

**South Carolina Department of Education
New or Modified Program Proposal Template for a
Private Educator Preparation Provider**

Introduction:

Instructions

Public and private institutions of higher education that propose new programs or make modifications to existing programs must complete these requirements. Providers should consult the South Carolina Department of Education (SCDE) prior to writing a proposal. A Statement of Intent Form for New or Modified Programs should be submitted sixty days prior to submission of the program proposal. All submissions must be made accessible for those with disabilities prior to final submission to the State Board of Education. An approved South Carolina Commission on Higher Education proposal is to be submitted by public institutions in lieu of sections I and II of the proposal. The provider must submit a proposal for each new or modified program with sections I-IV.

Proposal Review Process

The SCDE receives the program proposal from the Educator Preparation Provider (EPP). Staff processes and disseminates the proposal once external peer reviewers are secured. These content experts will receive the proposal and staff then provides the feedback to the EPP. The EPP must make the required revisions to the document noting all new material by underlining and highlighting it. Any material from the proposal to be deleted must be struck and highlighted. A revision chart will be provided to the EPP to document changes to the proposal. Next, the Professional Review Committee (PRC) will review the document and the revision chart. The PRC may request revisions before the proposal moves forward for State Board of Education (SBE) review. At any time during this process, the EPP may be asked to make revisions. Only program proposals that are ADA accessible will move forward for SBE consideration.

Section I: Coversheet

Name of Program

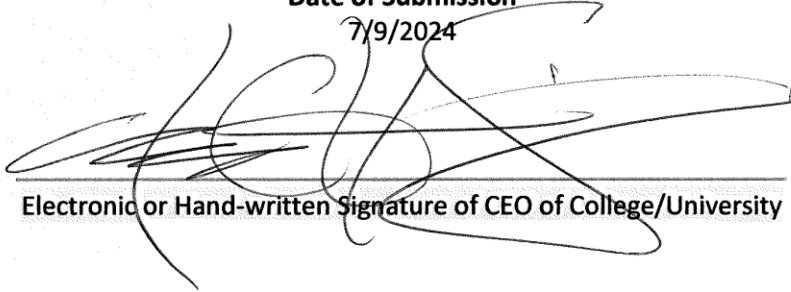
Post-Master's Certification in Administration and Supervision

Name of College or University

North Greenville University

Date of Submission

7/9/2024



Electronic or Hand-written Signature of CEO of College/University

Proposal Contact Person Name	Ann Aust
Title	M.Ed. Program Director
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Section II: Program Information

A. Classification

Name of proposed program	Post-Master's Certification in Administration and Supervision
SCDE certification field(s)	Leadership: Elementary Tier 1 (PreK-8) and Secondary Tier 1 (8-12)
Clinical model	Select from Drop Down Menu Internship
Academic unit(s) involved	College of Education
Type and level of degree	Post-Master Certification
Proposed date of implementation	8/5/2025
CIP code	130301
Identification of program	New Program
Delivery mode (Select All that Apply)	Online (100%)

B. Justification for the Program

Program purpose and long-range goals

It is important to provide students with the opportunity to gain specialized knowledge and skills in the field of educational leadership. This is especially important as the field of education is constantly evolving, and educational leaders need to be prepared to meet the challenges of the 21st century. The certification would allow the university to address the needs of local communities and school districts by preparing educational leaders. The post-master certificate in Educational Leadership is designed to empower and equip educators with the skills, knowledge, and ethical foundations required to become effective educational leaders in a rapidly evolving educational landscape, all embodied from a biblical worldview perspective. The program focuses on developing graduates who are not only well-versed in administrative and supervisory practices but also possess a deep commitment to ethical leadership, data-informed decision-making, and fostering collaborative and supportive school communities.

Need for the program

The demand for K-12 school administrators is high in the state of SC. Currently, the only pathway to SC principal licensure is by obtaining a master's degree. However, the state has approved a new pathway for licensure, but there are no schools in the state offering the new pathway currently. If approved, NGU would be the first school to offer the certification program. After polling teachers during February at the SCCTE Conference, the PSLA Conference, the SCAMLE Conference, and Greenville County School educators, we have collected names and contact information for 100+ people who are interested in pursuing the certification. Among our current M.Ed. students (21), 30% are interested in adding the certification to their license.

Centrality of the program to the institutional mission

North Greenville University's mission is to glorify God by cultivating graduates who are equipped to serve as transformational leaders for church and society. In alignment with the mission of NGU, the College of Education's mission is to prepare leaders who are transformational for church and society by being effective practitioners, caring leaders, and lifelong learners. This framework supports the University's mission by allowing Christ to be at the center of everything we do for the purpose and preparation of Godly, Christ-focused leaders for public and private schools on a local, national, and international level.

Relationship of the program to other programs within the institution

This certification program will utilize four courses within our existing Ed.S. program. It will allow current Ed.S. and Ed.D. students to obtain administration and supervision certification (principalship) should they desire to do so. They will need to add the internship to their coursework. It will also be a stand-alone certification for any student who meets the admission requirements.

Relationship of the program to other SC institutions of higher education (compare at least three programs from institutions from across the state)

Currently, there are no SC institutions that offer this as a stand-alone certification, therefore we cannot compare this to other EPP programs. However, it should be emphasized that our program will prepare Godly, Christ-focused leaders for public and private schools on a local, national, and international level. It should be noted that our students will leave the program equipped with the skills and knowledge necessary to lead based on the following goals and objectives:

Graduates of the P.M.C. in Elementary/Secondary Leadership will:

1. **Develop Effective Leadership Skills** by equipping aspiring principals with the knowledge and competencies necessary to lead a school, including strategic decision-making, fostering a positive school culture, and promoting continuous school improvement.
2. **Foster Instructional Leadership** by training candidates to become instructional leaders who can enhance teaching and learning by supporting teachers, analyzing data to improve student outcomes, and implementing curriculum standards effectively.
3. **Enhance Communication and Community Engagement** by preparing future principals to build strong relationships with stakeholders, including teachers, students, parents, and community members. This includes mastering communication skills for conflict management, parent involvement, and community partnerships.
4. **Promote Equity and Inclusion** by ensuring that aspiring principals are prepared to create and maintain equitable, inclusive school environments. This goal includes developing skills for addressing diverse student needs, promoting social justice, and implementing policies that reduce achievement gaps.

C. Enrollment

Admissions: Admissions criteria specific to the program

To enter the program, students must have South Carolina licensure in an educational area, have an earned master's degree in education, have a GPA of 3.0 or better in their master's work, and have prior approval from school and district administration to complete the internship. Students will complete a writing sample, provide all school transcripts, and submit three references (2 academic, 1 personal) for admission.

Enrollment Chart

Projected total enrollment for first five years with a rationale of how information was computed.

Year	Projected Enrollment Fall	Rationale	Projected Enrollment Spring	Rationale
2025-2026	6	This is the number of students needed for initial program	6	This is the number of students needed for sustainability based on

Year	Projected Enrollment Fall	Rationale	Projected Enrollment Spring	Rationale
		development. This number of students will be needed for the program to be self-sustaining.		the number of faculty in the program. No additional faculty are required during year one.
2026-2027	8	Increased advertising will generate more interest in the program.	8	Increased advertising will generate more interest in the program.
2027-2028	10	Increased advertising will generate more interest in the program.	10	Increased advertising will generate more interest in the program.
2028-2029	11	Increased advertising will generate more interest in the program.	11	Increased advertising will generate more interest in the program.
2029-2030	12	Increased advertising will generate more interest in the program.	12	Increased advertising will generate more interest in the program. This will be the yearly cap for the program.

D. Curriculum: Plan of Study for New or Modified Programs

Added or Deleted	Number / Prefix	Course Title (Credit Hrs)	Added or Deleted	Number / Prefix	Course Title (Credit Hrs)
Added, New	EDU 61XXE, EDU 61XXS, EDU 61XXE/S	<p>Internship in Elementary/Secondary Leadership (3 parts, 1 hour per part)</p> <p>The internship course sections will be listed in the catalog as: The internship experiences offer a hands-on opportunity to apply theoretical knowledge to real-world educational leadership contexts. Participants will engage in immersive experiences within school settings, working closely with experienced administrators to develop essential leadership skills. Throughout the internship, students will gain practical insights into instructional leadership, school operations, community engagement, and personnel</p>			

Added or Deleted	Number / Prefix	Course Title (Credit Hrs)	Added or Deleted	Number / Prefix	Course Title (Credit Hrs)
		<p>management. Time is allocated for students to work with diverse and exceptional populations, including observations, interventions, and needs assessments. Emphasizing reflective practice and professional growth, this course equips future school leaders with the competencies needed to lead effectively and enact positive change in educational institutions. Through guided mentorship and project-based learning, students will emerge prepared to navigate the complexities of school administration and supervision.</p>			
<p>Added, New</p>	<p>EDU 63XX</p>	<p>School Finance and Business Administration</p> <p>The catalog description for this course will be: This course delves into the financial management principles and strategies essential for effective administration within educational institutions. This course provides students with a comprehensive understanding of budgeting, resource allocation, and revenue generation, tailored to the unique needs and challenges of educational settings. Through case studies, discussions, and practical applications, students will</p>			

Added or Deleted	Number / Prefix	Course Title (Credit Hrs)	Added or Deleted	Number / Prefix	Course Title (Credit Hrs)
		analyze financial data, assess funding sources, and develop strategic financial plans to optimize resource utilization while aligning with organizational goals and priorities. Additionally, emphasis will be placed on financial accountability mechanisms relevant to educational leadership roles.			
Added, existing course	EDUL 7312	Leadership in Educational Settings (3)			
Added, existing course	EDUL 7314	Conflict Resolution, Mediation, and Personnel Management (3)			
Added, existing course	EDUL 7323	Curriculum, Instruction, and Supervision (3)			
Added, existing course	EDUL 7324	Education Policy and School Law (3)			
Total Program Hours	18 HRS	Total Program Additional/Deletions Hours	6 hours added, new	Total Cumulative Change	6 hours added, new 12 hours added, existing courses to be added to complete the 18 hours requirement

E. Faculty Chart

Table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name). *Add rows as needed.*

Faculty Member/Rank	Courses Taught in the Program	Academic Qualifications
Faculty 1 Professor of Graduate Education	School Finance and Business Administration Education Policy and School Law	<ul style="list-style-type: none"> • Bachelor of Science: Special Education (K-12) • Master of Education: School Administration • Doctorate: School Leadership

Faculty Member/Rank	Courses Taught in the Program	Academic Qualifications
		<ul style="list-style-type: none"> • NC Teaching Certification in Special Education, School Leadership, and Superintendency
Faculty 2 Professor of Graduate Education	Internship in Elementary/Secondary Leadership	<ul style="list-style-type: none"> • Bachelor of Arts: Elementary Education (K-6) • Master of Education: School Administration • Doctorate: School Leadership • NC Teaching Certification in Elementary Education, School Leadership, and Superintendency
Faculty 3 Professor of Graduate Education	Leadership in Educational Settings	<ul style="list-style-type: none"> • EdD in Educational Leadership, North Greenville University, 2020 • MS in Biomedical Sciences, Mercer University, 2014 • BS in Biology, North Greenville University, 2012 • 10 years of higher education teaching experience, 2 years at the doctoral level. 4 years in higher education program leadership as the First Year Experience Program Coordinator, and now as the EdD Program Director.
Faculty 4 Professor of Graduate Education	Conflict Resolution, Mediation, and Personnel Management	<ul style="list-style-type: none"> • Ed.D. • MBA • 19 years in university administration, working in and with all university departments • Full working knowledge of systems, organizational structure, and policies.
Faculty 5 Professor of Graduate Education	Curriculum, Instruction, and Supervision	<ul style="list-style-type: none"> • BA, Columbia College • Med. University of SC • Ph.D. University of SC • Taught 20 years -public school • Instructional Coach- 5 years- public schools

Faculty Member/Rank	Courses Taught in the Program	Academic Qualifications
		<ul style="list-style-type: none"> • Director of Teaching American History Grant- 6 years- for 8 public school districts • Director of Kanto International Program- Limestone College • Founding Director of Education Division at NGU- 10 years Graduate School- NGU- 6 years • Authored- First-grade textbook for SC Social Studies used in SC public schools • Authored-Historical fiction novels and accompanying activity books used in public schools in SC and NC

F. Physical Plant and Facilities Descriptions

<i>Adequacy of existing facilities for the first five years of the proposed program</i>
The program is 100% online.

<i>Additional facility requirements, including any necessary modifications</i>
None needed

G. Equipment Chart

Year	Equipment	Rationale
2025-2026	Professors will continue using Blackboard for course delivery.	This is the required platform for online instructional delivery.
2026-2027	Professors will continue using Blackboard for course delivery.	This is the required platform for online instructional delivery.
2027-2028	Professors will continue using Blackboard for course delivery.	This is the required platform for online instructional delivery.
2028-2029	Professors will continue using Blackboard for course delivery.	This is the required platform for online instructional delivery.
2029-2030	Professors will continue using Blackboard for course delivery.	This is the required platform for online instructional delivery.
		*All professors are trained in Blackboard once hired as part of the onboarding process. There is an integrated

Year	Equipment	Rationale
		self-guided training model (offered in two parts) that must be passed before professors can access Blackboard for course development and grading. Students also have an online training program that they complete if they are not familiar with the Blackboard platform.

H. Library and Learning Resources Chart

Specific library, media, or learning resources for program implementation. Add/remove rows as needed.

Year	Equipment	Rationale
2025-2026	Access to the Media Center Portal	This portal consists of research engines, applications, and print resources for student use.
2026-2027	Access to the Media Center Portal	This portal consists of research engines, applications, and print resources for student use.
2027-2028	Access to the Media Center Portal	This portal consists of research engines, applications, and print resources for student use.
2028-2029	Access to the Media Center Portal	This portal consists of research engines, applications, and print resources for student use.
2029-2030	Access to the Media Center Portal	This portal consists of research engines, applications, and print resources for student use.
		*New Faculty and new students will be introduced to the media center portal and library holdings. Assigned mentors will train faculty. The students will be trained in an online class meeting during the initial course taken in the program.

I. Articulation Descriptions

<i>Entry path for students from two-year institutions into four-year institutions as possible</i>
Not applicable

<i>Statement of how the proposed program leads to certification</i>
Students entering the program with a master's degree in education will earn 18 specified, post-master hours. Upon successful completion of the coursework (including the internship), students will have the option to take the specialty licensing exam. Students will be responsible for submitting the exam scores, transcripts, and any other required artifacts to the state department.

J. Assurance of the Institutional Approvals Timeline

Approval	Date
Department Approval	3-26-2024
Curriculum Committee Approval	10-11-2024
Faculty Approval	10-18-2024

K. Estimated Program Cost

Sources of Financing for Program Year Table

Table for estimated new expenditures necessary annually for the first five years

	Year 1	Year 2	Year 3	Year 4	Year 5	Grand Total
Tuition Funding	0	0	0	0	0	0
Specific Fees	0	0	0	0	0	0
Special State Appropriations	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal, Grant, or Other Funding	0	0	0	0	0	0
Total	0	0	0	0	0	0

Estimated Associated Costs Table

Table for estimated Costs Associated with Implementing the Program by Year

	Year 1	Year 2	Year 3	Year 4	Year 5	Grand Total
Program Administration	0	0	0	0	0	0
Faculty/Staff Salaries	0 Utilizing current faculty	0 Utilizing current faculty	0 Utilizing current faculty	0 Utilizing current faculty	0 Utilizing current faculty	0
Facilities	0 Program is online	0 Program is online	0 Program is online	0 Program is online	0 Program is online	0
Equipment, Supplies, and Materials	0 Using existing materials	0 Using existing materials	0 Using existing materials	0 Using existing materials	0 Using existing materials	0
Library Resources	0 Using existing resources	0 Using existing resources	0 Using existing resources	0 Using existing resources	0 Using existing resources	0
Other (mileage reimbursement)	100.00	125.00	150.00	200.00	250.00	825.00
Total	0	0	0	0	0	0

Narrative for Calculations

Narrative description of calculations used in previous tables

Although this will be a new online program for NGU, the program's components already exist in our College of Education. Four of the courses utilized are part of the Ed.D. program, and those courses have assigned faculty. The other two courses are new but will be taught by existing faculty. The program will be administered by the current M.Ed. Director as part of her job responsibilities. The journals and databases that will be used are already part of our library holdings. Because the program is online, facilities and space are not an issue. There is no need for additional faculty or materials for the certification program. The only new cost for implementing the program will be mileage reimbursement costs for the university supervisors who complete school site visits during the internship.

