: Ethical behavior	12	9	3	24
Total	31	29	9	69

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

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

Standard 3 includes three components focused on the knowledge, skills, and commitments a leader needs to develop and maintain a supportive, equitable, responsive, and inclusive school culture. In order to ensure this supportive school culture exists, where every student is treated fairly and respectfully, there must be equitable guidelines, procedures, and decisions (Auerbach, 2009; Brooks, Adams, & Morita-Mullaney, 2010; Cooper, 2009; McKenzie et al., 2008; Scanlan & Lopez, 2012; Theoharis & O'Toole, 2011).

Component 3.1 states, "Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture." School leaders are responsible for developing a safe, caring, healthy, inclusive, and responsive school culture that embraces the belief that all learners can achieve at high levels, fosters supportive relationships, and monitors and addresses individual and institutional biases to ensure each student and adult is treated fairly, respectfully, and in a responsive manner (Auerbach, 2009; Barnett & McCormick, 2004; Gurr et al., 2006; Khalifa, 2010; Kirby & DiPaola, 2011; Lee & Smith, 1999; Louis et al., 2010; Price, 2012; Robinson et al., 2008; Sebastian & Allensworth, 2012).

Component 3.2 states, "Program completers understand and demonstrate the capacity 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." In order for all learners to be successful, school leaders must ensure that school structures are established to ensure an equitable schooling experience (Cooper, 2009; Juettner, 2003; Louis et al., 2010; Marx & Larson, 2012; McKenzie & Scheurich, 2004; Riehl, 2008; Theoharis, 2007; Theoharis & Haddix, 2011). Leaders must ensure equitable access to effective teachers, positive relationships with peers and adults, learning opportunities, social and behavioral support, accommodations and interventions, technology, and other resources necessary for success (Brooks et al., 2010; Dexter, et al., 2017; McKenzie et al., 2008; Price, 2012; Scanlan & Lopez, 2012; Theoharis & O'Toole, 2011; Youngs & King, 2002).

Component 3.3 states, "Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff." Furthermore in order for school leaders to ensure equity, they must support the development of teachers' and staff members' ability to recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning and to recognize and redress 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 (Auerbach, 2009; Brooks et al., 2010; Khalifa, 2010; McKenzie et al., 2008; Robinson et al., 2008; Scanlan & Lopez, 2012; Theoharis & O'Toole, 2011; Youngs & King, 2002).

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

Table 4

Evidence for standard 3 by component and type of evidence

	Direct	Indirect	Related	Total
C3.1: Supportive and inclusive school culture	18	13	18	49
C3.2: Equitable access	10	7	7	24
C3.3: Equitable instructional and behavior support practices	12	5	12	29
Total	40	25	37	102

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

Research Support for Standard 4: Learning and Instruction

Standard 4 includes four components focused on the knowledge, skills, and commitments a leader needs to diagnose, develop, implement, and evaluate coherent systems of curriculum, instruction, data systems, supports, and assessment. Learning and instruction is the technical core of schooling and must be a central priority for school leaders (Heck & Moriyama, 2010; Louis et al., 2010). School leaders create the programs and structures that support teaching and learning (Gerard, Bowyer, & Linn, 2008; Marks & Printy, 2003; Sebastian & Allensworth, 2012; Southworth, 2002).

Component 4.1 states, "Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs." With regard to well-developed curriculum and instruction, school leaders must be able to implement curricular resource and support systems that effectively and efficiently utilize time, technologies, instructional spaces, data, staffing, professional development, and communication to support equitable access to learning for each student, including linguistically diverse students and those with special needs (Dexter, et al., 2017; Flanagan & Jacobsen, 2003; Goddard et al., 2015; Libby, Bowyer, & Linn, 2008; Matsumura, Sartoris, Bickel, & Garnier, 2009; Printy & Marks, 2006; Robinson et al., 2008; Sanzo et al., 2011; Sebastian & Allensworth, 2012; Supovitz et al., 2009; Tschannen-Moran, 2009).

Component 4.2 states, "Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems." In addition to a coherent curriculum, a school leader must address instructional practices by developing the capacity to promote challenging, engaging, and equitable instructional practice and assessments informed by learning theory and research on special populations, child development, learning, and effective teaching (Crum & Sherman, 2008; Dexter, et al., 2017; Goddard et al., 2015; Hallinger, 2005; Lee & Smith, 1999; Louis et al., 2010; McKenzie et al., 2008; Riehl, 2008; Sanzo et al., 2011; Scanlan & Lopez, 2012).

