



N P B E A

Preparing for the
National Educational
Leadership Preparation
(NELP) Program Review:
Companion Guide

August 2018

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How to cite:

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PREPARING FOR THE NATIONAL EDUCATIONAL LEADERSHIP PREPARATION (NELP) PROGRAM REVIEW: A Companion Guide

Prepared for the NELP Stakeholder Community

by

Michelle D. Young, UCEA, University of Virginia

Irv Richardson, NEA-New Hampshire, Southern New Hampshire University

Joan Auchter, National Association of Secondary School Principals

Cathy Shiffman, Shenandoah University

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Acknowledgements

The development of this document would not have been possible without the critical staff support provided by the Council for Chief State School Officers, including Mary-Dean Barringer, Laura Checovich, Monica Taylor and Ryan Saunders. It is also essential to acknowledge the Wallace Foundation for underwriting this work as well as the development of the National Educational Leadership Preparation (NELP) standards. Finally, many persons assisted in the development and refinement of the standards, particularly the NELP standards and assessment committees. We thank those individuals and others who contributed to the development of the standards and the standards resource documents like this Guidebook.

Introduction

This National Educational Leadership Preparation (NELP) standards companion guide is designed to assist faculty members preparing for program accreditation review under the 2018 National Educational Leadership Preparation (NELP) Standards. The NELP preparation standards officially replaced the Educational Leadership Constituent Council (ELCC) standards in 2018. The NELP standards are aligned to the Professional Standards for Educational Leaders (PSEL). The NELP and PSEL standards were “recast with a stronger, clearer emphasis on students as learners, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21st century” (CCSSO, 2015, p. 2). “They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes” (CCSSO, 2015, p. 1).

Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations (Canole & Young, 2013). The *National Educational Leadership Preparation (NELP) Program Standards: 2018 NELP Building Level* and the *National Educational Leadership Preparation (NELP) Program Standards: 2018 NELP District Level* documents provide essential information about the standards, how NELP standards are used by reviewers to evaluate programs, and policies concerning program decisions. **Appendix 1** in this NELP Standards Companion Guide includes an annotated list of the rich resources available within each of these documents. As a resource companion, this guide builds on the resources provided in the NELP Standards documents and provides additional insight and guidance for faculty members preparing for CAEP program accreditation review.

The Need for Preparation Program Review

The need for preparation program review is clear. Supporting the current and future success and well-being of students depends upon the implementation of multiple and integrated effective leadership practices within a set of complex and nested contexts. Given the connection between the execution of specific leadership practices and student learning, teacher quality and organizational effectiveness, the development of effective leaders is essential. Program review plays a critical role in ensuring that preparation providers provide candidates with intentionally designed, research-based, leadership development experiences that build the knowledge and skills identified in the NELP standards within authentic contexts.

Candidates need multiple bridging experiences between course content and authentic leadership practice. Life as an educational leader requires the use of specialized skills within school and district contexts that are often ambiguous, demanding, and interconnected. Powerful connections to, and emphasis on, real or simulated experiences greatly facilitate program graduate’s ultimate success as an educational leader.

Leadership preparation programs must include three dimensions:

1. Awareness – acquiring concepts, information, definitions and procedures
2. Understanding – interpreting, integrating and using knowledge and skills
3. Application – applying knowledge and skills to new or specific opportunities or problems

The overall program should represent a synthesis of key content and field-based experiences extended over time that result in the leader candidates' demonstration of the professional knowledge, skills, and commitments articulated in the NELP standards, and, most importantly, candidates' success in improving student achievement after taking a leadership position.

Accreditation and National Recognition

National accreditation through the Council for the Accreditation of Educator Preparation's (CAEP) National Educational Leadership Preparation (NELP) Specialized Professional Association (SPA) offers several benefits. In states that require professional accreditation of educational leadership preparation programs, NELP program review can satisfy these requirements. National recognition through NELP also provides external confirmation of program quality to attract applicants to the program and future employers of program graduates.

Starting in 2001, the majority of educational leadership programs pursuing national accreditation aligned their programs to the Educational Leadership Licensure Consortium (ELCC) standards. Between August 2012 and August 2017, 321 programs in 178 institutions (EPPS) participated in the ELCC review process. The percentage of programs receiving national recognition has varied over this time period, ranging from 17 to 29%. One of the goals of this Companion Guide is to significantly increase the percentage of programs receiving national recognition, by providing explicit insight into how the NELP standards should be used in mapping the program curriculum, developing assessments and rubrics, writing assessment directions, and developing data charts for program review.

NELP's formative program review offers a process that supports program improvement and ensures that the program is aligned with the field's expectations of what novice leaders should know and be able to do. Programs have three opportunities to apply for and earn "National Recognition." Programs that do not earn *National Recognition*, may receive *Recognized with Conditions* or *Not Nationally Recognized* decisions at the time of initial review. Each of these designations will be described in subsequent sections of this guide.