Statement as to whether "unique" costs or other special appropriations will be required or requested

None needed

Section III: South Carolina Provider Requirements

South Carolina Provider Requirements Chart

Description of the ways in which the program will meet all applicable [South Carolina Provider Requirements](#) as outlined in the [South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures](#), including the following:

State Statutes and Regulations	Description
<p><i>1.1 National Provider Standards</i> Pursuant to SBE Regulation 43-90, the EPP must ensure that it meets all national provider standards adopted by the SBE.</p>	<p>The National Educational Leadership Preparation Standards will be fulfilled by ensuring that each of the eight standards is taught throughout the course sequence. The leadership program embodies the instructional methodology of awareness, understanding, and application. Appendix A, pages 30-31 demonstrates that NGU is a CAEP-approved EPP provider.</p>
<p><i>1.2 Criminal Records Check and Fingerprinting Requirements</i> Pursuant to S.C. Code Ann. § 59-25-115, the EPP must ensure that each educator candidate completes the fingerprint-based criminal history review process and is approved by the SCDE prior to beginning the clinical or student teaching experience. The provider must advise each candidate that prior arrests or convictions of a serious nature could affect the individual's opportunity to complete the clinical experience and qualify for teacher certification.</p>	<p>This requirement will be fulfilled for any student not working in a school setting at the time of admission. The admissions team will post the requirements for the finger-based criminal history review on the acceptance letter. The student will be responsible for submitting the background check information to the state department. Documentation will be kept in a locked file at the graduate school.</p>
<p><i>1.3 Read to Succeed</i> Pursuant to S.C. Code Ann. § 59-155-180, the EPP must ensure that all candidates enrolled in pre-service teacher education programs, including MAT degree programs, complete a sequence in literacy that must be approved prior to implementation and aligned with relevant literacy competencies and SCDE policies. The provider must verify on the recommendation for certification that each candidate has completed the appropriate Read to Succeed course sequence as part of the institution's approved program.</p>	<p>Not applicable</p>

State Statutes and Regulations	Description
<p><i>1.4 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)</i></p> <p>Pursuant to S.C. Code Ann. § 59-26-30(B), the EPP must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective educators as articulated in the ADEPT performance standards for classroom teachers and service professionals. During field and clinical experiences, candidates must be evaluated relative to these standards and provided with formative and summative feedback. As supplemented by SBE Regulation 43-205.1, the provider must have an ADEPT implementation plan approved by the SCDE and submit annual assurances and candidate performance data according to published deadlines. The EPP must ensure that each candidate recommended for certification has successfully completed all requirements of the appropriate pre-service ADEPT evaluation process and maintain evidence of candidate performance during the pre-service evaluation process</p>	<p>Not applicable</p>
<p><i>1.5 Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)</i></p> <p>Pursuant to S.C. Code Ann. § 59-24-40 and Regulation 43-165.1, the EPP offering preparation programs for school and district leaders must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective leaders as articulated in the PADEPP performance standards. All leadership candidates must demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. Candidates must also demonstrate the ability to design a personal professional development plan on the basis of the state performance standards and the school strategic plan.</p>	<p>In the courses EDU 61XXE, EDU 61XXS, EDU 61XXE/S Internship in Elementary/Secondary Leadership, the PADEPP standards are introduced and practiced. Students will complete a capstone project in this course to ensure that they demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. A personal, professional development plan will be developed based on the state performance standards and the school strategic plan. See Appendix B, pages 32-35, which outlines each course and the description. The chart demonstrates how each PADEPP standard is embedded into the curriculum.</p>

State Statutes and Regulations	Description
<p><i>1.6 Family, School, and Community Engagement</i> Pursuant to SC Code Ann. § 59-28-140, the EPP must ensure that all candidates in teacher and principal preparation programs know, understand, and are able to apply best practices in family, school, and community engagement.</p>	<p>The Internship for Elementary/Secondary Leadership will specifically address family, school, and community engagement practices. Developing the Family Advocacy Plan, pages 111-115, will be one assignment during the internship. It embodies NELP Standard 5: Community and External Leadership.</p>
<p><i>1.7 Safe Schools Climate Act</i> Pursuant to S.C. Code Ann. § 59-63-110 et seq., the EPP must ensure that all certification programs, initial and advanced, include instruction as it relates to the Safe Schools Climate Act and the identification and prevention of harassment, intimidation, and bullying.</p>	<p>This content will be introduced in EDUL 7324 as students learn the policies and laws that are in place for harassment, intimidation, and bullying. The information will then be reinforced in the Internship course as students develop a plan to create a safe environment, see pages 62-69 of the Appendix, for student learning and for how they will handle behavior issues as leaders.</p>
<p><i>1.8 Education and Economic Development Act (EEDA)</i> Pursuant to S.C. Code Ann. § 59-59-10 et seq., the EPP must provide candidates in programs preparing teachers, school counselors, and school leaders with training in career exploration as appropriate to their roles and professional responsibilities.</p>	<p>This content will be taught in EDUL 7312 as students are reminded of the purpose of the EEDA. Instruction covers how the EEDA requires and outlines the model for a PK-12 South Carolina Comprehensive Developmental Guidance Counseling program that supports the personal, social, educational, and career development of all the state’s public school students from prekindergarten through grade twelve. This includes understanding the guidance counselor’s and teacher’s roles in the career development framework across the elementary, middle school, and high school grade bands; the career cluster study; and the role of the Individual Graduation Plan in that preparation. The course also reinforces the EEDA’s Standards for Student Development: learning to live, learning to learn, and learning to work.</p>
<p><i>1.9 Student Health and Fitness Act</i> Pursuant to SC Code Ann. § 59-10-10 et seq., the EPP must ensure that candidates in Early Childhood and Elementary Education programs receive instruction in the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles as part of the Student Health and Fitness Act of 2005.</p>	<p>Not applicable</p>
<p><i>1.10 Admission to Undergraduate Teacher Preparation Programs</i></p>	<p>Not applicable</p>

State Statutes and Regulations	Description
Pursuant to S.C. Code Ann. § 59-26-30 , the EPP must ensure that candidates meet the basic skills assessment requirement or a qualifying exemption adopted by the SBE for full admission to an undergraduate teacher preparation program.	
<p><i>1.11 PK-12 Academic Standards</i> In support of S.C. Code Ann. § 59-18-300, the EPP must ensure that candidates are prepared to plan and implement instruction aligned with South Carolina PK–12 academic standards for the subject area and grade span of their certification program.</p>	Students will readdress the South Carolina academic standards relevant to the school levels in which they will lead. EDUL 7323 reviews the curriculum, instruction, and supervision of the members of a school community.
<p><i>1.12 Tuberculosis Screening and Evaluation</i> Pursuant to S.C. Code Ann. § 44-29-150 and Department of Health and Environmental Control (DHEC) Regulation 61-22, the EPP must ensure that candidates, as defined in DHEC regulation, are screened prior to field placement and that prescribed documentation is maintained. Regulation 61-22 (II)(E) includes student teachers in the definition of “employee,” and Section (III)(C)(2) addresses required documentation.</p>	For students not currently employed in schools, they will be required to submit a current, negative TB test before entering the internship experience. TB tests will be filed in the students’ College of Education files.

SBE Guidelines and SCDE Policy	Description
<p><i>2.1 Field and Clinical Experiences</i> The EPP must ensure that all field and clinical experiences meet the requirements established by the SBE. In this context, field experiences refer to school-based opportunities and activities prior to the full student-teaching or clinical experience. The clinical experience refers to the full-time, culminating experience of a program preparing candidates for certification in teaching, service, or leadership fields.</p>	The clinical experience will include a minimum of 240 hours over six months in a school setting. A minimum of 15 hours per week will be devoted to internship assignments and hands-on experiences.
<p><i>2.2 Professional Ethics and Decision-making</i> The EPP must ensure through coursework and field and clinical experiences that candidates are provided with instruction in</p>	Teacher candidates will have access to the Model Code of Ethics for Educators developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and the South Carolina Code of Conduct in EDU

SBE Guidelines and SCDE Policy	Description
<p>professional ethics as well as ethical principles and decision-making aligned with the standards of the Model Code of Ethics for Educators.</p>	<p>61XXE, 61XXS, and 61XXE/S. They will continue to integrate and rehearse ethical practices and decision-making during coursework, including during the internship experience. Special emphasis will be placed on ethics, particularly for school administrators. These principles emphasize maintaining professional integrity, supporting staff and students' welfare, and ensuring equitable treatment. Key ethical responsibilities include fostering appropriate relationships, respecting confidentiality, and promoting transparency in decision-making. Administrators must also collaborate effectively with staff, parents, and the broader school community while upholding legal and organizational policies.</p>
<p><i>2.3 Initial Program Approval</i> The EPP must ensure that initial program proposals meet the specialty area program approval standards adopted by the SBE for the specific certification field. All new program proposals must gain SBE approval prior to implementation, recruitment, and admission of candidates.</p>	<p>The NELP standards, adopted by the SBE, will be met for the Elementary (PreK-8) Tier 1 and Secondary (8-12) Tier 2 certification fields.</p>
<p><i>2.4 Continuing Program Recognition</i> The EPP must ensure that each continuing program is fully recognized by a specialized accrediting agency, specialized professional association, or the state. Providers must gain full recognition for all SBE-approved educator preparation programs.</p>	<p>This is a new program, not a continuing one.</p>
<p><i>2.5 Verification of Candidate Program Completion for Educator Certification</i> The EPP must submit the verification of program completion for certification for each candidate seeking South Carolina educator certification. The verification signifies that a candidate has successfully completed all requirements of the provider's approved program for educator certification. The provider must also indicate if, at the time of program completion, the candidate has earned qualifying scores on</p>	<p>At the end of each academic semester, certification candidates who have completed all NGU program requirements, including meeting all SCDE requirements, are verified as being eligible for educator certification in Leadership: Elementary Tier 1 (PreK-8) or Secondary Tier 1 (8-12) through the SCDE Provider Portal.</p>

SBE Guidelines and SCDE Policy	Description
required subject area and pedagogy exam assessments for certification purposes.	
<p><i>2.6 Annual Reporting</i> The EPP must ensure that it meets annual reporting requirements and deadlines related to Title II, accreditation, program recognition, ADEPT, and any other assurances that may be required by the SBE.</p>	Annual reporting will be completed per NELP and CAEP standards. Title II applies here as well since this involves Praxis Scores of completers.
<p><i>2.7 Technology for the Enhancement of PK–12 Student Learning</i> The EPP must ensure that candidates are prepared to model and apply technology standards to enhance the learning of all PK–12 students. Candidates should be able to design instruction, implement lessons and activities, and assess learning using varied technology platforms, tools, and digital resources. Because South Carolina school districts must have approved instructional technology plans aligned with the standards of the International Society for Technology in Education (ISTE), EPPs must utilize the ISTE standards in preparing candidates for field and clinical experiences and classroom practice.</p>	<p>The technological knowledge needed for school leaders to assist teachers in integrating technology effectively in classrooms will be taught and reviewed in alignment with the ISTE standards. The post-master students will review their district’s approved instructional technology plan during the internship experience. Key areas of focus will include:</p> <ol style="list-style-type: none"> 1. Visionary Leadership: Developing a shared vision for technology use and modeling best practices. 2. Digital Citizenship: Ensuring ethical use of technology. 3. Systems Management: Implementing tech infrastructure and resources. 4. Professional Development: Offering ongoing training to teachers. 5. Instructional Support: Using technology to differentiate instruction and support innovative teaching strategies.

Section IV: National Accreditor and Specialized Programmatic Association Standards

Please review the assurances below. Providers that have received national accreditation must complete Part A. Providers that have not received national accreditation must complete Part B.

A. National Accreditation: Statement of Accreditation

Program proposals in certification fields that have achieved national recognition (e.g.: NASAD, NASM, etc.) must affirm the following:

- I affirm that the program is nationally approved by an accrediting agency recognized by the United States Department of Education or the Council for Higher Education Accreditation, and
- I affirm that this proposal includes a letter from the national accreditor.

B. Specialized Programmatic Association Requirements

For Modified Program Proposals Only – *Program proposals seeking to modify a program must affirm the following:*

- I affirm that the institution is seeking to modify a program, and
- I affirm that this proposal includes a copy of the most recent specialized programmatic report and any response to conditions in the appendices.

B. Specialized Programmatic Association Requirements (Cont.)

For New Program Proposals Only – Program proposals seeking to add new programs must complete all sections below:

Descriptions of any state or institutional policies that may influence the application of standards.

A. Context:

History of North Greenville University:

On October 14, 1891, at the fourth annual meeting of the North Greenville Baptist Association, a momentous decision was made. A committee of nine men was appointed to determine the best location for establishing a high school in the northern region of Greenville County. The recommendation to create the committee came in response to a suggestion made at an earlier associational meeting by John Ballenger of the Tigerville community. He asked that the association consider the possibility of providing educational opportunities for mountain area students as there were only three high schools in the entire county at that time.

The work of the committee led to the establishment of what is now North Greenville University. Benjamin F. Neves offered ten acres of beautiful rolling land midway between Glassy Mountain to the north and Paris Mountain to the south. By 1892 the first building was completed and ready for occupancy, and North Greenville High School began with the arrival of the first students on January 16, 1893.

The State of South Carolina chartered the institution as North Greenville High School in 1904. The next year the Home Mission Board of the Southern Baptist Convention assumed control of the school as part of its Mountain Mission School System, a relationship that lasted 25 years. In 1929, the North Greenville Baptist Association again accepted responsibility for the school which had been renamed “North Greenville Baptist Academy” in 1915.

In 1934, the charter was amended to create a junior college in addition to a high school. Fifteen years later, the growing institution was transferred from the founding association to the direct control of the General Board of the South Carolina Baptist Convention. In 1957, North Greenville College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a two-year liberal arts college, and the high school courses were discontinued. Previously, an amendment to the charter in 1950 changed the name to “North Greenville Junior College,” and the word “Junior” was deleted from the title of the college in 1972.

In 1991, the college reaffirmed its basic commitment to quality education, applying to the Commission on Colleges of the Southern Association of Colleges and Schools to offer baccalaureate degrees in Christian Studies and church music. The school was given candidacy status the following summer, with its initial cohort of upperclassmen enrolling in the fall semester of 1992. Level II accreditation was granted in June 1994. In 1997, the college’s Teacher Education Program received approval from the South Carolina Department of Education.

Descriptions of any state or institutional policies that may influence the application of standards.

In 2006, The University began offering graduate and doctoral level programs.

In the course of the school's existence, enrollment has continued to grow, the academic program has been strengthened, and campus facilities have been improved. Throughout this period of development, the fundamental purpose for which North Greenville was founded has remained constant: to provide a quality educational experience in the context of genuine Christian commitment.

Introduction of Program:

The Elementary Tier 1 and Secondary Tier 2 certifications will allow the university to address the needs of local communities and school districts by preparing educational leaders. The post-master certificate in Administration and Supervision is designed to empower and equip educators with the skills, knowledge, and ethical foundations required to become effective educational leaders in a rapidly evolving educational landscape, all embodied from a biblical worldview perspective. The program focuses on developing graduates who are not only well-versed in administrative and supervisory practices but also possess a deep commitment to ethical leadership, data-informed decision-making, and fostering collaborative and supportive school communities

A. **Mission Statement:** North Greenville University strives to cultivate and equip transformational leaders for the church and society. This vision is founded on four core values: Christ-centered, Biblically Faithful, Academically Excellent, and Mission-Focused. North Greenville University strengthens the development of transformational leaders for church and society by creating a community that intentionally emphasizes these core values.

B. Goals of the EPP:

1. **Develop Effective Leadership Skills** by equipping aspiring principals with the knowledge and competencies necessary to lead a school, including strategic decision-making, fostering a positive school culture, and promoting continuous school improvement.
2. **Foster Instructional Leadership** by training candidates to become instructional leaders who can enhance teaching and learning by supporting teachers, analyzing data to improve student outcomes, and implementing curriculum standards effectively.
3. **Enhance Communication and Community Engagement** by preparing future principals to build strong relationships with stakeholders, including teachers, students, parents, and community members. This includes mastering communication skills for conflict management, parent involvement, and community partnerships.
4. **Promote Equity and Inclusion** by ensuring that aspiring principals are prepared to create and maintain equitable, inclusive school environments. This goal includes developing skills for addressing diverse student needs, promoting social justice, and implementing policies that reduce achievement gaps.

C. SPA and State standards:

North Greenville aligns all education programs with the appropriate state and national standards. For this proposed program, the NELP standards and the PADEPP standards will be utilized. The NELP standards are comprised of 8 standards that address knowledge and skills essential for leadership candidates seeking post-master certification in the Leadership: Elementary or

Descriptions of any state or institutional policies that may influence the application of standards.

Secondary Tier 1 areas. Twenty-five sub-standards are embedded in the 8 NELP standards. Each standard has been written to include the language of sub-standards it includes. Standards are limited to only the most essential knowledge and skills leadership candidates should attain in a post-master certification program and are specific to the school leadership discipline. CAEP’s cross-cutting themes of diversity and digital learning have been incorporated into the NELP standards. Since CAEP standards address candidates’ dispositions, only expectations associated with professional responsibility specific to the leadership discipline are addressed. The PADEPP State Standards will be integrated into the program to ensure that students are familiar with and understand the guidelines for South Carolina Administrators.

Descriptions of field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

An internship experience (two different settings) that includes assignments and hands-on field-based practice will be required of all students pursuing the certification. Students must complete a minimum of 240 hours over six months for the internship that will be completed through three, one-hour sections of an internship.

Chart of Assessments

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the programmatic standards. All programs must provide all six assessments. If a state licensure test in the content area is not required, you must substitute an assessment that documents the candidate's attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Assessment Title	Form¹	Course or Timing within the Program²
Assessment 1: Content	Praxis II Education Leadership: Administration and Supervision exam	State Licensure Test	After completing: EDUL 7312 Leadership in Educational Settings EDUL 7314 Conflict Resolution, Mediation, and Personnel Management EDUL 7323 Curriculum, Instruction, and Supervision EDUL 7324 Education Policy and School Law EDU 63XX School Finance and Business Administration

	Assessment Title	Form¹	Course or Timing within the Program²
			EDU 61XXE, EDU 61XXS, EDU 61XXE/S Internship in Elementary/Secondary Leadership. See pages 39-40.
Assessment 2: Content	GPA	Final GPA- Transcript	After completing: EDUL 7312 Leadership in Educational Settings EDUL 7314 Conflict Resolution, Mediation, and Personnel Management EDUL 7323 Curriculum, Instruction, and Supervision EDUL 7324 Education Policy and School Law EDU 63XX School Finance and Business Administration EDU 61XXE, EDU 61XXS, EDU 61XXE/S Internship in Elementary/Secondary Leadership. See Page 41-42.
Assessment 3: Instructional Leadership Skills	Action Research Paper	Paper	EDUL 7323 Curriculum, Instruction, and Supervision. See pages 43-45.
Assessment 4: Leadership and Management Skills in Field-Based Setting	K-12 Leadership Portfolio	Portfolio	EDU 61XXE, EDU 61XXS, EDU 61XXE/S Internship in Elementary/Secondary Leadership. See pages 46-105.
Assessment 5: Leadership Skills In Support of P-12 Learning Environment	School Impact Project	Project	EDU 61XXE, EDU 61XXS, EDU 61XXE/S Internship in Elementary/Secondary Leadership. See pages 106-110.
Assessment 6: Leadership Skills in Family and Community Relations	Family Advocacy Plan	Essay	EDU 61XXE, EDU 61XXS, EDU 61XXE/S Internship in Elementary/Secondary Leadership. See pages 111-115.
Assessment 7: Effectiveness of Leadership	Core Leadership Self-Assessment	Project	EDU 61XXE, EDU 61XXS, EDU 61XXE/S Internship in Elementary/Secondary Leadership. See pages 116-117.

Relationship of Assessments to Standards

For each program specific standard, identify the assessment(s) that address the standard. One assessment may apply to multiple standards. This alignment should match the standard alignment section in the individual assessment templates and rubrics.

NELP Standards	A1	A2	A3	A4	A5	A6	A7	A8 NA
<p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> 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. Understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. 	X			X			X	
<p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> 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. 	X			X			X	

NELP Standards	A1	A2	A3	A4	A5	A6	A7	A8 NA
<ul style="list-style-type: none"> Understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. 								
<p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> Understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. 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. 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. 		X	X				X	
<p>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, data systems, supports, and assessment.</p> <p>Candidates:</p> <ul style="list-style-type: none"> 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. 				X	X		X	

NELP Standards	A1	A2	A3	A4	A5	A6	A7	A8 NA
<ul style="list-style-type: none"> 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. 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. 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>Standard 5: Community and External Leadership</p> <p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> Understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. 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. 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. 		X				X	X	

NELP Standards	A1	A2	A3	A4	A5	A6	A7	A8 NA
<p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. 				X	X		X	
<p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> • Understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff. 				X	X		X	

NELP Standards	A1	A2	A3	A4	A5	A6	A7	A8 NA
<ul style="list-style-type: none"> 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. 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. 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>Standard 8: Internship</p> <p>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.</p> <p>Candidates:</p> <ul style="list-style-type: none"> 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. 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. 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 				X	X		X	

NELP Standards	A1	A2	A3	A4	A5	A6	A7	A8 NA
and/or district, and program faculty; and has received training from the supervising institution.								