Component 4.3 states, "Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being." School leaders need to be able to support the collection of high-quality data from formative and summative assessments of student learning (Halverson, 2010; Halverson et al., 2007; Wayman & Stringfield, 2006) in order to examine how to improve instruction by proposing strategies to address trends in the assessment data (Levin & Datnow, 2012; Marsh, 2012; Murphy & Meyers, 2009).

Component 4.4 states, "Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner." To promote learning, school leaders must ensure coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards, and promote academic success, career readiness, innovation, and social emotional well-

being for each student (Lee & Smith, 1999; Sebastian & Allensworth, 2012). These strategies should improve coordination and coherence among academic and non-academic systems and should be designed and implemented with collaboration from faculty (Halverson, 2010; Heck & Moriyama, 2010; Newmann, Smith, Allensworth, & Bryk, 2001; Robinson et al., 2008; Williams, Atkinson, Cate, & O'Hair, 2008; Youngs & King, 2002).

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, technologies, programs, and other supports	8	12	4	24
C4.2: Academic and non-academic instructional practices and student services	9	3	5	17
C4.3: Formal and informal assessments	1	9	4	14
C4.4: Systems of curriculum, instruction, and assessment	4	6	6	16
Total	22	30	19	71

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

Research Support for Standard 5: Community and External Leadership

Standard 5 includes three components focused on developing a leader's knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. For students to be successful, schools must put structures into place and nurture relationships that engage parents, families, and communities in authentic and meaningful ways (Auerbach, 2009; Bell, Bolam, & Cubillo, 2003; Duke, Tucker, Salomonowicz, & Levy, 2007; Jeynes, 2005; Louis et al., 2010; Taylor & Pearson, 2004).

Component 5.1 states, "Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school." Research and practice have established the importance of school leaders developing the capacity to engage with families to strengthen student learning and the school environment (Adams, Forsyth, & Mitchell, 2009; Auerbach, 2009; Fan & Chen, 2001; Gordon & Louis, 2009; Jeynes, 2005; Kirby & DiPaola, 2011; Riehl, 2008; Sanders & Harvey, 2002). In the interest of engagement, school leaders should ensure effective two-way communication with families and collaborate to support student success (Feuerstein, 2000; Gordon & Louis, 2009; Riehl, 2008; Shelden et al., 2010; Tschannen-Moran, 2001; Taylor & Pearson, 2004;

Young, Rodriguez, & Lee, 2008). Leaders must understand and recognize the assets inherent in the family culture and community demographics (Barnyak & McNelly, 2009; Ishimaru, 2013; Khalifa, 2012; Young, Rodriguez, & Lee, 2008) and leverage those assets to ensure parent involvement by being welcoming and entering into partnerships with families (Sheldon & Epstein, 2002; Sheldon & Van Voorhis, 2004; Sheldon, Epstein, & Galindo, 2010; Warren, Hong, Rubin, & Uy, 2009).

Component 5.2 states, "Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development." This focus on engagement and communication with communities should also result in partnerships that access the cultural, social, intellectual, and political resources of diverse families, communities, and public and private sectors for the benefit of school improvement and student development (Khalifa, 2010; Riehl, 2008; Sanders & Harvey, 2002; Shelden et al., 2010). Leaders must also openly communicate with community members (Gordon & Louis, 2009; Riehl, 2008; Shelden et al., 2010; Tschannen-Moran, 2001) and engage with the community (Khalifa, 2012).

Component 5.3 states, "Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community." School leaders should also be aware of the larger political, social, economic, legal, and cultural changes and expectations and, in light of that understanding, advocate for the needs and priorities of the school, district, students, families, the community, and the profession (Hoffman, 2009; Khalifa, 2012; Kirby & DiPaola, 2011; Sanders & Harvey, 2002; Shelden et al., 2010; Theoharis & Haddix, 2011). Leaders must also have open lines of communication with feeder and connecting schools and the district central office (Gordon & Louis, 2009; Riehl, 2008; Shelden et al., 2010; Tschannen-Moran, 2001). Furthermore, they should advocate for school and community needs (Hoffman, 2009; Johnson & Fauske, 2000; Khalifa, 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: Engage families	8	16	15	39
C5.2: Engage community members, partners, and other constituencies	8	8	12	28
C5.3: Engage the larger organizational and policy context	6	7	7	20
Total	22	31	34	87

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

Research Support for Standard 6: Operations and Management

Standard 6 includes three components focused on developing the knowledge, skills, and commitments a leader needs to improve management, data-use, equity, communication, technology, school-level governance, and operation systems; develop and improve school resource plans; and apply laws, policies, and regulations. Organizational management is a set of school leadership behaviors that have less grounding in research but are known to be essential for running an effective school (Grissom & Loeb, 2011; Louis et al., 2010).

