



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

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

Step 1

Identifying a Problem/Challenge

Candidates’ ability to identify a significant problem/challenge

NELP Standard Component 1.2

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

| | |
|--|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis, and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • 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 |
|--|--|



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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • 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 |
|---|--|

Step 2

Researching and Developing a Plan

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

NELP Standard Component 1.2

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis, and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process |
|--|---|



NELP Standard Component 2.1

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice 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 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.

| | |
|--|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on school management, operations, use of digital 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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.

| | |
|--|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• School-based budgeting• Strategies for acquiring resources• Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, technology, 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 safe and secure 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • 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 |
|---|--|

Step 3

Implementing the Plan

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

NELP Standard Component 1.2

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis, and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process |
|--|---|



NELP Standard Component 2.1

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice 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 3.1

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

| | |
|--|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • 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 |
|---|--|

Step 4

Reflecting on the Plan and the Resolution

Candidates’ ability to reflect on the effectiveness of the plan

NELP Standard Component 2.1

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage in reflective practice 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 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 |
|---|--|



| PASL Tasks and Steps | NELP Standards and Components |
|--|---|
| <p>PASL Task 2: Supporting Continuous Professional Development</p> <p>Candidates’ ability to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning</p> | <p>NELP Standard Component 1.2</p> <p>NELP Standard Component 2.1</p> <p>NELP Standard Component 3.1</p> <p>NELP Standard Component 4.1</p> <p>NELP Standard Component 4.2</p> <p>NELP Standard Component 4.4</p> <p>NELP Standard Component 7.2</p> <p>NELP Standard Component 7.3</p> <p>NELP Standard Component 7.4</p> |

Step 1

Planning the Building-Level Professional Development

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

NELP Standard Component 1.2

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

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process |
|---|---|



NELP Standard Component 2.1

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

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice 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 3.1

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

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on the leadership of academic and non-academic programs• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate (a) curricula, use of technology, and other supports 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 4.4

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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 |
|---|---|

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.

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 safe and secure 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate professional staff capacity needs and management practices• Identify leadership capabilities of staff• Plan opportunities for professional growth that are aligned with performance results and meet school needs• Engage staff in leadership roles• Utilize information technology in ethical and appropriate ways to engage in personal and professional learning |
|---|---|

Step 2

Implementing Building-Level Professional Development

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

NELP Standard Component 1.2

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on school improvement• Formal processes of iterative, evidence-informed improvement• Data collection, analysis and use• Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate existing improvement processes• Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation• Develop an implementation plan to support the improvement process |
|--|---|



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.

| | |
|--|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on the leadership of academic and non-academic programs• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate (a) curricula, use of technology, and other supports 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate professional staff capacity needs and management practices • Identify leadership capabilities of staff • Plan opportunities for professional growth that are aligned with performance results and meet school needs • Engage staff in leadership roles • Utilize information technology in ethical and appropriate ways to engage in personal and professional learning |
|---|---|

Step 3

Analyzing Three Participants Responses

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

NELP Standard Component 1.2

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

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process |
|---|---|



NELP Standard Component 2.1

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

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice 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 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 |
|---|---|

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.

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 safe and secure school building environment |
|--|---|



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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Observe teaching in a variety of classrooms• Gather and review 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 |
|---|---|

Step 4

Reflecting on Building-Level Professional Development

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

NELP Standard Component 1.2

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• Research on school improvement• Formal processes of iterative, evidence-informed improvement• Data collection, analysis and use• Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Evaluate existing improvement processes• Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation• Develop an implementation plan to support the improvement process |
|--|---|



NELP Standard Component 2.1

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

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice 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 3.1

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

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 |
|---|--|



| PASL Tasks and Steps | NELP Standards and Components |
|---|---|
| <p>PASL Task 3: Creating a Collaborative Culture</p> <p>Candidates’ ability to facilitate stakeholders’ efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture</p> | <p>NELP Standard Component 1.2</p> <p>NELP Standard Component 2.1</p> <p>NELP Standard Component 3.1</p> <p>NELP Standard Component 4.2</p> <p>NELP Standard Component 4.4</p> <p>NELP Standard Component 7.2</p> <p>NELP Standard Component 7.3</p> <p>NELP Standard Component 7.4</p> |

Step 1

Identifying the Collaborative Team

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

NELP Standard Component 1.2

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis, and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process |
|--|---|



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.

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 safe and secure 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.

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 |
|--|---|



Step 2

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

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

NELP Standard Component 1.2

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis, and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process |
|--|---|

NELP Standard Component 2.1

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage in reflective practice 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 3.1

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

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 4.4

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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 |
|---|---|

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.

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 safe and secure 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • 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 |
|---|--|

Step 3

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

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

NELP Standard Component 1.2

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis, and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process |
|--|---|



NELP Standard Component 2.1

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Engage in reflective practice 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 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 |
|---|---|



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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • 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 safe and secure 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • 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 |
|---|--|



Step 4

Reflecting on the Collaborative Team and the School Culture

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

NELP Standard Component 1.2

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • Research on school improvement • Formal processes of iterative, evidence-informed improvement • Data collection, analysis, and use • Implementation theory and research | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Evaluate existing improvement processes • Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation • Develop an implementation plan to support the improvement process |
|--|---|

NELP Standard Component 2.1

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

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none"> • 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none"> • Engage in reflective practice 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 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.

| | |
|---|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 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.

| | |
|--|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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 safe and secure 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.

| | |
|--|---|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• 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.

| | |
|---|--|
| <p>Content Knowledge</p> <p>Program provides evidence of candidate knowledge of:</p> <ul style="list-style-type: none">• 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 | <p>Educational Leadership Skills</p> <p>Programs provide evidence that candidates demonstrate skills required to:</p> <ul style="list-style-type: none">• Observe teaching in a variety of classrooms• Gather and review 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 |
|---|--|