Use of Assessments

Assessment Templates used in the Continuing Program Review should be submitted as separate documents. Abbreviated versions without data are available for use. No data are required for this documentation.

Planned use of assessment results to improve candidate and program performance

This is a new program, not a continuing program review. However, assessments for each required area are attached as appendices. The following information notes how assessments will be used in the Continuing Program Review, once established:

Data Collection and Analysis (each session, with a focus on yearly data)

Key Steps in the Assessment Process:

1. Professors Assign Key Assessments

- Outlined in the Post-Master Certification in Administration and Supervision Handbook and all course syllabi
- Collect and grade all required assessments.

2. Data Entry and Collection

- Professors of Record input data into Blackboard or Share Drive.
- Data is also collected from university and school supervisors.

3. Assessment Coordinator's (Program Director) Role

- Reviews key assessments.
- Aggregates data for unit and program analysis.
- Makes program improvements based on data analysis
- Closes the loop by reviewing program improvements for effectiveness.

Planned use of assessment results to improve candidate and program performance

Assessments used for candidate remediation and program changes

Key Steps in the Decision-Making Process:

1. Assessment Coordinator (Program Director)
 - Gives feedback to department faculty.
 - Prepares graphs and tables of data.

2. Assessment Committee
 - Reviews recommendations from faculty.
 - Reviews assessment results.

3. College of Education
 - Votes on recommendations from faculty.
 - Votes on recommendations from the Assessment Committee.

Changes of Additions to the Program

Commentary for program (modifications only)

N/A because this is a new program.

List of Assessments

Please list all assessments required by the institution that align with the [Specialty Area Program Approval Standards](#) (i.e., content, pedagogy, etc.)

Assessment 1 – **Content:** State Licensure Praxis Exam

Assessment 2 – **Content:** GPA

Assessment 3 – **Instructional Leadership Skills:** Action Research Paper

Assessment 4 – **Leadership and Management Skills in Field-Based Setting:** Leadership Portfolio

Assessment 5 – **Leadership Skills In Support of P-12 Learning Environment:** School Impact Project

Assessment 6 – **Leadership Skills in Family and Community Relations:** Family Advocacy Plan

Assessment 7 – **Leadership Effectiveness:** Core Leadership Self-Assessment

Assessment 8 – optional (N/A)

All assessments must be included in this section as part of the final submission.

Appendices

Please attach a letter of approval (e.g., SACS, SC Commission on Higher Education, etc.) from other bodies as appropriate.

Appendix A: Program Approval Letter

South Carolina Commission on Higher Education Program Approval Letter



A Council for the
/Accreditation of
Educator Preparation

1140 19th Street, NW / Suite 400 Washington, DC 20036
tel: 202.223.0077 / fax: 202.296.6620
caepnet.org

November 20, 2020

Dr. Gene C. Fant, Jr. President
North Greenville University PO Box 1892
Tigerville, SC 29688 Dear Dr. Fant:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 26, 2020, and I am pleased to inform you that the following accreditation status has been granted:

The Education Division at North Greenville University is granted Accreditation at the initial-licensure level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

1) The Accreditation Action Report provides details of the accreditation status.

2) **Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.**

Congratulations on your accreditation achievement. I appreciate your commitment to excellence *in* educator preparation accreditation.

Sincerely yours,

Handwritten signature of Christopher A. Koch in black ink. The signature is written in a cursive style, with the first name 'Christopher' and the last name 'Koch' clearly legible.

Christopher A. Koch, Ed.D. President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Dr. Constance Wright, Education Division Dr. V. Shelley Dugle, Education Division

Appendix B:

Courses and Descriptions

Courses and Descriptions

EDUL 7312 Leadership in Educational Settings (3 hours)

This course examines the leadership traits and skills necessary for effectiveness in educational settings, with an emphasis on the identification of personal leadership styles and application to real-world scenarios.

***EDU 63XX School Finance and Business Administration (3 hours)**

This course School Finance and Business Administration delves into the financial management principles and strategies essential for effective administration within educational institutions. This course provides students with a comprehensive understanding of budgeting, resource allocation, and revenue generation, tailored to the unique needs and challenges of educational settings. Through case studies, discussions, and practical applications, students will analyze financial data, assess funding sources, and develop strategic financial plans to optimize resource utilization while aligning with organizational goals and priorities. Additionally, emphasis will be placed on financial accountability mechanisms relevant to educational leadership roles.

EDUL 7314 Conflict Resolution, Mediation, and Personnel Management (3 hours)

This course examines conflict resolution, mediation, mentoring, and personnel management in educational settings, with special attention paid to strategies for productively engaging individual, group, and organizational conflict to promote institutional effectiveness.

EDUL 7323 Curriculum, Instruction, and Supervision (3 hours)

This course develops leadership skills in evaluating and developing system-wide curriculum in the context of local, state, and national mandates. Topics include developing models of instruction and assessment, evaluating existing curricula, responding to external regulations, and supervising instructional personnel.

EDUL 7324 Education Policy and School Law (3 hours)

This course explores the areas of law and public policy that relate to K-12 education in the United States, with a focus on the practical obligations of school leaders in ensuring compliance with statutory and regulatory requirements.

*EDU 61XXE (elementary), 61XXS (secondary), 61XXE/S (elementary or secondary) Internship in Elementary/Secondary Leadership

**The internship experiences offer a hands-on opportunity to apply theoretical knowledge to real-world educational leadership contexts.

Participants will engage in immersive experiences within school settings, working closely with experienced administrators to develop essential leadership skills. Throughout the internship, students will gain practical insights into instructional leadership, school operations, community engagement, and personnel management. Emphasizing reflective practice and professional growth, this course equips future school leaders with the competencies needed to lead effectively and enact positive change in educational institutions. Through guided mentorship and project-based learning, students will emerge prepared to navigate the complexities of school administration and supervision.

*These courses will be assigned a complete course number once the program is approved.

** (These are 3, 1 hour sections packaged as an internship. They deliver the same content and are taught by the same professor. Section E/S has a specific placement according to the student's preference for elementary or secondary. This is structured this way to assist with the pending changes to the certification from PreK-8 and 8-12 to K-12).

PADEPP STANDARDS	EDUL 7312	EDUL 7314	EDUL 7323	EDUL 7324	EDU 63XX	EDU 61XXE, 61XXS, 61XXE/S
Standard 1: Vision An effective educational leader fosters the academic success and well-being of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.	X					X
Standard 2: Instructional Leadership An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the			X			X

organizational, instructional, and assessment strategies that enhance teaching and learning						
Standard 3: Effective Management An effective educational leader fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.					X	X
Standard 4: Climate An effective educational leader fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate	X					
Standard 5: School/Community Relations An effective educational leader fosters the academic success and well-being of each student by collaborating effectively with stakeholders.		X				
Standard 6: Ethical Behavior An effective educational leader fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.		X				
Standard 7: Interpersonal Skills An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.		X				X

<p>Standard 8: Staff Development An effective educational leader fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.</p>						X
<p>Standard 9: Principal's Professional Development An effective educational leader fosters the academic success and well-being of each student by using available resources and opportunities for professional growth.</p>						X

Appendix C:

Alignment of NELP Standards to Assessments 1-7

Alignment of NELP Standards to Assessments 1-7

NELP Building Standards

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity, Inclusiveness, & Cultural Responsiveness
- 4- Learning and Instruction
- 5- Community and External Leadership
- 6- Operations and Management
- 7- Building Professional Capacity

NELP Assessments	Assessment	Course	Standards
Assessment 1 A state licensure assessment, or other assessment of candidate content knowledge of concepts contained in the NELP building level standards	Praxis II, Educational Leadership: Administration and Supervision, 5412	EDUL 7312 Leadership in Educational Settings EDU 63XX School Finance and Business Administration EDUL 7314 Conflict Resolution, Mediation, and Personnel Management	NELP 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4

		EDUL 7323 Curriculum, Instruction, and Supervision EDUL 7324 Education Policy and School Law EDU61XXE, 61XXS, 61XXE/S Internship Elementary/Secondary Leadership	
Assessment 2 Second assessment of candidate content knowledge of concepts contained in the NELP building-level standards	GPA	EDUL 7312 Leadership in Educational Settings EDU 63XX School Finance and Business Administration EDUL 7314 Conflict Resolution, Mediation, and Personnel Management EDUL 7323 Curriculum, Instruction, and Supervision EDUL 7324 Education Policy and School Law EDU61XXE, 61XXS, 61XXE/S Internship Elementary/Secondary Leadership	NELP 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4
Assessment 3 Demonstration of candidate application of leadership skills in instructional leadership within a building	Action Research Paper	EDUL 7323 Curriculum, Instruction, and Supervision	NELP 2.1, 3.1, 3.3, 6.3, 7.2, 7.4

Assessment 4 Demonstration of candidate application of leadership skills in a building-level internship/clinical practice setting(s)	Leadership Portfolio	EDU61XXE, 61XXS, 61XXE/S Internship Elementary/Secondary Leadership	NELP 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.4
Assessment 5 Demonstration of candidate application of leadership skills that support an effective P-12 student learning environment within a building	School Impact Project	EDU61XXE, 61XXS, 61XXE/S Internship Elementary/Secondary Leadership	NELP 1.1, 1.2, 4.2, 5.2, 6.1, 6.2, 7.3, 7.4
Assessment 6 Demonstration of candidate application of leadership skills in organizational management and community relations within a building.	Family Advocacy Plan	EDU61XXE, 61XXS, 61XXE/S Internship Elementary/Secondary Leadership	NELP 5.1, 5.2, 5.3
Assessment 7 Demonstration of candidate application of core effective, authentic leadership skills	Core Leadership Self-Assessment	EDU61XXE, 61XXS, 61XXE/S Internship Elementary/Secondary Leadership	NELP 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4

Appendix D: Assessment 1

PRAXIS II: Educational Leadership: Administration and Supervision, 5412

Alignment of NELP Standards to Praxis II

PRAXIS II Test Category	NELP 1	NELP 2	NELP 3	NELP 4	NELP 5	NELP 6	NELP 7
Strategic Leadership	1.1, 1.2						
Instructional Leadership	1.1, 1.2	2.1, 2.2, 2.3	3.1, 3.2			6.3	
Climate and Cultural Leadership			3.1, 3.2, 3.3				7.1, 7.2, 7.3, 7.4
Ethical Leadership		2.1, 2.2, 2.3					
Organizational Leadership				4.1, 4.2, 4.3, 4.4		6.1, 6.2	7.4

Community Engagement Leadership					5.1, 5.2, 5.3		
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Appendix E: Assessment 2

GPA

GPA: Course Alignment with NELP Standards

NELP Building Standards

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity, Inclusiveness, & Cultural Responsiveness
- 4- Learning and Instruction
- 5- Community and External Leadership
- 6- Operations and Management
- 7- Building Professional Capacity

X =taught within the course

C = program Capstone Assignment

	EDUL 7312 Leadership in Educational Settings	EDUL 7314 Conflict Resolution, Mediation, and Personnel Management	EDUL 7323 Curriculum, Instruction, and Supervision	EDUL 7324 Education Policy and School Law	EDU 63XX School Finance and Business Administration	EDU61XXE, 61XXS, 61XXE/S Internship Elementary/Secondary Leadership
NELP STANDARDS						
1.1	X					X C
1.2	X					X C
2.1		X		X		X C
2.2				X		X C

2.3				X		XC
3.1			X	X		XC
3.2			X			XC
3.3			X			XC
4.1			X			C
4.2			X			C
4.3			X			C
4.4			X			C
5.1		X		X		C
5.2	X					C
5.3	X					C
6.1					XC	C
6.2					XC	C
6.3					XC	C
7.1		X		X	XC	C
7.2					XC	C
7.3					XC	C
7.4					XC	C
8.1						XC
8.2						XC
8.3						XC

Appendix E: Assessment 3

Action Research Paper

Action Research Paper

Final Action Research Paper: Throughout EDL 7323 Curriculum, Instruction, and Supervision you researched and implemented 2 ten minute inservice activities from the Whitaker & Breaux text. Write a paper that describes each activity, how you implemented each activity, and the results of each activity. Analyze the results by comparing and contrasting participants' attitudes, knowledge gained, and skills obtained during in-service activities. Include your areas of strength and weakness as they relate to your delivery and teaching of the activities. This paper should be a minimum of 10 pages in length and follow APA 7th edition guidelines.

Scoring Guide for assessing the paper:

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, and crystal clear.

Structure: Evident, understandable, and appropriate for the thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Scholarly source information is used to buttress points. Excellent integration of quoted material into sentences. Demonstrates an in-depth understanding of ideas from the literature and critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Work displays critical thinking and avoids simplistic descriptions or summaries of information.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. The author makes novel connections that illuminate the thesis. Creates appropriate college level, academic tone.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to APA format requirements.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions.

Use of evidence: Scholarly sources are used to support most points. Some evidence does not support the point or may appear where inappropriate. Quotes are well integrated into sentences. Demonstrates a solid understanding of the ideas from the literature and critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Evidence often related to the thesis, though links perhaps not very clear. Some description, but more critical thinking.

Logic and argumentation: The argument of the paper is clear, usually flows logically, and makes sense. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.

Mechanics: Sentence structure, grammar, and diction are strong despite occasional lapses; punctuation and citation style are often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to APA format requirements.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions.

Use of evidence: Scholarly sources are used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas from the literature and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.

Analysis: Quotes appear often without analysis relating them to the thesis (or there is a weak thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.

Logic and argumentation: Logic may often fail, or argument may often be unclear. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to APA format requirements.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, maybe bland restatement of obvious point.

Structure: Unclear, often because the thesis is weak or non-existent. Transitions are confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak scholarly sources. General failure to support statements or evidence seems to support no statement.

Quotes not integrated into sentences. Demonstrates a little understanding of the ideas from the literature and does not critically evaluate/respond to those ideas in an analytical, persuasive manner.

Analysis: Very little or very weak attempt to relate evidence to argument; there may be no identifiable argument or no evidence to relate it to. More description than critical thinking.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support them. A simplistic view of the topic; no effort to grasp possible alternative views. Does not create an appropriate college-level, academic tone, and has informal language or inappropriate slang.

Mechanics: Several problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. There are many run-on sentences or comma splices. Lacks a thorough use of APA format requirements.

Appendix F: Assessment 4

K-12 Leadership Portfolio

K-12 Leadership Portfolio

EDU 61XXE, 61XXS, 61XXE/S Internship in Elementary or Secondary Administration
Leadership Portfolio: Internship Activities/Tasks
Submission of NELP and PADEPP Standards Artifacts & Reflections

The appropriate activities/tasks for completing your practicum/internship are grouped by the National Educational Leadership Preparation (NELP) Standards and the PADEPP Standards. Each standard has subgroupings as well.

For each of the NELP standards, 1-7

- 1) Choose three activities from those listed for each standard. Choose carefully because you must include activities that include each of the sub-standards. (Example: For NELP Standard 1 you must include an activity that addresses 1.1. and an activity that addresses 1.2. The third activity can be your choice of sub-standards).
- 2) Clearly label the standard and substandard and write a brief description of the task and how the task demonstrates your proficiency in the applicable standard.
- 3) Include a supporting artifact. Examples include agendas, flyers, meeting minutes, reports, forms, anecdotal notes, etc.

NELP STANDARD #1: MISSION, VISION, AND IMPROVEMENT

These activities provide practical experiences that align with NELP Standard #1 and prepare students for leadership roles focused on mission, vision, and continuous improvement in educational settings. Each activity encourages critical thinking, collaboration, and strategic planning, essential for effective educational leadership.

PADEPP STANDARD #1: VISION

Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the school's vision in order to foster the academic growth and well-being of each student.

1. Conducting Mission and Vision Analysis: NELP 1.1, 1.2

- Analyze the mission and vision statements of two educational institutions.
- Compare and contrast the effectiveness of different statements in guiding organizational direction and improvement.
- Develop strategies to align mission and vision with improvement goals.
- Disseminate Mission/Vision statement branding that represents the school mission/vision to stakeholders (quotes, photos of people who exemplify, images)

2. Strategic Planning: NELP 1.2

- Participate in or lead the development of strategic plans for educational organizations.
- Identify key objectives and strategies to achieve improvement aligned with the mission and vision.
- Collaborate with stakeholders to ensure engagement and ownership of the strategic planning process.
- Use the school's goals to craft dept/grade/team goals that support school-wide goals.

3. Assessment and Data Analysis: NELP 1.2

- Use data analysis techniques to assess current performance against institutional goals.
- Develop action plans based on data to drive improvement initiatives.
- Identify areas for improvement in alignment with the mission and vision.
- Use student data/profiles to identify goals and address actual needs.

4. Stakeholder Engagement: NELP 1.1, 1.2

- Engage with diverse stakeholders (teachers, students, parents, community members) to gather perspectives on the mission and vision.
- Facilitate discussions and workshops to enhance understanding and commitment to improvement efforts.
- Establish student organization in support of student learning.
- Speak to the community about the vision for learning.
- Conduct school tours for prospective parents.

5. Continuous Improvement Processes: NELP 1.2

- Implement continuous improvement processes within educational settings.

- Monitor progress towards goals and adjust based on feedback and outcomes.
- Lead teams in implementing improvement initiatives.
- Plan and implement a monthly student recognition program.
- Involve students in community service events and/or programs.

6. Professional Development: NELP 1.1, 1.2

- Engage in professional development activities focused on leadership and improvement strategies.
- Attend workshops, conferences, and seminars to learn about best practices in mission-driven educational leadership.
- Prepare a staff meeting agenda (addressing vision/mission)
- Create a Staff Development Plan for a specific timeframe (month, year, cycle) and specific audience (e.g. by department, first-year and veteran teachers, etc.)
- Develop agendas and run meetings (i.e. grade grade-level meetings, team meetings)

Holistic Rubric for Assessing Activities Aligned with NELP Standard #1: Mission, Vision, and Improvement

This holistic rubric uses a 4-point scale for evaluation. Each criterion outlines specific performance indicators at different levels of proficiency, providing clear expectations for assessing activities aligned with NELP Standard #1.

Criteria:

1. Conducting Mission and Vision Analysis:

4 Points: Excellent

- Comprehensive analysis of mission and vision statements from educational institutions.
- Insightful comparison highlighting effectiveness in guiding organizational direction.
- Innovative strategies proposed to align mission and vision with improvement goals.
- Creative and engaging dissemination of mission/vision statements to stakeholders.