Component 6.1 states, "Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school." School leaders are responsible for developing and monitoring school management and operation systems that support each student's learning needs and promote the mission and vision of the school (Dexter, et al., 2017; Guramatunhu-Mudiwa & Scherz, 2013; Halverson et al., 2007; Levin & Datnow, 2012; Marsh, 2012; Mitchell & Sackney, 2006; Robinson et al., 2008; Wayman & Stringfield, 2006; Youngs & King, 2002).

Component 6.2 states, "Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development." Managing and operating a school has a lot to do with diagnosing needs and developing a resource plan that meets those needs, including acquiring and managing fiscal resources, physical resources, technological resources, data, and other resources; developing and coordinating communication systems that gather and deliver actionable information for student learning, school improvement, and community engagement; and enhancing understanding to support student learning, collective professional capacity and community, and family engagement (Burch, Theorharis, & Rauscher, 2010; Heck & Hallinger, 2014; Grissom & Loeb, 2011; Ingle, Rutledge, & Bishop, 2011; Louis et al., 2010; Robinson et al., 2008; Youngs & King, 2002).

Component 6.3 states, "Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being." School leaders must be able to interpret applicable laws, rights, policies, and regulations in order to adhere to them and ensure they benefit the students (Grissom & Loeb, 2011; Louis et al., 2010; Mintrop, 2004; Singh & Al-Fadhli, 2011). They also serve as policymakers (Nance, 2003) and policy implementers (Conley & Glasman, 2008; Powell, Higgins, Aram, & Freed, 2009).

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: School-level governance and operation systems	5	6	5	16
C6.2: Resourcing plan	3	4	6	13
C6.3: Application of laws, rights, policies, and regulations	2	3	6	11
Total	10	13	17	40

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

Research Support for Standard 7: Building Professional Capacity

Standard 7 includes four components focused on developing the knowledge, skills, and commitments a leader needs to engage staff in the development of a collaborative professional culture, build the school's professional capacity, and improve systems of staff supervision, evaluation, support, and professional learning. An important function of a school leader is to develop the individual and collective professional capacity and community to support student learning (Camburn, Rowan, & Taylor, 2003; Crum & Sherman, 2008; Goddard, Neumerski, Goddard, Salloum, & Berebitsky, 2010; Hallinger, 2005; Kose, 2009; Louis et al., 2010; Price, 2012; Supovitz et al., 2009; Thoonen et al., 2011).

Component 7.1 states, "Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff." A managerial component of developing professional capacity is to ensure a system that recruits, hires, supports, and retains high-quality educational personnel and creates leadership pathways for effective succession (Cohen-Vogel, 2011; Copland, 2003; Engel, 2013; Fuller, Young & Baker, 2011; Heck & Hallinger, 2014; Ingle, Rutledge, & Bishop, 2011).

Component 7.2 states, "Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school." With regard to professional learning, school leaders must develop and sustain a positive professional culture of inquiry, collaboration, innovation, and shared-leadership that empowers school staff with collective responsibility for enacting professional norms as they collaboratively work to achieve the school's shared vision, continuous school improvement, and objectives pertaining to the education

of the whole child (Bruggencate et al., 2012; Goddard et al., 2015; Hoy, Sweetland, & Smith, 2002; Ishimaru, 2013; Mullen & Hutinger, 2008; Printy, 2008; Robinson et al., 2008; Sanzo et al., 2011; Tschannen-Moran, 2009; Walker & Slear, 2011).

Component 7.3 states, "Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement and student success." In the interest of developing and retaining high-quality teachers and staff, the school leader must develop workplace conditions that promote employee leadership, well-being, and professional learning and growth (Brezicha, Bergmark, & Mitra, 2014; Drago-Severson, 2012; Hoy et al., 2002; Ishimaru, 2013; Matsumura, Sartoris, Bickel, & Garnier, 2009; Mitchell & Sackney, 2006; Mullen & Hutinger, 2008; Printy, 2008; Sanzo et al., 2011; Sebastian & Allensworth, 2012; Tschannen-Moran, 2009; Walker & Slear, 2011; Youngs & King, 2002).

Component 7.4 states, "Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation that promote school improvement and student success." To ensure the quality of the learning experience, school leaders must develop research-anchored systems of supervision, support, and evaluation that provide actionable feedback about instruction and other professional practices, promoting professional learning, leadership, and commitment to continuous school improvement (Hoy et al., 2002; Mitchell & Sackney, 2006; Printy, 2008; Robinson et al., 2008; Tschannen-Moran, 2009; Walker & Slear, 2011; Youngs & King, 2002).

