

**Draft**  
**National Educational Leadership Preparation (NELP) Standards**  
**For Building Level Leaders**

**Standard One: Mission, Vision, and Core Values**

**Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:** 1) a shared mission and vision; 2) a set of core values; 3) a support system; and 4) a school improvement process.

**Element 1.1 (MISSION AND VISION)**

Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

**Element 1.2 (VALUES)**

Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.

**Element 1.3 (SUPPORT SYSTEM)**

Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.

**Element 1.4 (IMPROVEMENT)**

Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.

## **Standard Two: Ethics and Professional Norms**

**Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:** 1) professional norms; 2) decision-making; 3) educational values; and 4) ethical behavior.

### **Element 2.1 (PROFESSIONAL NORMS)**

Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

### **Element 2.2 (DECISION-MAKING)**

Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.

### **Element 2.3 (VALUES)**

Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

### **Element 2.4 (ETHICAL BEHAVIOR)**

Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationships with others.

## **Standard Three: Equity and Cultural Leadership**

**Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:** 1) equitable protocols; 2) equitable access; 3) responsive practices; and 4) a supportive school community.

### **Element 3.1 (EQUITABLE PROTOCOLS)**

Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

### **Element 3.2 (EQUITABLE ACCESS)**

Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

### **Element 3.3 (RESPONSIVE PRACTICE)**

Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.

### **Element 3.4 (SUPPORTIVE SCHOOL COMMUNITY)**

Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.

## **Standard Four: Instructional Leadership**

**Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:** 1) learning system; 2) instructional practice; 3) assessment system; and 4) learning supports.

### **Element 4.1 (LEARNING SYSTEM)**

Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.

### **Element 4.2 (INSTRUCTIONAL PRACTICE)**

Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.

### **Element 4.3 (ASSESSMENT SYSTEM)**

Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.

### **Element 4.4 (LEARNING SUPPORTS)**

Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.

## **Standard Five: Community and External Leadership**

**Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) effective communication; 2) engagement; 3) partnerships; and 4) advocacy.**

### **Element 5.1 (COMMUNICATION)**

Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.

### **Element 5.2 (ENGAGEMENT)**

Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.

### **Element 5.3 (PARTNERSHIPS)**

Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.

### **Element 5.4 (ADVOCACY)**

Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community.

## **Standard Six: Operations and Management**

**Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:** 1) management and operation; 2) data and resources; 3) communication systems; and 4) legal compliance.

### **Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS)**

Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.

### **Element 6.2 (DATA AND RESOURCES)**

Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

### **Element 6.3 (COMMUNICATION SYSTEMS)**

Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.

### **Element 6.4 (LEGAL COMPLIANCE)**

Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.

## **Standard Seven: Human Resource Leadership**

**Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:** 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation.

### **Element 7.1 (HUMAN RESOURCE MANAGEMENT)**

Program completers understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

### **Element 7.2 (PROFESSIONAL CULTURE)**

Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.

### **Element 7.3 (WORKPLACE CONDITIONS)**

Program completers understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.

### **Element 7.4 (SUPERVISION AND EVALUATION)**

Program completers understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

## **Standard Eight: Internship and Clinical Practice**

Program completers who successfully complete a building level educational leadership preparation program engaged in a substantial and sustained educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

### **Element 8.1 (FIELD EXPERIENCES)**

Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in NELP Building-Level Program Standards one through seven.

### **Element 8.2 (AUTHENTIC)**

Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) building-level internship or clinical experiences that are authentic leadership activities within a building setting.

### **Element 8.3 (MENTOR)**

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