3 Points: Proficient

- Competent analysis of mission and vision statements.
- Clear comparison of effectiveness in guiding organizational direction.
- Adequate strategies proposed to align mission and vision with improvement goals.
- Effective dissemination of mission/vision statements to stakeholders.

2 Points: Developing

- Basic analysis of mission and vision statements.
- Limited comparison of effectiveness.
- Simple strategies proposed to align mission and vision with improvement goals.
- Basic dissemination of mission/vision statements to stakeholders.

1 Point: Emerging

- Minimal or no analysis of mission and vision statements.
- Lack of comparison of effectiveness.
- Strategies proposed are unclear or inappropriate.
- Inadequate dissemination of mission/vision statements to stakeholders.

Criteria:

2. Strategic Planning

4 Points: Excellent

- Leadership role in developing comprehensive strategic plans.
- Clearly defined objectives and strategies closely aligned with mission and vision.
- Extensive stakeholder engagement fostering ownership of the planning process.
- Departmental/grade/team goals effectively support school-wide objectives.

3 Points: Proficient

- Active participation in developing strategic plans.
- Defined objectives and strategies aligned with mission and vision.
- Adequate stakeholder engagement promoting ownership of the planning process.
- Departmental/grade/team goals contribute to school-wide objectives.

2 Points: Developing

- Limited involvement in strategic planning.
- Objectives and strategies show some alignment with mission and vision.
- Minimal stakeholder engagement in the planning process.
- Departmental/grade/team goals partially support school-wide objectives.

1 Point: Emerging

- Little to no involvement in strategic planning.
- Objectives and strategies lack alignment with mission and vision.
- Insufficient stakeholder engagement in the planning process.
- Departmental/grade/team goals do not support school-wide objectives.

Criteria:

3. Assessment and Data Analysis**4 Points: Excellent**

- Thorough use of data analysis techniques to assess performance against institutional goals.
- Action plans are detailed, data-driven, and effectively drive improvement initiatives.
- Clear identification of improvement areas closely aligned with mission and vision.
- Student data/profiles extensively utilized to address specific needs.

3 Points: Proficient

- Competent use of data analysis techniques to assess performance against institutional goals.
- Action plans are developed based on data insights to drive improvement initiatives.
- Identification of improvement areas shows alignment with mission and vision.
- Student data/profiles utilized to address some specific needs.

2 Points: Developing

- Basic use of data analysis techniques for performance assessment.
- Action plans lack detail or alignment with improvement goals.
- Limited identification of improvement areas aligned with mission and vision.
- Minimal use of student data/profiles to address needs.

1 Point: Emerging

- Minimal or no use of data analysis techniques.
- Action plans are absent or poorly developed.
- Failure to identify improvement areas aligned with mission and vision.
- Little to no use of student data/profiles to address needs.

Criteria:

4. Stakeholder Engagement

4 Points: Excellent

- Proactively engages with diverse stakeholders (teachers, students, parents, community members) to gather perspectives on mission and vision.
- Facilitates meaningful discussions and workshops that enhance understanding and commitment to improvement efforts.
- Establishes effective student organizations that contribute significantly to student learning and school improvement.
- Communicates the vision for learning clearly and effectively to the community through various platforms.

3 Points: Proficient

- Engages with stakeholders to gather perspectives on mission and vision.
- Facilitates discussions and workshops that enhance understanding and commitment to improvement efforts.
- Establishes student organizations that support student learning and school improvement.
- Communicates the vision for learning to the community.

2 Points: Developing

- Limited engagement with stakeholders to gather perspectives on mission and vision.
- Facilitates basic discussions or workshops on improvement efforts.
- Attempts to establish student organizations with minimal impact on student learning and school improvement.
- Communicates the vision for learning with some gaps or inconsistencies.

1 Point: Emerging

- Minimal or no engagement with stakeholders.
- Lacks facilitation of discussions or workshops on improvement efforts.
- No establishment of student organizations.
- Communication of the vision for learning is ineffective or nonexistent.

Criteria:

5. Continuous Improvement Processes

4 Points: Excellent

- Implements robust continuous improvement processes within educational settings.
- Demonstrates effective monitoring of progress towards goals and adjusts strategies based on feedback and outcomes.
- Provides strong leadership in implementing improvement initiatives that align with mission and vision.

- Plans and implements impactful student recognition programs and community service events/programs.

3 Points: Proficient

- Implements continuous improvement processes within educational settings.
- Monitors progress towards goals and adjusts strategies based on feedback.
- Demonstrates leadership in implementing improvement initiatives.
- Plans and implements student recognition programs and community service events/programs.

2 Points: Developing

- Attempts to implement continuous improvement processes.
- Limited monitoring of progress towards goals or adjustment of strategies.
- Demonstrates some leadership in implementing improvement initiatives.
- Student recognition programs and community service events/programs are basic or inconsistently implemented.

1 Point: Emerging

- Minimal or no implementation of continuous improvement processes.
- Fails to monitor progress towards goals or adjust strategies based on feedback.
- Lacks leadership in implementing improvement initiatives.
- Student recognition programs and community service events/programs are nonexistent.

Criteria:

6. Professional Development

4 Points: Excellent

- Actively engages in diverse professional development activities focused on leadership and improvement strategies.
- Demonstrates deep learning outcomes from workshops, conferences, and seminars.
- Develops comprehensive staff meeting agendas addressing vision and mission.
- Creates and implements effective staff development plans tailored to specific audiences and timeframes.
- Successfully leads and manages meetings (e.g., grade-level meetings, team meetings) with clear objectives and outcomes.

3 Points: Proficient

- Engages in professional development activities focused on leadership and improvement strategies.
- Attends workshops, conferences, and seminars demonstrating meaningful learning outcomes.
- Develops staff meeting agendas addressing vision and mission.

- Creates and implements staff development plans with some effectiveness.
- Conducts meetings with acceptable organization and management.

2 Points: Developing

- Participates in limited professional development activities.
- Attends workshops, conferences, and seminars with minimal impact on learning outcomes.
- Attempts to develop staff meeting agendas and staff development plans.
- Conducts meetings with limited effectiveness in organization and management.

1 Point: Emerging

- Little to no participation in professional development activities.
- Fails to attend workshops, conferences, and seminars.
- Does not develop staff meeting agendas or staff development plans.
- Conducts meetings with poor organization and management.

STANDARD #2: ETHICS AND PROFESSIONAL NORMS

These activities promote a deeper understanding of ethical leadership principles and professional norms in educational settings. By actively engaging in these activities, students can develop the skills and competencies needed to navigate complex ethical challenges and promote a culture of integrity and accountability in educational leadership roles.

PADEPP STANDARD #6: ETHICAL BEHAVIOR

Fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.

1. Case Studies and Ethical Dilemmas: NELP 2.3

- Analyze and discuss case studies involving ethical challenges in educational leadership.
- Reflect on personal values and professional ethics when making decisions in simulated scenarios.
- Develop strategies for resolving ethical dilemmas while upholding professional norms.
- Create a revised school schedule that includes an advisory component.

2. Professional Codes of Conduct: NELP 2.2, 2.3

- Study and analyze professional codes of conduct and ethics relevant to educational leadership (e.g., from organizations like ASCD, NAESP, or NASSP).
- Compare and contrast ethical guidelines across different educational contexts.

3. Role-Playing and Simulations: NELP 2.2, 2.3

- Engage in role-playing exercises to practice ethical decision-making.
- Simulate scenarios where students must navigate complex ethical issues, such as conflicts of interest or confidentiality concerns.
- Prepare assemblies that have role-plays and examples of good character.

4. Ethics in Policy and Governance: NELP 2.1, 2.2, 2.3

- Explore the ethical dimensions of educational policies and governance practices.
- Assess the impact of policies on equity, diversity, and inclusion, and consider ethical implications in decision-making.
- Review and revise discipline procedures and documents to ensure equitable and fair approaches.
- Revise/develop a student handbook (policies and procedures).

5. Professional Integrity and Leadership: NELP 2.1, 2.3

- Reflect on the importance of integrity and transparency in educational leadership.
- Develop personal leadership philosophies that prioritize ethical behavior and professional norms.
- Address specific concerns of families/students such as gender, sexual harassment, and bullying.

6. Community Engagement and Ethics: NELP 2.2, 2.3

- Collaborate with community stakeholders to address ethical challenges within the educational system.
- Build relationships based on trust and integrity while fostering a culture of ethical leadership.
- Provide speakers/programs for parents.
- Share character education information in newsletters to connect with parents and gain support.
- Recognize students who display appropriate character traits.

7. Continuous Professional Development: NELP 2.1

- Engage in ongoing professional development activities focused on ethics and professional norms.
- Attend workshops, seminars, or webinars that emphasize ethical leadership in education.

8. Reflective Practice: NELP 2.1, 2.2

- Encourage reflective practice through journaling or portfolio development.
- Reflect on ethical decisions made during internships or field experiences and identify areas for growth.

Holistic Rubric for Assessing Activities Aligned with NELP Standard #2: Ethics and Professional Norms

This holistic rubric uses a 4-point scale for evaluation. Each criterion outlines specific performance indicators at different levels of proficiency, providing clear expectations for assessing activities aligned with NELP Standard #2.

Criteria:

1. Ethics in Policy and Governance

4 Points: Exemplary

- Demonstrates a deep understanding of the ethical dimensions of educational policies and governance practices.
- Analyzes policies' impact on equity, diversity, and inclusion, integrating ethical considerations into decision-making.
- Successfully reviews and revises discipline procedures and documents to ensure fairness and equity.
- Develops a student handbook with comprehensive policies and procedures that reflect ethical principles.

3 Points: Proficient

- Shows understanding of the ethical dimensions of educational policies and governance practices.
- Considers policies' impact on equity, diversity, and inclusion in decision-making.
- Reviews and revises discipline procedures and documents to promote fairness and equity.
- Develops a student handbook with adequate policies and procedures reflecting ethical principles.

2 Points: Developing

- Engages with the ethical dimensions of educational policies and governance practices with basic understanding.
- Attempts to consider policies' impact on equity, diversity, and inclusion.
- Reviews discipline procedures and documents with limited effectiveness in promoting fairness and equity.
- Develops a student handbook with some policies and procedures reflecting ethical principles.

1 Point: Emerging

- Shows minimal engagement with the ethical dimensions of educational policies and governance practices.
- Fails to consider policies' impact on equity, diversity, and inclusion.
- Discipline procedures and documents lack fairness and equity considerations.
- The student handbook lacks clear ethical principles.

Criteria:

2. Professional Integrity and Leadership**4 Points: Exemplary**

- Reflects deeply on the importance of integrity and transparency in educational leadership.
- Develops a personal leadership philosophy grounded in ethical behavior and professional norms.
- Addresses specific concerns such as gender, sexual harassment, and bullying with sensitivity and ethical considerations.

3 Points: Proficient

- Reflects on the importance of integrity and transparency in educational leadership.
- Develops a personal leadership philosophy that emphasizes ethical behavior and professional norms.
- Addresses specific concerns with adequate sensitivity and ethical considerations.

2 Points: Developing

- Attempts to reflect on the importance of integrity and transparency in educational leadership.

- Develops a basic personal leadership philosophy with some emphasis on ethical behavior and professional norms.
- Addresses specific concerns with limited sensitivity and ethical considerations.

1 Point: Emerging

- Shows minimal reflection on the importance of integrity and transparency in educational leadership.
- Lacks a clear personal leadership philosophy grounded in ethical behavior and professional norms.
- Fails to address specific concerns with sensitivity or ethical considerations.

Criteria:

3. Role-Playing and Simulations:

4 Points: Exemplary

- Fully engaged; exhibits a strong grasp of ethical decision-making with thoughtful and reflective responses.
- Skillfully navigates complex scenarios; thoroughly identifies ethical issues and proposes well-thought-out solutions.
- Assemblies are highly organized and engaging; role-plays and examples of good character are exemplary and impactful.

3 Points: Proficient

- Actively participates; demonstrates a good understanding of ethical decision-making principles
- Effectively navigates scenarios; identifies most ethical issues and provides clear solutions.
- Assemblies are well-organized; role-plays and examples of good character are clear and effectively executed.

2 Points: Developing

- Participates with some understanding; shows basic ethical decision-making skills.
- Attempts to navigate scenarios; identifies some ethical issues but solutions are basic or unclear.
- Assemblies have some structure; role-plays and examples of good character are present but need improvement.

1 Point: Emerging

- Limited participation; lacks understanding of ethical decision-making.
- Struggles to navigate scenarios; limited identification of ethical issues and solutions.
- Assemblies lack structure; role-plays and examples of good character are poorly executed or unclear.

Criteria:

4. Ethics in Policy and Governance:

4 Points: Exemplary

- Demonstrates a thorough exploration of the ethical dimensions of educational policies and governance practices with deep insights and comprehensive understanding.
- Accurately assesses the impact of policies on equity, diversity, and inclusion, providing detailed and thoughtful considerations of ethical implications.
- Reviews and revises discipline procedures and documents with a clear focus on equity and fairness, implementing well-justified improvements.
- Develops or revises a student handbook with clear, fair, and equitable policies and procedures, reflecting a deep understanding of ethical considerations.

3 Points: Proficient

- Adequately explores the ethical dimensions of educational policies and governance practices, demonstrating good understanding.
- Assesses the impact of policies on equity, diversity, and inclusion, considering ethical implications with reasonable depth.
- Reviews and revises discipline procedures and documents with a focus on equity and fairness, making necessary improvements.
- Develops or revises a student handbook with fair and equitable policies and procedures, showing a good understanding of ethical considerations.

2 Points: Developing

- Provides a basic exploration of the ethical dimensions of educational policies and governance practices, but lacks depth and comprehensive understanding.
- Assesses the impact of policies on equity, diversity, and inclusion, but the ethical implications are not thoroughly considered.
- Reviews and revises discipline procedures and documents with some focus on equity and fairness, but improvements are limited or unclear.
- Develops or revises a student handbook with basic policies and procedures, but lacks full consideration of ethical implications.

1 Point: Emerging

- Shows minimal exploration of the ethical dimensions of educational policies and governance practices, lacking understanding and depth.
- Fails to adequately assess the impact of policies on equity, diversity, and inclusion, with little to no consideration of ethical implications.
- Reviews and revises discipline procedures and documents poorly, with little focus on equity and fairness, and no significant improvements.
- Develops or revises a student handbook with unclear or unfair policies and procedures, lacking ethical consideration and depth.

Criteria

5. Professional Integrity and Leadership:**4 Points: Exemplary**

- Provides deep and insightful reflections on the importance of integrity and transparency in educational leadership, demonstrating comprehensive understanding.

- Develops a well-articulated personal leadership philosophy that prioritizes ethical behavior and professional norms, showcasing a clear and consistent vision.
- Addresses specific concerns of families/students (e.g., gender, sexual harassment, bullying) with thorough, sensitive, and effective strategies and solutions.

3 Points: Proficient

- Reflects on the importance of integrity and transparency in educational leadership with clear understanding and reasonable depth. |
- Develops a personal leadership philosophy that prioritizes ethical behavior and professional norms, showing a coherent and consistent approach.
- Addresses specific concerns of families/students (e.g., gender, sexual harassment, bullying) with appropriate and effective strategies and solutions

2 Points: Developing

- Provides basic reflections on the importance of integrity and transparency in educational leadership, but lacks depth and comprehensive understanding. |
- Develops a personal leadership philosophy that includes ethical behavior and professional norms, but lacks full coherence and consistency.
- Addresses specific concerns of families/students (e.g., gender, sexual harassment, bullying) with limited or partially effective strategies and solutions.

1 Point: Emerging

- Shows minimal reflection on the importance of integrity and transparency in educational leadership, with limited understanding. |
- Develops an unclear or inconsistent personal leadership philosophy, with little emphasis on ethical behavior and professional norms. |
- Fails to adequately address specific concerns of families/students (e.g., gender, sexual harassment, bullying), with ineffective or inappropriate strategies.

Criteria:

6. Community Engagement and Ethics

4 Points: Exemplary

- Collaborates effectively with community stakeholders to address ethical challenges in education.
- Builds trusting relationships based on integrity and ethical leadership principles.
- Provides valuable speakers/programs for parents and shares character education information to promote ethical values.

3 Points: Proficient

- Collaborates with community stakeholders to address ethical challenges in education.
- Establishes relationships based on integrity and ethical leadership principles.
- Provides speakers/programs and character education information to promote ethical values.

2 Points: Developing

- Attempts to collaborate with community stakeholders to address ethical challenges.
- Establishes relationships with limited effectiveness in promoting integrity and ethical leadership.
- Provides basic speakers/programs or character education information.

1 Point: Emerging

- Shows minimal collaboration with community stakeholders.
- Fails to establish relationships based on integrity and ethical leadership principles.
- Does not provide speakers/programs or character education information.

Criteria: **Continuous Professional Development**

4 Points: Exemplary

- Actively engages in ongoing professional development activities focused on ethics and professional norms.
- Demonstrates deep learning outcomes from workshops, seminars, or webinars emphasizing ethical leadership.
- Applies learnings effectively to enhance ethical practices in educational leadership.

3 Points: Proficient

- Engages in professional development activities focused on ethics and professional norms.
- Demonstrates meaningful learning outcomes from workshops, seminars, or webinars emphasizing ethical leadership.
- Applies learnings to enhance ethical practices in educational leadership adequately.

2 Points: Developing

- Participates in limited professional development activities focused on ethics and professional norms.
- Shows basic understanding from workshops, seminars, or webinars emphasizing ethical leadership.
- Attempts to apply learnings to enhance ethical practices in educational leadership.

1 Point: Emerging

- Shows minimal engagement in professional development activities focused on ethics and professional norms.
- Fails to demonstrate meaningful learning outcomes from workshops, seminars, or webinars.
- Does not apply learnings to enhance ethical practices in educational leadership.

Criteria: **Reflective Practice**

4 Points: Exemplary

- Actively engages in reflective practice through journaling or portfolio development, demonstrating deep self-awareness.
- Reflects critically on ethical decisions made during internships or field experiences, identifying areas for growth and improvement.

3 Points: Proficient

- Engages in reflective practice through journaling or portfolio development.
- Reflects on ethical decisions made during internships or field experiences, identifying areas for growth.

2 Points: Developing

- Attempts reflective practice through journaling or portfolio development with basic engagement.
- Reflects on ethical decisions made during internships or field experiences with limited depth or clarity.

1 Point: Emerging

- Shows minimal engagement in reflective practice.
- Reflects on ethical decisions made during internships or field experiences with limited effectiveness.