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: Collaborative professional culture	18	22	5	45
C7.2: Professional capacity	8	6	4	18
C7.3: Collaborative engagement of staff in professional learning	1	9	4	14
C7.4: Supervision, support, and evaluation	4	6	6	16
Total	31	43	19	93

Note: For more information on the evidence provided here, see the NELP Standards Building-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. The internship should engage candidates in multiple and diverse school settings and provide them 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 building-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 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). Principals demonstrate better leadership practices and more satisfaction with their preparation when they have had longer, more full-time internships (Cordeiro & Sloan, 1996; Darling-Hammond, Meyerson, LaPointe, & Orr, 2009; Hackmann, Russell, & Elliot, 1999; Orr, King, & LaPointe, 2010; 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 a 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); (g) relationship with mentors who have demonstrated skills and have been trained as mentors who 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 and/or clinical internship experiences within multiple school 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 building-level program standards 1–7." Research has found that a high-quality internship should provide the necessary authentic learning experience for becoming a principal. Internships 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 principalship (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) building-level internship or clinical experiences that are authentic leadership activities within a building 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, Copland, & Shoho, 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 et al., 1999).

Component 8.3 states, "Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or 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 program faculty should regularly evaluate candidates (Darling-Hammond et al., 2009). Candidates should be matched with a trained mentor (Cordeiro & Sloan, 1996; Davis et al., 2005; Geismer, Morris, & Lieberman, 2014; Leithwood et al., 1996; Sosik, Lee, & Bouquillon, 2005; Young, et al., 2009; Young & Crow, 2017).

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

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 the professional skills	2	4	5	11
C8.2: Minimum of six months of concentrated (10–15 hours per week) building-level internship or clinical experiences that are authentic leadership activities	0	3	8	11
C8.3: Mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context	2	7	2	11
Total	4	14	15	33

Note: For more information on the evidence provided here, visit the NELP Standards Building-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 CAEP's accreditation functions, 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. Used in this document to reference the technical process of demonstrating the relationship between two or more things (e.g., standards and candidate assessments). The stronger the alignment between standards, goals, and practices, the greater the level of coherence.

Building Leader. An educator employed by a school district and provided with the formal authority for working in a school 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 non-governmental 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. A leader's commitments influence his/her 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 elaborate on and further define different aspects of the standard. Components are used as evidence categories by specialized professional associations (SPA). 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 by providing training for raters that promotes 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 dispositions.

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. An educator's ability to gather, synthesize, and build knowledge from data and to communicate that meaning to others.

Descriptors of Practice. A series of words, phrases, or sentences that describe and 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 utilizing information technology in ethical and appropriate ways to engage in communication, personal and professional learning, society, politics, and government.

Digital Literacy. Includes 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 actions and moral commitments that underlie a leader's performance. A leader's dispositions reflect his or her values, beliefs, and professional attitudes and ethics and 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 the professional dispositions of candidates 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 in the growth of all learners (NELP standard 2). 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, ensure the efficient and effective operation and management of the district, and create policies and governance structures that effectively meet the desired district and school outcomes.

Diversity. 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 individual student and subgroup differences and when they work to ensure that students achieve equitable outcomes. Educational leaders understand that equitable rarely means equal, particularly when working to meet individual student needs.

Evaluate. Educational leaders evaluate when they collect, synthesize, and assign value to data 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. Refers to 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, indicator references the content knowledge and leadership skills that indicate acceptable candidate performances for NELP 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 practice opportunities of one month each, or another equivalent combination. Full-time experience is defined as 9–12 hours per week over a six-month 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. An educational leader's leadership platform consists of the leader's explicit or implicit statements and beliefs about education and educational leadership. The leadership platform serves as a personal compass by which an educational leader judges what is valuable and 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 dispositions, 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 dispositions 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 makes use of assessment information describing 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 a 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 an evaluation 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, 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 P-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 dispositions identified in the professional, state, or institutional standards.

Program. A planned sequence of courses and experiences for the purpose of preparing teachers and 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 take the form of 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, 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 and professional and pedagogical leadership knowledge effectively and readily in diverse leadership settings in a manner that ensures that all learners can achieve.

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 their 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 dispositions 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 subgroup 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 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. 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 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 effectively promoting student learning?

- Do candidates meet state licensure requirements?

Reviewers play a critical role in evaluating program evidence that 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 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 clear and concise 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 team leaders 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 determines whether to grant national program recognition. The team report and program status decision is 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, training for new program reviewers is 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 skills 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 the primary goals of NELP is to support preparation programs in educational leadership, in addition to program reviewer trainings, the SPA coordinator provides NELP Program Report Training Workshops 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) in each of the NPBEA organizations (NAESP, NASSP, ICPEL, and UCEA). 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 and 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 over the past three years.