NELP STANDARD #3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS

These activities provide practical experiences that align with NELP Standard #3 and equip students with the knowledge, skills, and dispositions necessary to lead effectively in diverse educational environments. By engaging in these activities, students can contribute to creating more equitable and inclusive schools and districts that prioritize the needs and experiences of all students.

PADEPP STANDARD #4: CLIMATE

Establish and supervise programs, supports, and services that promote positive social, emotional, and intellectual growth for each student in preparation for college and career readiness and successful life skills.

PADEPP STANDARD #6: ETHICAL BEHAVIOR

Fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.

1. Equity Audits: NELP 3.1, 3.2, 3.3

- Conduct equity audits within educational institutions to identify disparities in student outcomes, resource allocation, and access to opportunities.
- Analyze data to understand patterns of inequity and develop action plans to address systemic barriers.
- Conduct a curricular audit to evaluate the degree of inclusion of culturally responsive materials.
- Evaluate student access to educational resources, technologies, and opportunities.

2. Cultural Competence Training: NELP 3.2,3.3

- Participate in cultural competence workshops and training sessions.
- Develop an understanding of diverse cultural perspectives and their impact on teaching, learning, and leadership.
- Conduct regular book studies with staff to promote an inclusive climate.
- Establish student organizations that support the school's equity goals.

3. Community Engagement: NELP 3.2

- Collaborate with community organizations and stakeholders to promote equity and inclusiveness in educational settings.
- Engage in dialogue with diverse community members to address cultural biases and promote mutual understanding.
- Research and develop partnerships with outside organizations that support equity work.

4. Curriculum and Instructional Design: NELP 3.2, 3.3

- Evaluate curriculum materials and instructional practices for cultural relevance and inclusiveness.
- Advocate for curriculum changes that reflect diverse perspectives and histories.
- Create schoolwide systems to research and address issues of equity.

5. Recruitment and Retention Strategies: 3.1

- Develop strategies to recruit and retain diverse educators and staff members.
- Implement practices that create an inclusive and welcoming environment for students from diverse backgrounds.
- Conduct a building facility audit to determine accessibility for disabled students, teachers, staff, parents/caregivers, and community members.
- Provide multilingual newsletters/other school communications.

6. Professional Development on Equity: 3.1, 3.2,3.3

- Attend professional development sessions focused on equity, inclusiveness, and cultural responsiveness.
- Collaborate with colleagues to integrate equity-centered practices into professional development offerings.
- Develop a series of professional activities to support educators in becoming more culturally responsive in their practices.

7. Policy Advocacy: NELP 3.1,3.2

- Advocate for policies and practices that promote equity and inclusiveness in educational systems.
- Participate in advocacy efforts aimed at addressing educational inequities at local, state, and national levels.

8. Data-Informed Decision-Making: NELP 3.2, 3.3

- Use disaggregated data to inform decision-making processes related to equity and inclusiveness.
- Monitor progress towards equity goals and adjust strategies based on data analysis.

9. Reflective Practice: NELP 3.3

- Engage in reflective practice to examine personal biases and assumptions related to equity and cultural responsiveness.
- Develop strategies for continuous improvement in promoting equity and inclusiveness within educational leadership roles.

Holistic Rubric for Assessing Activities Aligned with **NELP Standard #3: Equity, Inclusiveness, and Cultural Responsiveness**

This holistic rubric provides a comprehensive framework for assessing activities aligned with NELP Standard #3: Equity, Inclusiveness, and Cultural Responsiveness. Each criterion outlines specific performance indicators at different levels of proficiency, reflecting the depth and quality of engagement with promoting equity, inclusiveness, and cultural responsiveness in educational settings.

Criteria:

1. Equity Audits

4 Points: Exemplary

- Conducts comprehensive equity audits with a deep understanding of disparities in student outcomes and resource allocation.
- Analyzes data effectively to identify systemic barriers and develop detailed action plans for addressing inequities.
- Conducts thorough curricular audits to assess the degree of cultural responsiveness and inclusiveness.
- Demonstrates clear evaluation of student access to educational resources, technologies, and opportunities.

3 Points: Proficient

- Conducts equity audits with a solid understanding of disparities in student outcomes and resource allocation.
- Analyzes data to identify systemic barriers and develops action plans for addressing inequities.
- Conducts curricular audits to assess cultural responsiveness and inclusiveness adequately.
- Evaluates student access to educational resources, technologies, and opportunities with some depth.

2 Points: Developing

- Attempts equity audits with basic understanding of disparities in student outcomes and resource allocation.
- Analyzes data to identify some systemic barriers and develops basic action plans for addressing inequities.
- Conducts curricular audits with limited effectiveness in assessing cultural responsiveness and inclusiveness.
- Evaluates student access to educational resources, technologies, and opportunities with limited depth.

1 Point: Emerging

- Shows minimal engagement in equity audits.
- Lacks understanding of disparities and systemic barriers.
- Fails to conduct effective curricular audits or evaluate student access to resources.

Criteria:

2. Cultural Competence Training

4 Points: Exemplary

- Actively participates in cultural competence workshops and training sessions with a deep understanding of diverse cultural perspectives.
- Demonstrates comprehensive knowledge of how cultural perspectives impact teaching, learning, and leadership.
- Leads book studies with staff effectively to promote an inclusive climate.
- Establishes student organizations that effectively support equity goals.

3 Points: Proficient

- Participates in cultural competence workshops and training sessions with understanding of diverse cultural perspectives.
- Develops knowledge of how cultural perspectives impact teaching, learning, and leadership.
- Contributes to book studies with staff to promote an inclusive climate adequately.
- Establishes student organizations that support equity goals.

2 Points: Developing

- Engages in cultural competence workshops and training sessions with basic understanding of diverse cultural perspectives.
- Demonstrates limited knowledge of how cultural perspectives impact teaching, learning, and leadership.
- Participates in book studies with staff with limited effectiveness in promoting an inclusive climate.
- Attempts to establish student organizations but with limited impact on equity goals.

1 Point: Emerging

- Shows minimal engagement in cultural competence workshops and training sessions.
- Lacks understanding of diverse cultural perspectives and their impact on educational practices.
- Fails to contribute to promoting an inclusive climate through book studies or student organizations.

Criteria:

3. Community Engagement**4 Points: Exemplary**

- Collaborates effectively with community organizations and stakeholders to promote equity and inclusiveness in educational settings.
- Engages in meaningful dialogue with diverse community members to address cultural biases and promote mutual understanding.
- Develops strong partnerships with outside organizations that support equity work.

3 Points: Proficient

- Collaborates with community organizations and stakeholders to promote equity and inclusiveness effectively.

- Engages in dialogue with diverse community members to address cultural biases adequately.
- Establishes partnerships with outside organizations that support equity work.

2 Points: Developing

- Attempts to collaborate with community organizations and stakeholders to promote equity and inclusiveness.
- Engages in dialogue with limited effectiveness in addressing cultural biases.
- Develops partnerships with outside organizations but with limited impact on equity work.

1 Point: Emerging

- Shows minimal collaboration with community organizations and stakeholders.
- Fails to engage in meaningful dialogue or develop partnerships to support equity and inclusiveness.

Criteria:

4. Curriculum and Instructional Design

4 Points: Exemplary

- Evaluates curriculum materials and instructional practices with a deep understanding of cultural relevance and inclusiveness.
- Advocates effectively for curriculum changes that reflect diverse perspectives and histories.
- Creates comprehensive schoolwide systems to research and address equity issues.

3 Points: Proficient

- Evaluates curriculum materials and instructional practices for cultural relevance and inclusiveness adequately.
- Supports advocacy for curriculum changes that reflect diverse perspectives and histories.
- Establishes systems to research and address equity issues at a satisfactory level.

2 Points: Developing

- Attempts to evaluate curriculum materials and instructional practices for cultural relevance and inclusiveness.
- Advocates for curriculum changes with limited effectiveness.
- Establishes basic systems to research and address equity issues.

1 Point: Emerging

- Shows minimal engagement in evaluating curriculum materials and instructional practices.
- Fails to advocate for curriculum changes or establish systems to address equity issues.

Criteria:

5. Recruitment and Retention Strategies

4 Points: Exemplary

- Develops innovative strategies to recruit and retain diverse educators and staff members effectively.
- Implements practices that create an inclusive and welcoming environment for students from diverse backgrounds.
- Conducts building facility audits to ensure accessibility for all stakeholders.
- Provides multilingual newsletters and communications to promote inclusiveness.

3 Points: Proficient

- Develops strategies to recruit and retain diverse educators and staff members adequately.
- Implements practices to create an inclusive environment for students from diverse backgrounds.
- Conducts building facility audits to ensure some level of accessibility.
- Provides multilingual communications to support inclusiveness.

2 Points: Developing

- Attempts to develop strategies for recruitment and retention of diverse educators and staff members.
- Implements basic practices to create an inclusive environment.
- Conducts limited building facility audits.
- Provides basic multilingual communications.

1 Point: Emerging

- Shows minimal engagement in recruitment and retention strategies.
- Fails to implement practices that create an inclusive environment.
- Does not conduct building facility audits or provide multilingual communications.

Criteria:

6. Professional Development on Equity

4 Points: Exemplary

- Actively participates in professional development sessions focused on equity, inclusiveness, and cultural responsiveness.
- Collaborates effectively with colleagues to integrate equity-centered practices into professional development offerings.
- Develops and leads professional activities that promote cultural responsiveness among educators.

3 Points: Proficient

- Participates in professional development sessions focused on equity, inclusiveness, and cultural responsiveness.
- Contributes to integrating equity-centered practices into professional development offerings.
- Supports professional activities that promote cultural responsiveness among educators.

2 Points: Developing

- Engages in limited professional development sessions focused on equity, inclusiveness, and cultural responsiveness.
- Attempts to integrate equity-centered practices into professional development offerings.
- Participates in professional activities with limited effectiveness in promoting cultural responsiveness.

1 Point: Emerging

- Shows minimal engagement in professional development sessions focused on equity, inclusiveness, and cultural responsiveness.
- Fails to contribute to integrating equity-centered practices into professional development offerings.
- Does not support activities promoting cultural responsiveness among educators.

Criteria:

7. Policy Advocacy**4 Points: Exemplary**

- Advocates effectively for policies and practices that promote equity and inclusiveness in educational systems.
- Participates actively in advocacy efforts at local, state, and national levels to address educational inequities.

3 Points: Proficient

- Advocates for policies and practices that promote equity and inclusiveness in educational systems adequately.
- Participates in advocacy efforts to address educational inequities at local or state levels.

2 Points: Developing

- Attempts to advocate for policies and practices promoting equity and inclusiveness.
- Engages in limited advocacy efforts to address educational inequities.

1 Point: Emerging

- Shows minimal engagement in policy advocacy for equity and inclusiveness in educational systems.

Criteria:

8. Data-Informed Decision-Making

4 Points: Exemplary

- Utilizes disaggregated data effectively to inform decision-making processes related to equity and inclusiveness.
- Monitors progress towards equity goals and adjusts strategies based on comprehensive data analysis.

3 Points: Proficient

- Utilizes disaggregated data adequately to inform decision-making processes related to equity and inclusiveness.
- Monitors progress towards equity goals and adjusts strategies based on data analysis.

2 Points: Developing

- Attempts to utilize disaggregated data for decision-making related to equity and inclusiveness.
- Monitors progress towards equity goals with limited effectiveness in data analysis.

1 Point: Emerging

- Shows minimal engagement in using disaggregated data for decision-making related to equity and inclusiveness.

Criteria:

9. Reflective Practice

4 Points: Exemplary

- Engages actively in reflective practice to examine personal biases and assumptions related to equity and cultural responsiveness.
- Develops comprehensive strategies for continuous improvement in promoting equity and inclusiveness within educational leadership roles.

3 Points: Proficient

- Engages in reflective practice to examine personal biases and assumptions related to equity and cultural responsiveness adequately.
- Develops strategies for continuous improvement in promoting equity and inclusiveness within educational leadership roles.

2 Points: Developing

- Attempts reflective practice with limited engagement in examining personal biases and assumptions related to equity and cultural responsiveness.
- Develops basic strategies for continuous improvement in promoting equity and inclusiveness.

1 Point: Emerging

- Shows minimal engagement in reflective practice related to equity and cultural responsiveness.
- Fails to develop strategies for continuous improvement in promoting equity and inclusiveness within educational leadership roles.

NELP STANDARD #4: LEARNING AND INSTRUCTION

By participating in these activities, educational leadership students can develop the skills and competencies necessary to lead instructional improvement efforts within educational settings. NELP Standard #4 emphasizes the critical role of educational leaders in fostering effective teaching and learning practices that enhance student achievement and promote educational excellence.

PADEPP STANDARD #2: INSTRUCTIONAL LEADERSHIP

Fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

1. Curriculum Review and Development: NELP 4.2, 4.3, 4.4

- Analyze existing curriculum frameworks and instructional materials.
- Collaborate with teachers and curriculum specialists to develop or revise curriculum aligned with standards and best practices.
- Review IEPs

2. Instructional Leadership: NELP 4.2, 4.3, 4.4

- Observe classroom instruction and provide constructive feedback to teachers.
- Facilitate professional learning communities focused on improving instructional practices.
- Implement strategies to support differentiated instruction and personalized learning approaches.
- Conduct a “Walk-through” supervision.
- Develop faculty meeting agendas (professional issues and development).
- Create/evaluate curricula that include integration of technology.

3. Data-Driven Instructional Improvement: NELP 4.4

- Use student performance data to inform instructional decision-making.
- Lead data analysis meetings to identify areas for improvement and implement targeted interventions.
- Use evaluation data and student mastery data to complete instructional needs assessment.
- Develop an action plan based on assessment data.

4. Professional Development in Instruction: NELP 4.2, 4.3

- Plan and facilitate professional development sessions on effective teaching strategies.
- Stay abreast of research-based instructional practices and disseminate knowledge to teachers and staff.
- Assist in the creation of a school-wide professional development plan.
- Lead building-level study teams (whole faculty study groups, Instructional inquiry teams, child study, etc.)
- Lead an in-service activity.

5. Technology Integration: NELP 4.1

- Explore ways to integrate technology into instructional practices to enhance student engagement and learning outcomes.
- Provide support and training to teachers in utilizing educational technology tools effectively.
- Create/evaluate curricula that include integration of technology.

6. Assessment and Evaluation: NELP 4.4

- Develop and implement assessment strategies to measure student progress and achievement.
- Ensure alignment between curriculum, instruction, and assessment practices.
- Conduct instructional practice inventories.
- Develop an action plan based on assessment data.
- Develop grade level/course level common assessments.

7. Promoting Differentiation and Inclusion: NELP 4.2, 4.4

- Advocate for differentiated instruction to meet the diverse needs of students.
- Promote inclusive practices that support students with varying abilities and backgrounds.
- Review IEPs

8. Action Research: 4.2, 4.3

- Engage in action research projects focused on improving learning outcomes.
- Collaborate with teachers to conduct research studies that inform instructional practices.
- Conduct a climate or culture survey among all stakeholders and disseminate results.
- Research and provide staff with professional reading material on a specific instructional focus.
- Develop a model student or teacher portfolio for teachers.

9. Parent and Community Engagement in Learning: NELP 4.1, 4.2

- Foster partnerships with parents and community members to support student learning outside of school.
- Organize workshops and events that promote family engagement in education.
- Plan orientation sessions for incoming students/families.

10. Continuous Improvement and Reflection: NELP 4.2, 4.3, 4.4

- Encourage reflective practice among teachers and staff to continuously improve instructional approaches.
- Lead efforts to assess the effectiveness of instructional programs and make data-driven adjustments.
- Develop professional development based on student achievement improvement areas.
- Lead building-level study teams (whole faculty study groups, Instructional inquiry teams, child study, etc.)
- Provide opportunities for teachers to observe best practices (both inside and outside subject/certification area)

Holistic Rubric for Assessing Activities Aligned with NELP Standard #4: Learning and Instruction

This holistic rubric provides a comprehensive framework for assessing activities aligned with NELP Standard #4: Learning and Instruction. Each criterion outlines specific performance indicators at different levels of proficiency, reflecting the depth and quality of engagement with instructional leadership practices in educational settings.

Criteria:

1. Curriculum Review and Development

4 Points: Exemplary

- Analyzes existing curriculum frameworks and instructional materials with depth and insight.
- Collaborates effectively with teachers and specialists to develop or revise curriculum aligned with standards and best practices.
- Demonstrates comprehensive understanding of Individualized Education Programs (IEPs) and their implications for curriculum.

3 Points: Proficient

- Analyzes existing curriculum frameworks and instructional materials effectively.
- Collaborates with teachers and specialists to develop or revise curriculum aligned with standards and best practices adequately.
- Shows understanding of Individualized Education Programs (IEPs) and their role in curriculum development.

2 Points: Developing

- Attempts to analyze existing curriculum frameworks and instructional materials with limited effectiveness.

- Collaborates with teachers and specialists to develop or revise curriculum with basic understanding of standards and best practices.
- Demonstrates limited understanding of Individualized Education Programs (IEPs) and their implications for curriculum.

1 Point: Emerging

- Shows minimal engagement in curriculum review and development activities.
- Lacks understanding of curriculum frameworks, standards, and best practices.
- Fails to demonstrate knowledge of Individualized Education Programs (IEPs).

Criteria:

2. Instructional Leadership

4 Points: Exemplary

- Observes classroom instruction with depth and provides constructive feedback to teachers.
- Facilitates professional learning communities effectively to improve instructional practices.
- Implements differentiated instruction and personalized learning approaches with innovation and impact.

3 Points: Proficient

- Observes classroom instruction and provides constructive feedback adequately.
- Facilitates professional learning communities to improve instructional practices adequately.
- Implements differentiated instruction and personalized learning approaches satisfactorily.

2 Points: Developing

- Attempts to observe classroom instruction and provide feedback with limited effectiveness.
- Facilitates professional learning communities with basic understanding of instructional improvement.
- Demonstrates limited implementation of differentiated instruction and personalized learning approaches.

1 Point: Emerging

- Shows minimal engagement in instructional leadership activities.
- Lacks effectiveness in observing classroom instruction and providing feedback.
- Fails to implement differentiated instruction or personalized learning approaches.

Criteria:

3. Data-Driven Instructional Improvement

4 Points: Exemplary

- Uses student performance data effectively to inform instructional decision-making.
- Leads data analysis meetings to identify areas for improvement and implements targeted interventions.
- Demonstrates comprehensive understanding of assessment data and develops actionable plans based on data analysis.

3 Points: Proficient

- Uses student performance data adequately to inform instructional decision-making.
- Leads data analysis meetings to identify areas for improvement and implements interventions satisfactorily.
- Shows understanding of assessment data and develops actionable plans based on data analysis.

2 Points: Developing

- Attempts to use student performance data for instructional decision-making with limited effectiveness.
- Participates in data analysis meetings with basic understanding of improvement areas.
- Demonstrates limited understanding of assessment data and struggles to develop actionable plans.

1 Point: Emerging

- Shows minimal engagement in using student performance data for instructional improvement.
- Lacks effectiveness in leading data analysis meetings or developing actionable plans based on assessment data.

Criteria:

4. Professional Development in Instruction**4 Points: Exemplary**

- Plans and facilitates effective professional development sessions on teaching strategies.
- Stays abreast of research-based instructional practices and disseminates knowledge to teachers and staff.
- Leads creation of a comprehensive school-wide professional development plan.

3 Points: Proficient

- Plans and facilitates professional development sessions on teaching strategies adequately.
- Keeps up with research-based instructional practices and shares knowledge with teachers and staff satisfactorily.
- Supports creation of a school-wide professional development plan.

2 Points: Developing

- Attempts to plan and facilitate professional development sessions on teaching strategies with limited effectiveness.
- Demonstrates basic knowledge of instructional practices and research-based strategies.
- Participates in creating a school-wide professional development plan with limited contribution.

1 Point: Emerging

- Shows minimal engagement in planning and facilitating professional development sessions.
- Lacks effectiveness in sharing knowledge of instructional practices or contributing to professional development planning.

Criteria:

5. Technology Integration

4 Points: Exemplary

- Explores innovative ways to integrate technology into instructional practices effectively, enhancing student engagement and learning outcomes.
- Provides comprehensive support and training to teachers in utilizing educational technology tools.
- Demonstrates expertise in creating and evaluating curricula that include seamless integration of technology.

3 Points: Proficient

- Explores ways to integrate technology into instructional practices adequately, improving student engagement and learning outcomes.
- Provides satisfactory support and training to teachers in utilizing educational technology tools.
- Demonstrates proficiency in creating and evaluating curricula with integration of technology.

2 Points: Developing

- Attempts to integrate technology into instructional practices with limited effectiveness in improving student engagement and learning outcomes.
- Provides basic support and training to teachers in utilizing educational technology tools.
- Demonstrates limited ability to create and evaluate curricula with integration of technology.

1 Point: Emerging

- Shows minimal engagement in technology integration efforts.
- Lacks effectiveness in supporting teachers with educational technology tools.
- Fails to integrate technology effectively into curricula.

Criteria:

6. Assessment and Evaluation

4 Points: Exemplary

- Develops and implements effective assessment strategies to measure student progress and achievement accurately.
- Ensures alignment between curriculum, instruction, and assessment practices seamlessly.
- Conducts comprehensive instructional practice inventories and develops actionable plans based on assessment data.

3 Points: Proficient

- Develops and implements assessment strategies adequately to measure student progress and achievement.
- Ensures alignment between curriculum, instruction, and assessment practices satisfactorily.
- Conducts instructional practice inventories and develops plans based on assessment data.

2 Points: Developing

- Attempts to develop and implement assessment strategies with limited effectiveness in measuring student progress and achievement.
- Struggles to ensure alignment between curriculum, instruction, and assessment practices.
- Conducts basic instructional practice inventories with limited understanding of assessment data.

1 Point: Emerging

- Shows minimal engagement in developing and implementing assessment strategies.
- Lacks effectiveness in ensuring alignment between curriculum, instruction, and assessment practices.
- Fails to conduct instructional practice inventories or develop plans based on assessment data.

Criteria:

7. Promoting Differentiation and Inclusion**4 Points: Exemplary**

- Advocates effectively for differentiated instruction to meet diverse student needs.
- Promotes inclusive practices that support students with varying abilities and backgrounds with innovation and impact.
- Demonstrates deep understanding of Individualized Education Programs (IEPs) and actively reviews them for implementation.

3 Points: Proficient

- Advocates for differentiated instruction adequately to meet diverse student needs.
- Promotes inclusive practices satisfactorily to support students with varying abilities and backgrounds.
- Shows understanding of Individualized Education Programs (IEPs) and their role in supporting inclusion.

2 Points: Developing

- Attempts to advocate for differentiated instruction with limited effectiveness in meeting diverse student needs.
- Promotes inclusive practices with basic understanding of supporting students with varying abilities and backgrounds.
- Demonstrates limited understanding of Individualized Education Programs (IEPs) and their implementation.

1 Point: Emerging

- Shows minimal engagement in promoting differentiation and inclusion efforts.
- Lacks effectiveness in advocating for differentiated instruction or promoting inclusive practices.
- Fails to demonstrate understanding of Individualized Education Programs (IEPs) and their importance in inclusion.

Criteria:

8. Action Research

4 Points: Exemplary

- Engages in action research projects effectively focused on improving learning outcomes.
- Collaborates with teachers to conduct research studies that inform instructional practices with depth and impact.
- Conducts comprehensive climate or culture surveys among stakeholders and disseminates results to drive improvement.

3 Points: Proficient

- Engages in action research projects adequately focused on improving learning outcomes.
- Collaborates with teachers to conduct research studies that inform instructional practices satisfactorily.
- Conducts climate or culture surveys among stakeholders effectively to drive improvement.

2 Points: Developing

- Attempts to engage in action research projects with limited effectiveness in improving learning outcomes.
- Collaborates with teachers to conduct research studies with basic understanding of informing instructional practices.
- Conducts basic climate or culture surveys among stakeholders with limited impact on improvement.

1 Point: Emerging

- Shows minimal engagement in action research projects focused on improving learning outcomes.
- Lacks effectiveness in conducting research studies or surveys to inform instructional practices or drive improvement.

Criteria:

9. Parent and Community Engagement in Learning

4 Points: Exemplary

- Fosters strong partnerships with parents and community members to support student learning outside of school effectively.
- Organizes impactful workshops and events that promote family engagement in education.
- Plans comprehensive orientation sessions for incoming students and families with innovation and impact.

3 Points: Proficient

- Fosters partnerships with parents and community members adequately to support student learning outside of school.
- Organizes workshops and events satisfactorily to promote family engagement in education.
- Plans orientation sessions for incoming students and families effectively.

2 Points: Developing

- Attempts to foster partnerships with parents and community members with limited effectiveness in supporting student learning.
- Organizes basic workshops and events to promote family engagement in education.
- Plans orientation sessions for incoming students and families with limited impact.

1 Point: Emerging

- Shows minimal engagement in fostering partnerships with parents and community members.
- Lacks effectiveness in organizing workshops or events to promote family engagement.
- Fails to plan orientation sessions for incoming students and families.

Criteria:

10. Continuous Improvement and Reflection**4 Points: Exemplary**

- Encourages reflective practice among teachers and staff effectively to continuously improve instructional approaches.
- Leads efforts to assess the effectiveness of instructional programs accurately and makes data-driven adjustments.
- Develops professional development opportunities based on areas of student achievement improvement with depth and impact.

3 Points: Proficient

- Encourages reflective practice among teachers and staff adequately to continuously improve instructional approaches.
- Assesses the effectiveness of instructional programs satisfactorily and makes data-driven adjustments.
- Develops professional development opportunities based on areas of student achievement improvement effectively.

2 Points: Developing

- Attempts to encourage reflective practice among teachers and staff with limited effectiveness in improving instructional approaches.
- Struggles to assess the effectiveness of instructional programs or make data-driven adjustments.
- Develops basic professional development opportunities based on areas of student achievement improvement.

1 Point: Emerging

- Shows minimal engagement in encouraging reflective practice among teachers and staff.
- Lacks effectiveness in assessing instructional programs or developing professional development opportunities.
- Fails to make data-driven adjustments based on student achievement improvement areas.

NELP STANDARD #5: COMMUNITY AND EXTERNAL LEADERSHIP

By actively engaging in these activities, educational leadership students can cultivate strong community partnerships, enhance the impact of educational programs, and contribute to the overall well-being and success of students and families. NELP Standard #5 underscores the importance of community collaboration and external leadership in advancing educational goals and fostering positive relationships between schools and their surrounding communities.

PADEPP STANDARD #5: SCHOOL/COMMUNITY RELATIONS

Fosters the academic success and well-being of each student by collaborating effectively with stakeholders.

PADEPP STANDARD #7: INTERPERSONAL SKILLS

Fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.

1. Community Needs Assessment: NELP 5.1

- Conduct a needs assessment to identify community priorities and challenges related to education.
- Collaborate with community stakeholders to develop solutions that address identified needs.

2. Community Partnerships: NELP 5.1, 5.2, 5.3

- Forge partnerships with local businesses, nonprofit organizations, government agencies, and higher education institutions to support educational initiatives.
- Establish mutually beneficial relationships that enhance resources and opportunities for students and families.
- Develop a parent volunteer list and recognition ceremony.
- Establish business partnerships to enhance collaboration in the community.
- Collaborate with other educational institutions for greater vertical alignment (e.g. early childhood, elementary, middle, high school, college).
- Develop a system for tracking referrals of students and families to community agencies.

3. Public Relations and Communication: NELP 5.3

- Develop effective communication strategies to engage with the broader community.
- Utilize various platforms (e.g., newsletters, social media, community events) to share information about educational programs and initiatives.

4. Advocacy and Policy Engagement: NELP 5.3

- Advocate for educational policies and funding that benefit students and families within the community.
- Collaborate with policymakers and community leaders to influence decisions that impact education.
- Serve on the school leadership team.
- Attend School Improvement Council meetings.
- Develop partnerships with community organizations that address needs in your school/community.

5. Cultural Competence and Respect for Diversity: NELP 5.2

- Demonstrate cultural competence and respect for diversity when interacting with community members.
- Embrace and celebrate the cultural richness of the community in educational programs and events.

6. School-Community Collaborations: NELP 5.2, 5.3

- Facilitate collaborative projects and events that involve both school and community members.
- Encourage active participation of families and community stakeholders in school activities.
- Serve on the school leadership team.
- Assist in developing a parent advisory committee and suggest a format for minutes.
- Attend School Improvement Council meetings.
- Create a mentorship program (adults/students).

7. Community Outreach Programs: NELP 5.2

- Organize outreach programs such as parent workshops, health fairs, and educational forums.
- Promote community engagement in educational decision-making processes.
- Develop a parent volunteer list and recognition ceremony.
- Organize parent/community volunteers.
- Develop a system for tracking placements of students (SPED) in community agencies.
- Facilitate career day.

8. Leadership in Local Initiatives: NELP 5.3

- Lead or participate in local initiatives aimed at improving community well-being and educational outcomes.
- Mobilize resources and volunteers to support educational projects and initiatives.
- Deliver a speech/presentation to a community organization.

9. Crisis Response and Community Support: NELP 5.3

- Provide leadership during times of crisis or emergencies affecting the community.
- Collaborate with community partners to offer support and resources to affected individuals and families.
- Establish SEI teams.

10. Continuous Community Engagement: NELP 5.2, 5.3

- Maintain ongoing communication and engagement with community stakeholders.
- Seek feedback and input from diverse voices to inform decision-making and program development.
- Collaborate with other educational institutions for greater vertical alignment (e.g. early childhood, elementary, middle, high school, college).
- Survey parents about various concerns such as grades, participation in extracurricular activities, citizenship, etc.

Holistic Rubric for Assessing Activities Aligned with NELP Standard #5: Community and External Leadership

This holistic rubric provides a comprehensive framework for assessing activities aligned with NELP Standard #5: Community and External Leadership. Each criterion outlines specific performance indicators at different levels of proficiency, reflecting the depth and quality of engagement with instructional leadership practices in educational settings.

Criteria:

1. Community Needs Assessment

4 Points: Exemplary

- Conducts a comprehensive needs assessment to identify community priorities and challenges related to education.
- Collaborates effectively with community stakeholders to develop innovative and sustainable solutions that address identified needs.

3 Points: Proficient

- Conducts a thorough needs assessment to identify community priorities and challenges related to education.
- Collaborates satisfactorily with community stakeholders to develop solutions that address identified needs.

2 Points: Developing

- Attempts to conduct a needs assessment with limited effectiveness in identifying community priorities and challenges.
- Collaborates with community stakeholders with basic understanding of developing solutions to identified needs.

1 Point: Emerging

- Shows minimal engagement in conducting a needs assessment or collaborating with community stakeholders.

Criteria:

2. Community Partnerships

4 Points: Exemplary

- Forges strong partnerships with diverse local stakeholders (businesses, nonprofit organizations, government agencies, higher education institutions) to support educational initiatives effectively.
- Establishes mutually beneficial relationships that enhance resources and opportunities for students and families with depth and impact.

3 Points: Proficient

- Forges partnerships with local stakeholders adequately to support educational initiatives.
- Establishes relationships that enhance resources and opportunities for students and families satisfactorily.

2 Points: Developing

- Attempts to forge partnerships with local stakeholders with limited effectiveness in supporting educational initiatives.
- Establishes basic relationships that provide some resources and opportunities for students and families.

1 Point: Emerging

- Shows minimal engagement in forging partnerships with local stakeholders.
- Lacks effectiveness in establishing relationships to support educational initiatives.

Criteria:

3. Public Relations and Communications

4 Points: Exemplary

- Develops and implements effective communication strategies to engage with the broader community.
- Utilizes various platforms (newsletters, social media, community events) proficiently to share information about educational programs and initiatives.

3 Points: Proficient

- Develops communication strategies adequately to engage with the broader community.
- Utilizes various platforms satisfactorily to share information about educational programs and initiatives.

2 Points: Developing

- Attempts to develop communication strategies with limited effectiveness in engaging with the broader community.
- Uses basic platforms to share information about educational programs and initiatives.

1 Point: Emerging

- Shows minimal engagement in developing communication strategies or utilizing platforms effectively.

Criteria:

4. Advocacy and Policy Engagement

4 Points: Exemplary

- Advocates effectively for educational policies and funding that benefit students and families within the community.
- Collaborates with policymakers and community leaders to influence decisions that positively impact education.

3 Points: Proficient

- Advocates adequately for educational policies and funding that benefit students and families within the community.
- Collaborates with policymakers and community leaders satisfactorily to influence decisions impacting education.

2 Points: Developing

- Attempts to advocate for educational policies and funding with limited effectiveness.
- Collaborates with policymakers and community leaders with basic understanding of influencing decisions impacting education.

1 Point: Emerging

- Shows minimal engagement in advocating for educational policies and funding.
- Lacks effectiveness in collaborating with policymakers and community leaders.

Criteria:

5. Cultural Competence and Respect for Diversity

4 Points: Exemplary

- Demonstrates cultural competence and respect for diversity effectively when interacting with community members.
- Embraces and celebrates the cultural richness of the community in educational programs and events with depth and impact.

3 Points: Proficient

- Demonstrates cultural competence and respect for diversity adequately when interacting with community members.
- Embraces and celebrates cultural diversity in educational programs and events satisfactorily.

2 Points: Developing

- Attempts to demonstrate cultural competence and respect for diversity with limited effectiveness.
- Shows basic understanding of embracing and celebrating cultural diversity in educational programs and events.

1 Point: Emerging

- Shows minimal engagement in demonstrating cultural competence or embracing diversity.
- Lacks effectiveness in celebrating cultural diversity in educational programs and events.

Criteria:

6. School-Community Collaborations

4 Points: Exemplary

- Facilitates impactful collaborative projects and events involving both school and community members effectively.
- Encourages active participation of families and community stakeholders in school activities with depth and impact.

3 Points: Proficient

- Facilitates collaborative projects and events involving both school and community members adequately.
- Encourages participation of families and community stakeholders satisfactorily in school activities.

2 Points: Developing

- Attempts to facilitate collaborative projects and events with limited effectiveness.
- Encourages basic participation of families and community stakeholders in school activities.

1 Point: Emerging

- Shows minimal engagement in facilitating school-community collaborations.
- Lacks effectiveness in encouraging participation of families and community stakeholders.

Criteria:

7. Community Outreach Programs

4 Points: Exemplary

- Organizes impactful outreach programs such as parent workshops, health fairs, and educational forums effectively.
- Promotes community engagement in educational decision-making processes with depth and impact.

3 Points: Proficient

- Organizes outreach programs adequately, including parent workshops, health fairs, and educational forums.
- Promotes community engagement satisfactorily in educational decision-making processes.

2 Points: Developing

- Attempts to organize outreach programs with limited effectiveness.
- Promotes basic community engagement in educational decision-making processes.

1 Point: Emerging

- Shows minimal engagement in organizing outreach programs or promoting community engagement.

Criteria:

8. Leadership in Local Initiatives**4 Points: Exemplary**

- Leads or participates effectively in local initiatives aimed at improving community well-being and educational outcomes.
- Mobilizes resources and volunteers proficiently to support educational projects and initiatives.

3 Points: Proficient

- Leads or participates adequately in local initiatives aimed at improving community well-being and educational outcomes.
- Mobilizes resources and volunteers satisfactorily to support educational projects and initiatives.

2 Points: Developing

- Attempts to lead or participate in local initiatives with limited effectiveness.
- Struggles to mobilize resources and volunteers to support educational projects and initiatives.

1 Point: Emerging

- Shows minimal engagement in local initiatives aimed at improving community well-being and educational outcomes.
- Lacks effectiveness in mobilizing resources and volunteers.

Criteria:

9. Crisis Response and Community Support

4 Points: Exemplary

- Provides effective leadership during times of crisis or emergencies affecting the community.
- Collaborates with community partners proficiently to offer support and resources to affected individuals and families.

3 Points: Proficient

- Provides adequate leadership during times of crisis or emergencies affecting the community.
- Collaborates satisfactorily with community partners to offer support and resources to affected individuals and families.

2 Points: Developing

- Attempts to provide leadership during times of crisis or emergencies with limited effectiveness.
- Struggles to collaborate with community partners to offer support and resources.

1 Point: Emerging

- Shows minimal engagement in providing leadership during times of crisis or emergencies.
- Lacks effectiveness in collaborating with community partners to offer support and resources.

Criteria:

10. Continuous Community Engagement

4 Points: Exemplary

- Maintains ongoing communication and engagement with community stakeholders effectively.
- Seeks feedback and input from diverse voices proficiently to inform decision-making and program development.

3 Points: Proficient

- Maintains adequate communication and engagement with community stakeholders.
- Seeks feedback and input satisfactorily from diverse voices to inform decision-making and program development.

2 Points: Developing

- Attempts to maintain communication and engagement with community stakeholders with limited effectiveness.
- Struggles to seek feedback and input from diverse voices to inform decision-making and program development.

1 Point: Emerging

- Shows minimal engagement in maintaining communication and engagement with community stakeholders.
- Lacks effectiveness in seeking feedback and input from diverse voices.

NELP STANDARD #6: OPERATIONS AND MANAGEMENT

By engaging in these activities, educational leadership students can develop essential skills in operations and management that are critical for effective school leadership. NELP Standard #6 emphasizes the importance of efficient and strategic management practices to support the overall mission and vision of educational institutions, ensuring that resources are optimized to enhance teaching and learning outcomes.