NELP Reviewer Profiles: 2014, 2015, 2016						
	Role			States	Gender		Total N
	School Leader K-12	District-Level Leader	University Faculty	Number 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 building-level leaders.

Committee Members:

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

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Introduction

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

The new NELP standards for building-level leaders reflect all of the elements of the 2011 ELCC for building-level leaders 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 2011 ELCC standards to the NELP standards are the areas of difference between these two sets of standards. First, and perhaps most noticeable, is the total number of standards. The six content standards found in the 2011 ELCC standards have been increased to seven NELP standards. The expansion enabled the NELP committee to develop standards that more closely reflect current understandings of building-level leadership, better align to the 10 PSEL standards, and 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). 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 in the 2018 NELP standards is the addition of the building-level leaders' responsibility for the well-being of students and staff as well as their role in working with others to create a supportive and inclusive school culture. In addition to being included in each of the standard stem statements, this focus is found within components 2.1, 3.2, 4.3, and 7.2.

The NELP standards also articulate the building-level leaders' role in ensuring equitable access to educational resources and opportunities (3.2); the leaders' role in evaluating, developing, and implementing formal and informal assessments (4.3); and the leaders' role in engaging staff in a professional culture that promotes improvement, retains teachers, and focuses on the success and well-being of the students and adults who attend, and work in, the school. Another important change in the 2018 NELP standards is component 6.2, which requires building-level leaders to *"reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success"* but does not expect building-level leaders to act to influence those laws, rights, policies, and regulations. A final difference between the 2018 NELP standards and the 2011 ELCC standards is the expanded focus of component 7.1. This component expects building-level leaders to *"develop the school's professional capacity through engagement, recruiting, selecting, and hiring staff."* This expectation greatly expands upon the 2011 ELCC element 6.2 that only expected leaders to *"understand and sustain a school culture and instructional program conducive to student learning…."*

NELP Building–ELCC 2011–PSEL 2015 Crosswalk

NELP Building-Level Standard 1: Mission, Vision, and Improvement: to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data, technology, 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 evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	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 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 improvement processes that include data use, design, implementation, and evaluation.	ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	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 for initiating and implementing improvement.

NELP Building-Level Standard 2: Ethics and Professional Norms: to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	2011 ELCC Program Standard Elements	2015 PSEL Standard Elements
Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	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. 3h. Address matters of equity and cultural responsiveness in all aspects of leadership.
Component 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	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. | ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. | 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 Building-Level Standard 3: Equity, Inclusiveness, and Cultural Responsiveness:	2011 ELCC Program Standard Elements	2015 PSEL Standard Elements
to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.		
Component 3.1: Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	3a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 5a. Build and maintain a safe, caring, and healthy school environment that meets 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 educational resources, technologies, and opportunities that support the educational success and well-being of each student.		3c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 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. 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. 5e. Cultivate and reinforce student engagement in school and positive student conduct.

| Component 3.3: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. | ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. | 3b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

3d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

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.

5e. Cultivate and reinforce student engagement in school and positive student conduct.
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 Building-Level Standard 4: Learning and Instruction: to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	2011 ELCC Program Standard Elements	2015 PSEL Standard Elements
Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for academic and non-academic student programs.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	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 evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	3h. Address matters of equity and cultural responsiveness in all aspects of leadership. 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.
Component 4.3: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.		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 collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

3h. Address matters of equity and cultural responsiveness in all aspects of leadership.

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 Building-Level Standard 5: Community and External Leadership:	2011 ELCC Program Standard Elements	2015 PSEL Standard Elements
to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.		
Component 5.1: Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school 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 collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	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. 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 with the larger organizational, community, and political contexts when advocating for the needs of their school and community. | ELCC 6.1: Candidates understand and can advocate for school 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. |

NELP Building-Level Standard 6: Operations and Management: to improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.	2011 ELCC Program Standard Elements	2015 PSEL Standard Elements
Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.	ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems. ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	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 evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	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 reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. | ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. | 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. |

NELP Building-Level Standard 7: Building Professional Capacity: to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	2011 ELCC Program Standard Elements	2015 PSEL Standard Elements
Component 7.1: Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	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; 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 7.2: Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.		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.

Component 7.3: Program completers understand and have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.	3h. Address matters of equity and cultural responsiveness in all aspects of leadership. 4e. Promote the effective use of technology in the service of teaching and learning. 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. 6g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. 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.
Component 7.4: Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	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. 6.f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.