PADEPP STANDARD #3: EFFECTIVE MANAGEMENT

Fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

1. Budget Planning and Management: NELP 6.1

- Participate in the development and oversight of school or district budgets.
- Analyze financial data to make informed decisions regarding resource allocation and spending priorities.
- Review building budgets.

2. Facilities and Infrastructure Management: NELP 6.1, 6.2

- Assess the condition of school facilities and identify maintenance or improvement needs.
- Collaborate with facilities management staff to ensure safe and conducive learning environments.
- Ensure that building expectations/rules are posted.
- Attend emergency readiness training.
- Conduct regular meetings with maintenance staff.
- Tour the mechanical rooms with the maintenance staff.

3. Human Resource Management: NELP 6.2

- Learn about recruitment, hiring, and retention strategies for school personnel.
- Participate in professional development planning and performance evaluation processes.

4. Technology Integration and Management: NELP 6.1

- Evaluate technology needs and oversee the implementation of educational technology initiatives.
- Ensure equitable access to technology resources for students and staff.

- Use technologies to streamline procedures for attendance, grades, and registration.

5. Safety and Security Protocols: NELP 6.3

- Develop and implement safety protocols and emergency response plans.
- Collaborate with law enforcement and community stakeholders to enhance school safety measures.
- Assess and revise the crisis plan as needed.
- Create fire marshal reports/fire and disaster drill records.
- Attend school safety meetings.
- Attend emergency readiness training.
- Create/maintain folders for emergency response teams.
- Participate/facilitate safety committee meetings.

6. Compliance and Regulatory Requirements: NELP 6.1

- Stay informed about legal and regulatory requirements related to education.
- Ensure compliance with state and federal mandates in areas such as special education, student privacy, and civil rights.
- Develop/revise a student handbook.
- Develop/revise a faculty, para-professional and/or office staff handbook.
- Develop/revise a substitute teacher handbook.
- Develop/revise attendance/tardy procedures/expectations with consistently enforced rewards and consequences.
- Create and facilitate attendance team protocols for students with chronic absence issues.

7. Data Management and Reporting: NELP 6.2

- Utilize data systems to track student progress, attendance, and other key performance indicators.
- Generate reports for stakeholders and use data to inform decision-making.

8. Supply Chain and Procurement: NELP 6.2

- Seek cost-effective solutions while maintaining quality standards.

9. Strategic Planning and Continuous Improvement: NELP 6.1, 6.2, 6.3

- Contribute to strategic planning efforts focused on operational efficiency and effectiveness.
- Implement process improvement initiatives to streamline operations and reduce administrative burden.

- Develop staff memos and/or agendas.
- Review Title IX compliance documentation.
- Develop/revise attendance/tardy procedures/expectations with consistently enforced rewards and consequences.
- Create student (new and incoming) orientation procedures.
- Participate in schoolwide scheduling tasks.
- Create and facilitate attendance team protocols for students with chronic absence issues.

10. Collaborative Leadership in Operations: NELP 6.1, 6.2

- Collaborate with colleagues and stakeholders to align operational strategies with educational goals.
- Foster a culture of teamwork and accountability within the school or district.
- Create a building newsletter.

Holistic Rubric for Assessing Activities Aligned with **NELP Standard #6: Operations and Management**

This holistic rubric provides a comprehensive framework for assessing activities aligned with NELP Standard #6: Operations and Management. Each criterion outlines specific performance indicators at different proficiency levels, reflecting the depth and quality of engagement with instructional leadership practices in educational settings.

Criteria:

1. Budget Planning and Management

4 Points: Exemplary

- Demonstrates exceptional ability to participate in the development and oversight of school or district budgets.
- Analyzes financial data proficiently to make informed decisions regarding resource allocation and spending priorities.

3 Points: Proficient

- Participates effectively in the development and oversight of school or district budgets.
- Analyzes financial data adequately to make informed decisions regarding resource allocation and spending priorities.

2 Points: Developing

- Attempts to participate in budget planning and management with limited effectiveness.
- Shows basic understanding of financial data analysis for resource allocation and spending decisions.

1 Point: Emerging

- Shows minimal engagement in budget planning and management activities.
- Lacks effectiveness in analyzing financial data for resource allocation and spending decisions.

Criteria:

2. Facilities and Infrastructure Management

4 Points: Exemplary

- Conducts thorough assessments of school facilities and identifies maintenance or improvement needs effectively.
- Collaborates proficiently with facilities management staff to ensure safe and conducive learning environments.

3 Points: Proficient

- Conducts assessments of school facilities adequately and identifies maintenance or improvement needs.
- Collaborates satisfactorily with facilities management staff to ensure safe and conducive learning environments.

2 Points: Developing

- Attempts to assess school facilities with limited effectiveness.
- Collaborates with facilities management staff with basic understanding of ensuring safe learning environments.

1 Point: Emerging

- Shows minimal engagement in facilities and infrastructure management activities.
- Lacks effectiveness in collaborating with facilities management staff.

Criteria:

3. Human Resource Management

4 Points: Exemplary

- Demonstrates advanced understanding of recruitment, hiring, and retention strategies for school personnel.
- Participates effectively in professional development planning and performance evaluation processes.

3 Points: Proficient

- Demonstrates adequate understanding of recruitment, hiring, and retention strategies for school personnel.
- Participates satisfactorily in professional development planning and performance evaluation processes.

2 Points: Developing

- Attempts to understand recruitment, hiring, and retention strategies with limited effectiveness.
- Participates in professional development planning and performance evaluation processes with basic understanding.

1 Point: Emerging

- Shows minimal engagement in human resource management activities.
- Lacks effectiveness in participating in professional development planning and performance evaluation processes.

Criteria:

4. Technology Integration and Management

4 Points: Exemplary

- Evaluates technology needs proficiently and oversees the implementation of educational technology initiatives effectively.
- Ensures equitable access to technology resources for students and staff with depth and impact.

3 Points: Proficient

- Evaluates technology needs adequately and oversees the implementation of educational technology initiatives satisfactorily.
- Ensures equitable access to technology resources for students and staff.

2 Points: Developing

- Attempts to evaluate technology needs and oversee technology initiatives with limited effectiveness.
- Ensures basic access to technology resources for students and staff.

1 Point: Emerging

- Shows minimal engagement in technology integration and management activities.
- Lacks effectiveness in ensuring access to technology resources.

Criteria:

5. Safety and Security Protocols

4 Points: Exemplary

- Develops and implements safety protocols and emergency response plans effectively.
- Collaborates proficiently with law enforcement and community stakeholders to enhance school safety measures.

3 Points: Proficient

- Develops and implements safety protocols adequately.
- Collaborates satisfactorily with law enforcement and community stakeholders to enhance school safety measures.

2 Points: Developing

- Attempts to develop and implement safety protocols with limited effectiveness.
- Collaborates with law enforcement and community stakeholders with basic understanding of enhancing school safety.

1 Point: Emerging

- Shows minimal engagement in safety and security protocols.
- Lacks effectiveness in collaborating with law enforcement and community stakeholders.

Criteria:

6. Compliance and Regulatory Requirements

4 Points: Exemplary

- Demonstrates advanced knowledge and ensures compliance with legal and regulatory requirements related to education effectively.
- Develops and revises documentation (e.g., student handbook, faculty handbook) with depth and impact.

3 Points: Proficient

- Ensures compliance with legal and regulatory requirements related to education adequately.
- Develops and revises documentation satisfactorily (e.g., student handbook, faculty handbook).

2 Points: Developing

- Attempts to ensure compliance with legal and regulatory requirements with limited effectiveness.
- Develops and revises documentation with basic understanding.

1 Point: Emerging

- Shows minimal engagement in compliance and regulatory requirements.
- Lacks effectiveness in developing and revising documentation.

Criteria:

7. Data Management and Reporting

4 Points: Exemplary

- Utilizes data systems proficiently to track student progress, attendance, and key performance indicators.
- Generates reports effectively for stakeholders and uses data to inform decision-making.

3 Points: Proficient

- Utilizes data systems adequately to track student progress, attendance, and key performance indicators.
- Generates reports satisfactorily for stakeholders and uses data to inform decision-making.

2 Points: Developing

- Attempts to utilize data systems with limited effectiveness.
- Struggles to generate reports for stakeholders and use data to inform decision-making.

1 Point: Emerging

- Shows minimal engagement in data management and reporting activities.
- Lacks effectiveness in utilizing data systems and generating reports.

Criteria:

8. Supply Chain and Procurement

4 Points: Exemplary

- Seeks cost-effective solutions while maintaining quality standards proficiently.

3 Points: Proficient

- Seeks cost-effective solutions adequately while maintaining quality standards

2 Points: Developing

- Attempts to seek cost-effective solutions with limited effectiveness.

1 Point: Emerging

- Shows minimal engagement in supply chain and procurement activities.
- Lacks effectiveness in seeking cost-effective solutions.

Criteria:

9. Strategic Planning and Continuous Improvement

4 Points: Exemplary

- Contributes effectively to strategic planning efforts focused on operational efficiency and effectiveness.
- Implements process improvement initiatives proficiently to streamline operations and reduce administrative burden.

3 Points: Proficient

- Contributes adequately to strategic planning efforts.
- Implements process improvement initiatives satisfactorily to streamline operations.

2 Points: Developing

- Attempts to contribute to strategic planning efforts with limited effectiveness.
- Struggles to implement process improvement initiatives effectively.

1 Point: Emerging

- Shows minimal engagement in strategic planning and continuous improvement activities.
- Lacks effectiveness in contributing to process improvement initiatives.

Criteria:

10. Collaborative Leadership in Operations**4 Points: Exemplary**

- Collaborates effectively with colleagues and stakeholders to align operational strategies with educational goals.
- Fosters a culture of teamwork and accountability within the school or district proficiently.

3 Points: Proficient

- Collaborates adequately with colleagues and stakeholders to align operational strategies with educational goals.
- Fosters a culture of teamwork and accountability satisfactorily within the school or district.

2 Points: Developing

- Attempts to collaborate with colleagues and stakeholders with limited effectiveness.
- Struggles to foster a culture of teamwork and accountability.

1 Point: Emerging

- Shows minimal engagement in collaborative leadership in operations.
- Lacks effectiveness in fostering a culture of teamwork and accountability.

NELP STANDARD #7: BUILDING PROFESSIONAL CAPACITY

By engaging in these activities, educational leadership students can contribute to building a strong and effective professional community within educational institutions. NELP Standard #7 underscores the importance of investing in the professional growth and development of educators to enhance instructional quality, promote collaboration, and ultimately improve student outcomes. Through intentional efforts to build professional capacity, educational leaders can create a supportive environment where educators thrive and continuously strive for excellence in their practice.

PADEPP STANDARD #8: STAFF DEVELOPMENT

Fosters the academic success and well-being of each student by collaborating with school and district staff to plan and implement professional activities that promote the achievement of school and district goals.

PADEPP STANDARD Standard 9: PRINCIPAL'S PROFESSIONAL DEVELOPMENT

Fosters the academic success and well-being of each student by using available resources and opportunities for professional growth.

1. Professional Development Planning: NELP 7.3

- Design and implement professional development plans for teachers and staff.
- Identify individual and collective learning needs and provide targeted support.
- Serve on district or building-wide focus, book study, strategic planning, etc. groups.

2. Mentoring and Coaching: NELP 7.1

- Serve as mentors or instructional coaches to support the professional growth of teachers.
- Provide ongoing feedback and guidance to improve instructional practices.
- Develop a hiring recruitment plan in collaboration with teachers and administrators.

3. Collaborative Learning Communities: NELP 7.2, 7.3

- Facilitate the creation of professional learning communities (PLCs) where educators can collaborate and share best practices.
- Encourage peer observation and constructive feedback among colleagues.

4. Performance Evaluation and Feedback: NELP 7.2, 7.4

- Develop performance evaluation systems that align with professional standards and goals.
- Conduct fair and constructive performance reviews and provide actionable feedback for improvement.
- Revise and maintain a yearly comprehensive professional growth plan.

5. Teacher Leadership Development: NELP 7.1, 7.3

- Identify and cultivate teacher leaders within the school or district.

- Empower teachers to take on leadership roles and contribute to decision-making processes.
- Participate in personnel interviews, conferences, data teams, etc. with a school leader.

6. Supporting New Educators: NELP 7.4

- Implement induction and support programs for new teachers and administrators.
- Foster a culture of mentorship and professional growth among novice educators.
- Develop a hiring recruitment plan in collaboration with teachers and administrators.

7. Promoting Reflective Practice: NELP 7.3, 7.4

- Encourage educators to engage in reflective practice and self-assessment.
- Provide opportunities for professional reflection and continuous improvement.

8. Cultivating Specialized Skills: NELP 7.3

- Offer opportunities for educators to develop specialized skills and expertise in areas such as curriculum design, assessment, technology integration, or special education.

9. Diversity and Inclusion Training: NELP 7.3

- Provide training and workshops on cultural competence and inclusive practices.
- Foster a commitment to diversity and equity among educators.

10. Continuous Learning and Innovation: NELP 7.2, 7.4

- Foster a culture of continuous learning and innovation among educators.
- Encourage experimentation with new instructional approaches and technologies.
- Attend professional development for leaders/aspiring leaders.

Holistic Rubric for Assessing Activities Aligned with NELP Standard #7: Building Professional Capacity

This holistic rubric provides a comprehensive framework for assessing activities aligned with NELP Standard #7: Building Professional Capacity. Each criterion outlines specific performance indicators at different proficiency levels, reflecting the depth and quality of engagement with instructional leadership practices in educational settings.

Criteria:

1. Professional Development Planning

4 Points: Exemplary

- Designs and implements highly effective professional development plans for teachers and staff.
- Identifies individual and collective learning needs with depth and provides targeted and impactful support.

3 Points: Proficient

- Designs and implements effective professional development plans for teachers and staff.
- Identifies individual and collective learning needs adequately and provides targeted support.

2 Points: Developing

- Attempts to design and implement professional development plans with limited effectiveness.
- Demonstrates basic understanding of identifying learning needs and providing support.

1 Point: Emerging

- Shows minimal engagement in professional development planning.
- Lacks effectiveness in identifying learning needs and providing support.

Criteria:

2. Mentoring and Coaching**4 Points: Exemplary**

- Serves as a highly effective mentor or instructional coach to support the professional growth of teachers.
- Provides ongoing, impactful feedback and guidance to improve instructional practices.

3 Points: Proficient

- Serves adequately as a mentor or instructional coach to support the professional growth of teachers.
- Provides satisfactory feedback and guidance to improve instructional practices.

2 Points: Developing

- Attempts to serve as a mentor or instructional coach with limited effectiveness.
- Struggles to provide effective feedback and guidance.

1 Point: Emerging

- Shows minimal engagement in mentoring or coaching activities.
- Lacks effectiveness in providing feedback and guidance.

Criteria:

3. Collaborative Learning Communities

4 Points: Exemplary

- Facilitates highly effective professional learning communities (PLCs) where educators collaborate and share best practices.
- Encourages peer observation and constructive feedback among colleagues with depth and impact.

3 Points: Proficient

- Facilitates professional learning communities adequately where educators collaborate and share best practices.
- Encourages peer observation and constructive feedback among colleagues satisfactorily.

2 Points: Developing

- Attempts to facilitate professional learning communities with limited effectiveness.
- Struggles to encourage peer observation and constructive feedback.

1 Point: Emerging

- Shows minimal engagement in collaborative learning community activities.
- Lacks effectiveness in facilitating collaboration and feedback.

Criteria:

4. Performance Evaluation and Feedback

4 Points: Exemplary

- Develops highly effective performance evaluation systems aligned with professional standards and goals.
- Conducts fair and constructive performance reviews and provides actionable feedback for improvement.

3 Points: Proficient

- Develops effective performance evaluation systems aligned with professional standards and goals.
- Conducts satisfactory performance reviews and provides actionable feedback.

2 Points: Developing

- Attempts to develop performance evaluation systems with limited effectiveness.

- Struggles to conduct performance reviews and provide effective feedback.

1 Point: Emerging

- Shows minimal engagement in performance evaluation and feedback activities.
- Lacks effectiveness in developing and conducting performance reviews.

Criteria:

5. Teacher Leadership Development

4 Points: Exemplary

- Identifies and cultivates teacher leaders effectively within the school or district.
- Empowers teachers to take on leadership roles and contribute to decision-making processes with depth and impact.

3 Points: Proficient

- Identifies and cultivates teacher leaders adequately within the school or district.
- Empowers teachers to take on leadership roles and contribute satisfactorily to decision-making processes.

2 Points: Developing

- Attempts to identify and cultivate teacher leaders with limited effectiveness.
- Struggles to empower teachers to take on leadership roles.

1 Point: Emerging

- Shows minimal engagement in teacher leadership development activities.
- Lacks effectiveness in identifying and cultivating teacher leaders.

Criteria:

6. Supporting New Educators

4 Points: Exemplary

- Implements highly effective induction and support programs for new teachers and administrators.
- Fosters a strong culture of mentorship and professional growth among novice educators.

3 Points: Proficient

- Implements effective induction and support programs for new teachers and administrators.
- Fosters a satisfactory culture of mentorship and professional growth among novice educators.

2 Points: Developing

- Attempts to implement induction and support programs with limited effectiveness.
- Struggles to foster mentorship and professional growth among novice educators.

1 Point: Emerging

- Shows minimal engagement in supporting new educators.
- Lacks effectiveness in implementing induction and support programs.

Criteria:

7. Promoting Reflective Practice

4 Points: Exemplary

- Encourages educators to engage in reflective practice and self-assessment effectively.
- Provides ample opportunities for professional reflection and continuous improvement.

3 Points: Proficient

- Encourages educators adequately to engage in reflective practice and self-assessment.
- Provides satisfactory opportunities for professional reflection and continuous improvement.

2 Points: Developing

- Attempts to encourage reflective practice with limited effectiveness.
- Struggles to provide opportunities for professional reflection.

1 Point: Emerging

- Shows minimal engagement in promoting reflective practice.
- Lacks effectiveness in providing opportunities for professional reflection.

Criteria:

8. Cultivating Specialized Skills

4 Points: Exemplary

- Offers highly effective opportunities for educators to develop specialized skills and expertise.
- Supports educators in advancing their proficiency in areas such as curriculum design, assessment, technology integration, or special education.

3 Points: Proficient

- Offers adequate opportunities for educators to develop specialized skills and expertise.
- Supports educators satisfactorily in advancing their proficiency in specific areas.

2 Points: Developing

- Attempts to offer opportunities for developing specialized skills with limited effectiveness.
- Struggles to support educators in advancing their proficiency.

1 Point: Emerging

- Shows minimal engagement in cultivating specialized skills among educators.
- Lacks effectiveness in providing opportunities for skill development.

Criteria:

9. Diversity and Inclusion Training**4 Points: Exemplary**

- Provides highly effective training and workshops on cultural competence and inclusive practices.
- Fosters a strong commitment to diversity and equity among educators.

3 Points: Proficient

- Provides adequate training and workshops on cultural competence and inclusive practices.
- Fosters a satisfactory commitment to diversity and equity among educators.

2 Points: Developing

- Attempts to provide training and workshops on diversity and inclusion with limited effectiveness.
- Struggles to foster a commitment to diversity and equity.

1 Point: Emerging

- Shows minimal engagement in diversity and inclusion training activities.
- Lacks effectiveness in fostering a commitment to diversity and equity.

Criteria:

10. Continuous Learning and Innovation

4 Points: Exemplary

- Fosters a highly effective culture of continuous learning and innovation among educators.
- Encourages experimentation with new instructional approaches and technologies with depth and impact.

3 Points: Proficient

- Fosters an adequate culture of continuous learning and innovation among educators.
- Encourages experimentation with new instructional approaches and technologies satisfactorily.

2 Points: Developing

- Attempts to foster a culture of continuous learning and innovation with limited effectiveness.
- Struggles to encourage experimentation with new instructional approaches and technologies.

1 Point: Emerging

- Shows minimal engagement in fostering continuous learning and innovation.
- Lacks effectiveness in encouraging experimentation with new approaches.

Leadership Portfolio Rubric

This rubric provides clear criteria and scoring guidelines for assessing a leadership portfolio ensuring that the assessment aligns with the standards and expectations for effective leadership development and practice.

Scoring Guidelines:

Exemplary (4): Demonstrates exceptional proficiency and depth across all criteria with clear evidence, reflection, and alignment with leadership standards.

Proficient (3): Meets expectations with solid proficiency and understanding, incorporating examples, reflection, and some depth in alignment with leadership standards.

Developing (2): Shows basic proficiency but lacks depth or completeness in some areas, with limited evidence, reflection, or alignment with leadership standards.

Emerging (1): Falls short of expectations, showing minimal proficiency, limited evidence, reflection, or alignment with leadership standards.

Leadership Portfolio Overall Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
Vision, and Mission Statement NELP 1.1, 1.2	Clearly articulated and aligned with personal and professional goals; demonstrates a deep understanding of leadership values and aspirations.	Articulated with clarity and relevance to leadership aspirations; shows understanding of leadership principles.	Stated but lacks specificity or depth in connection to leadership goals; somewhat reflects leadership values.	Not clearly stated or lacks alignment with personal/professional leadership objectives.
Ethics and Professional Norms NELP 2.1, 2.2, 2.3	Provides comprehensive examples and reflections on ethical dilemmas and adherence to professional standards; integrates ethical principles effectively.	Includes examples and reflections on ethics and professional norms; demonstrates understanding of ethical considerations.	Limited examples or shallow reflections on ethical behavior; somewhat integrates professional norms.	Lacks examples or reflections on ethics and professional norms; does not integrate ethical principles effectively.
Equity, Inclusiveness, & Cultural Responsiveness NELP 3.1, 3.2, 3.3	Demonstrates a deep commitment to equity and inclusiveness; provides concrete strategies for promoting cultural responsiveness in leadership roles.	Shows awareness of equity issues and inclusiveness; suggests strategies for cultural responsiveness.	Limited discussion on equity and inclusiveness; vague strategies for cultural responsiveness.	Little to no discussion on equity, inclusiveness, or cultural responsiveness.
Learning and Instructional Leadership NELP 4.1, 4.2, 4.3, 4.4	Presents innovative approaches to learning and instructional leadership; integrates research and best practices effectively.	Incorporates effective strategies for learning and instructional leadership; references relevant research and practices.	Provides basic strategies for learning and instructional leadership; lacks depth in research integration.	Shows minimal understanding of learning and instructional leadership; lacks effective strategies and research integration.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
Community and External Leadership NELP 5.1, 5.2, 5.3	Demonstrates strong community engagement and collaboration skills; highlights impact on external stakeholders and partnerships.	Shows engagement with community stakeholders; discusses partnerships and collaborations.	Limited community engagement; mentions partnerships without detailing impact.	Little to no community engagement; lacks discussion on partnerships or external impact.
Operations and Management NELP 6.1, 6.2, 6.3	Exhibits strong organizational and management skills; provides evidence of effective decision-making and resource management.	Shows proficiency in operations and management; demonstrates decision-making and resource allocation skills.	Basic understanding of operations and management; lacks evidence of effective decision-making.	Minimal understanding of operations and management; lacks evidence of decision-making and resource management.
Building Professional Capacity NELP 7.1, 7.2, 7.3, 7.4	Describes initiatives to build professional capacity; reflects on personal growth and leadership development experiences.	Discusses efforts in professional capacity building; reflects on leadership development experiences.	Mentions professional capacity building efforts without depth; limited reflection on leadership development.	Lacks discussion on professional capacity building; minimal reflection on leadership development experiences.
Overall Presentation and Organization	Portfolio is exceptionally organized, visually appealing, and easy to navigate; demonstrates attention to detail in presentation and formatting.	Portfolio is well-organized and presented; visually appealing with clear sections and formatting.	Portfolio organization is adequate; some sections lack clarity or consistency in presentation.	Portfolio lacks organization and coherence; difficult to navigate with inconsistent formatting.

Appendix G: Assessment 5

School Impact Project

School Impact Project (SIP)

Course: EDU 61XXE, 61XXS, 61XXE/S Internship in Elementary Tier 1 and Secondary Administration Tier 1

NELP Standards Addressed:

- 1-Mission, Vision, and Improvement
- 4-Learning and Instruction
- 5-Community and External Leadership
- 6-Operations and Management

School Impact Project

1. Introduction

- Purpose: To identify and address a significant issue in an elementary or secondary school setting while applying knowledge and skills developed in the school administration program.
- Goals: To enhance school-wide systems and student outcomes, collaborate with stakeholders, and develop a practical solution to a real-world problem.

2. Project Identification

- Consult with the principal or administrative team to identify a current challenge or opportunity for growth within the school.
- Determine the scope of the issue and the potential impact of addressing it on students, staff, and the community.

3. Research and Analysis

- Conduct a thorough review of relevant research, best practices, and policies related to the identified issue.
- Collect and analyze data to better understand the issue and its context within the school.

4. Stakeholder Engagement

- Collaborate with staff members, students, and other stakeholders to gain diverse perspectives on the issue and potential solutions.
- Foster a sense of shared responsibility for addressing the problem and improving outcomes.

5. Solution Development

- Drawing on your research and stakeholder feedback, develop a comprehensive plan for addressing the identified issue.
- Include specific strategies, timelines, and resource allocation in your plan.
- Ensure your plan aligns with the school's mission, vision, and overall strategic goals.

6. Implementation and Evaluation

- Work with the school team to implement your proposed solution, providing ongoing support and guidance as needed.
- Monitor the impact of your solution on the identified issue, collecting relevant data and adjusting your approach as necessary.
- Reflect on your own professional growth throughout the project and how you might apply these lessons to future challenges.

7. Final Report and Presentation

- Prepare a written report detailing your project experience, including background information, methods, findings, and recommendations.
- Present your School Impact Project to faculty, peers, and stakeholders, highlighting the significance of your work and its potential for broader application in educational settings.

Scoring Rubric for School Impact Project

Alignment with NELP Standards

Standard 1: Mission, Vision, and Improvement: Reflected in the criteria for issue identification and analysis, emphasizing the importance of identifying relevant issues impacting the school community.

Standard 4: Learning and Instruction: Addressed through criteria related to research, data collection, solution development, and evidence-based decision-making to improve learning outcomes.

Standard 5: Community and External Leadership: Evaluated through stakeholder engagement and effective communication with diverse stakeholders to ensure inclusiveness and responsiveness.

Standard 6: Operations and Management: Assessed in criteria related to solution implementation, adaptation, and project management to effectively address identified issues.

School Impact Project Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
Issue Identification and Analysis (NELP Standard 1: Mission, Vision, and Improvement)	Thoroughly identifies and analyzes a relevant issue; clearly illustrates its impact on the school community.	Identifies a relevant issue; provides some analysis of its impact on the school community.	Identifies an issue but provides limited analysis of its impact.	Identifies an issue with minimal analysis of its impact on the school community.
Research and Data Collection (NELP Standard 4: Learning and Instruction)	Gathers comprehensive research and relevant data to understand the issue; effectively utilizes data to inform decision-making.	Gathers adequate research and data to understand the issue; uses data to support decision-making.	Gathers limited research and data; attempts to use data in decision-making.	Gathers minimal research and data; does not utilize data for decision-making.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
Stakeholder Engagement (NELP Standard 5: Community and External Leadership)	Proactively engages with diverse stakeholders; incorporates their perspectives and feedback into project design.	Engages with stakeholders and considers their perspectives in project design.	Engages with some stakeholders but may not fully consider their perspectives.	Minimal engagement with stakeholders; limited consideration of their perspectives.
Solution Development (NELP Standard 4: Learning and Instruction)	Develops an innovative, feasible, and evidence-based solution; effectively addresses the issue and its root causes.	Develops a suitable solution that addresses the issue; draws on research and stakeholder feedback.	Develops a basic solution that may not fully address the issue's root causes; limited use of research and stakeholder feedback.	Develops a simplistic solution that does not adequately address the issue or its root causes.
Implementation and Adaptation (NELP Standard 6: Operations and Management)	Successfully implements the solution; effectively adapts and refines the approach as needed based on results and stakeholder feedback.	Implements the solution with minor challenges; attempts to adapt the approach based on results and feedback.	Attempts to implement the solution but faces significant challenges; limited adaptation based on results and feedback.	Implementation is largely unsuccessful; minimal adaptation based on results and feedback.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
Communication and Presentation (NELP Standard 5: Community and External Leadership)	Effectively communicates the project's purpose, process, and outcomes through well-organized, engaging, and professional written and oral presentations.	Communicates the project's purpose, process, and outcomes in a clear and organized manner through written and oral presentations.	Communicates basic information about the project but may lack organization or clarity in written and oral presentations.	Limited or disorganized communication of project information in written and oral presentations.

Appendix H: Assessment 6

Family Advocacy Plan

Family Advocacy Plan

EDU 61XXE, 61XXS, 61XXE/S Internship Elementary Tier 1 and Secondary Leadership Tier 1

This Family Advocacy Plan integrates elements from each NELP Standard to promote meaningful and collaborative family-school partnerships. By addressing mission and vision, ethical norms, equity and inclusiveness, learning partnerships, community leadership, operational efficiency, professional development, and ongoing monitoring and communication, the plan aims to enhance family engagement and advocacy within the school community.

Assignment:

The Family Advocacy Plan promotes family engagement, equity, and inclusive practices within a school community, focusing on collaboration and communication with families.

Mission, Vision, and Improvement (Standard 1)

Objective: Develop a mission and vision statement for family engagement that aligns with school improvement goals.

Action Steps:

- Collaborate with stakeholders to define the purpose and goals of family advocacy.
- Draft a mission and vision statement highlighting the importance of family involvement in student success and school improvement.

Ethics and Professional Norms (Standard 2)

Objective: Uphold ethical practices and professional norms in all family engagement efforts.

Action Steps:

- Establish clear guidelines for respectful and ethical communication with families.
- Provide professional development on cultural competence and ethical decision-making for staff engaging with families.

Equity, Inclusiveness, & Cultural Responsiveness (Standard 3)

Objective: Promote equity, inclusiveness, and cultural responsiveness in family engagement practices.

Action Steps:

- Conduct a needs assessment to identify barriers to family involvement, especially for culturally and linguistically diverse families.
- Develop culturally responsive strategies to ensure all families feel valued and included in school activities and decision-making processes.

Learning and Instruction (Standard 4)

Objective: Foster collaborative learning partnerships between families and school staff.

Action Steps:

- Offer workshops and resources to empower families in supporting their children's learning at home.
- Encourage two-way communication between families and educators to share information about student progress and learning strategies.

Community and External Leadership (Standard 5)

Objective: Strengthen partnerships with community organizations to support family advocacy efforts.

Action Steps:

- Forge alliances with local community groups to provide resources and services for families.
- Collaborate with external stakeholders to expand outreach and engagement initiatives beyond the school campus.

Operations and Management (Standard 6)

Objective: Ensure efficient operations and management of family advocacy programs.

Action Steps:

- Establish a dedicated family engagement coordinator or team to oversee advocacy initiatives.
- Implement a communication plan to streamline information sharing between school and families.

Building Professional Capacity (Standard 7)

Objective: Develop staff capacity to engage effectively with families.

Action Steps:

- Offer professional development opportunities focused on family-school partnerships and advocacy skills.
- Encourage ongoing reflection and feedback to enhance staff competencies in family engagement practices.

Implementation and Monitoring

Timeline: Outline a timeline for implementing the Family Advocacy Plan, setting achievable milestones.

Evaluation: Establish metrics and benchmarks to assess the effectiveness of family engagement efforts.

Feedback Mechanism: Solicit feedback from families and staff regularly to make necessary adjustments and improvements to the plan.

Communication Strategy

Develop a comprehensive communication strategy to inform families about advocacy initiatives, events, and the resources that are available to them.

Utilize multiple channels (e.g., newsletters, social media, parent workshops) to ensure effective communication and engagement.

To assess the Family Advocacy Plan based on the NELP Standards, a rubric (below) evaluates key components aligned with each standard. The rubric provides criteria and performance levels to gauge the effectiveness and comprehensiveness of the plan in promoting family engagement and advocacy within the school community. This rubric provides clear criteria and scoring guidelines to assess the Family Advocacy Plan based on the NELP Standards, ensuring that the evaluation is aligned with the desired outcomes and expectations for effective family-school partnerships.

Scoring Guidelines:

Exemplary (4): The plan demonstrates exceptional proficiency across all criteria, with thorough implementation strategies and clear alignment with NELP standards.

Proficient (3): The plan meets expectations with solid proficiency in most criteria, including implementation strategies and alignment with NELP standards.

Developing (2): The plan shows basic proficiency but lacks depth or completeness in some areas, with limited implementation strategies or alignment with NELP standards.

Emerging (1): The plan falls short of expectations, showing minimal proficiency and lacking implementation strategies or alignment with NELP standards.

Family Advocacy Plan Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
NELP Standard 1: Mission, Vision, and Improvement	Mission and vision statements are well-defined, aligned with school improvement goals, and clearly articulate the importance of family engagement in student success and school improvement.	Mission and vision statements are developed and somewhat aligned with school improvement goals; emphasize family engagement in student success.	Mission and vision statements are vague or lack alignment with school improvement goals; mention family engagement without clarity or specificity.	Mission and vision statements are missing or unrelated to school improvement goals; do not emphasize family engagement.
NELP Standard 2: Ethics and	Plan demonstrates a commitment to ethical practices and professional	Plan upholds ethical practices and professional norms in	Plan mentions ethical practices and professional norms but	Plan lacks mention of ethical practices or guidelines for

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
Professional Norms	norms in all family engagement efforts; guidelines for respectful communication with families are clearly outlined and implemented.	family engagement; includes guidelines for respectful communication with families.	lacks specific guidelines or implementation strategies for respectful communication.	respectful communication with families.
NELP Standard 3: Equity, Inclusiveness, & Cultural Responsiveness	Plan includes a thorough needs assessment identifying barriers to family involvement, especially for diverse families, and proposes culturally responsive strategies to promote inclusivity and equity.	Plan addresses equity, inclusiveness, and cultural responsiveness in family engagement efforts; proposes strategies to promote inclusivity and equity.	Plan acknowledges the importance of equity and inclusiveness but lacks specific strategies for promoting cultural responsiveness or addressing barriers.	Plan does not address equity, inclusiveness, or cultural responsiveness in family engagement efforts.
NELP Standard 4: Learning and Instructional Leadership	Plan outlines collaborative learning partnerships between families and school staff; includes strategies to empower families in supporting student learning at home and fostering two-way communication.	Plan promotes collaborative learning partnerships; includes strategies for supporting family involvement in student learning and communication.	Plan mentions collaborative learning partnerships but lacks specific strategies for empowering families or fostering two-way communication.	Plan does not address collaborative learning partnerships or strategies for supporting family involvement in student learning.
NELP Standard 5: Community and External Leadership	Plan establishes strong partnerships with community organizations to support family engagement efforts; demonstrates effective collaboration with external stakeholders beyond the school campus.	Plan includes partnerships with community organizations to support family engagement; demonstrates collaboration with external stakeholders.	Plan mentions partnerships with community organizations but lacks details on collaboration with external stakeholders.	Plan does not establish partnerships with community organizations or demonstrate collaboration with external stakeholders.
NELP Standard 6: Operations and Management	Plan ensures efficient operations and management of family advocacy programs; includes a dedicated coordinator/team and a	Plan outlines operations and management of family advocacy programs; includes strategies for effective	Plan mentions operations and management but lacks details on implementation or	Plan lacks focus on operations and management of family advocacy programs or

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
	communication plan to streamline information sharing with families.	communication and coordination.	communication strategies.	communication strategies.
NELP Standard 7: Building Professional Capacity	Plan provides professional development opportunities for staff on family engagement practices and advocacy skills; encourages ongoing reflection and feedback to enhance staff competencies.	Plan includes professional development opportunities for staff; encourages reflection on family engagement practices.	Plan mentions professional development for staff but lacks details on advocacy skills or reflection opportunities.	Plan does not provide professional development opportunities for staff or encourage reflection on family engagement practices.

Appendix I: Assessment 7

Core Leadership Self-Assessment

To gain practical experience in authentic leadership, follow these steps:

1. Access the PADEPP Rubric using the link below.
2. For each standard in the rubric, identify 3 specific pieces of evidence that demonstrate what you accomplished during your internship.
3. Reflect on real experiences that align with the rubric's standards and explain how you will be a prepared leader because of what you learned.

<https://ed.sc.gov/educators/school-and-district-administrators/principal-evaluation/expanded-program-for-assisting-developing-and-evaluating-principal-performance-padepp-rubric/>

Standard 1: Vision

- 1.
- 2.
- 3.

Standard 2: Instructional Leadership

- 1.
- 2.
- 3.

Standard 3: Effective Management

- 1.
- 2.
- 3.

Standard 4: Climate

- 1.
- 2.
- 3.

Standard 5: School Community Relations

- 1.
- 2.
- 3.

Standard 6: Ethical Behavior

- 1.
- 2.
- 3.

Standard 7: Interpersonal; Skills

- 1.

2.

3.

Standard 8: Staff Development

1.

2.

3.

Standard 9: Principal's Professional Development

1.

2.

3.