Program Report Troubleshooting

In reviewing program decisions from completed reviews, it became clear that several common issues often result in a decision of *Recognized with Conditions*, *Further Development Required* or *Not Nationally Recognized*. These common issues include:

- **Incorrect standards** are used. The standards used are out of date or intended for a different program type.
- **Program assessments address the standard generally, but not the specific components** that comprise the standard.
- **Alignment is unclear.** The program report does not show clear alignment of evidence to the standard components in the assessments— assessment description/directions, rubric, and data charts.
- **Data charts are incomplete or not aggregated** as outlined in the NELP guidelines.
- **Two applications of data are not provided with an initial report.**
- **Rubrics are vague** or do not clearly differentiate evaluative categories.
- **Use of assessment evidence to inform program improvement is unclear.**
- **Description of the field and clinical experience** does not provide sufficient information, e.g., the number of hours on-site, qualifications and training of mentors.

This guide will assist programs in preparing for NELP review in a manner that maximizes opportunities for meaningful and productive reflection on, and presentation of, program evidence, while avoiding these common stumbling blocks.

Clarifying Organizational Roles, Acronyms and Terminology

There are several organizations associated with educational leadership preparation program review and accreditation. Each organization operates within certain structures and guidelines. There are also numerous acronyms and changing terminology. Collectively, these can create confusion. Throughout the guide, we identify and define acronyms and key terminology in boldface. Also, we identify changes in terminology from previous standards, and point out organizational roles as they shape the NELP program review process (See the NELP Standards Document for a full glossary of terms).

Making the NELP Accreditation Process Valuable for Your Program

We encourage you to make the process of NELP review valuable for your program, faculty, institution, and candidates. The NELP review process can help you document and communicate your program's strengths, reflect on your program's alignment with research-based evidence and field recommendations for preparing future educational leaders, and identify areas for improvement and growth. The worksheets and other resources included in the handbook are designed to support preparation for NELP program review as well as the process of program learning and improvement.

The NELP Standards



“While aligned to the PSEL standards, the NELP standards serve a different purpose and provide greater specificity around performance expectations for beginning level building and district leaders. Whereas the PSEL standards define educational leadership broadly, the NELP standards specify what novice leaders and preparation program graduates should know and be able to do as a result of their completion of a high quality educational leadership preparation program” (Young, 2016, p.4). Like the ELCC standards that preceded them, the NELP standards were developed specifically with building and district leaders in mind. There is one set of NELP standards for candidates preparing to become building-level leaders and a second set of standards for candidates seeking to become district-level leaders.

The NELP Standards address the most critical knowledge and skills areas for beginning educational leaders. The standards align to national leadership practice standards, and are supported by research on effective leadership practice, input from key stakeholder communities, and the four CAEP principles—(A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibility (See Appendix 2 for Alignment between NELP and CAEP Principles). They guide the preparation of building and district leaders and the assessment of candidate learning and program quality. In addition, the standards provide 1) the framework for NELP program review under the Council for the Accreditation of Educator Preparation (CAEP), and 2) NELP Specialty Professional Association (SPA) program reviewers with the criteria and guidance for assessing program reports for evidence of effectiveness. For the educational leadership field, the standards connect the leadership practice in schools and districts and research base on effective educational leadership to preparation programs.

What’s New?

The first, and perhaps most noticeable difference between the ELCC and NELP Standards, is the number of standards. “The six content standards found in the 2011 ELCC standards have been expanded to seven in the NELP standards. The expansion enabled the NELP committee to develop standards that more closely reflect current understandings of school” and district leadership, to better align to the ten PSEL standards, and to more clearly delineate core leadership functions (Young, 2016, p. 4). Appendix 7 in the NELP Building and District Standards documents provide a crosswalk between the NELP, the ELCC, and the PSEL Standards.

A second difference is the stem statement of the NELP standards. The NELP standards expands ELCC’s concern for supporting “the success of every student” to promoting the “current and future success and well-being of each student and adult.” The focus on **each** student’s and **each** adult’s individual needs helps to ensure that when a leader meets the needs of each individual, no subgroup will be missed.

A third difference in the 2018 NELP standards is the addition of the leaders' responsibility for the well-being of students and staff as well as their role in working with others to create supportive and inclusive district and school cultures. Greater emphasis is also given to the following issues in NELP standards, as compared to ELCC: data-use, assessment, equity, cultural responsiveness, community, technology, and external leadership.

Significantly, the NELP committee identified nine practices through which educational leaders achieve the expectations outlined in the standards. These nine key practices are included in the NELP standards and their components. They include: developing, implementing, evaluating, collaborating, communicating, modeling, reflecting, advocating and cultivating. Importantly, several of these key practices (i.e., developing, implementing, evaluating), are essential for school and district improvement (Bryk, Sebring, Allensworth, Easton and Luppescu, 2010). Definitions for each of these key practices are provided in the glossary, which can be found in Appendix 4 of the NELP Building and District Standards documents.

Standards 1-7 and Standard 8

As the accrediting agency, CAEP allows a maximum of 7 content standards and 28 components. NELP Standards 1-7 are the required CAEP standards and follow CAEP parameters for collecting, reporting and evaluating program evidence. Recognizing the critical role of field-based experiences in leadership preparation, NELP established an additional standard—NELP Standard 8 (the Internship) as part of program review. NELP Standard 8 follows slightly different guidelines for collection and evaluation of evidence. We strongly suggest that program faculty carefully review Appendix 1: Using NELP Standards for Program Evaluation in the NELP Building and District Standards documents. Appendix 1 includes Reviewer Evaluation Rubrics for NELP Standards 1-7 and Standard 8. It also includes examples of evidence of candidate competence and candidate assessment rubrics.

Understanding the Relationship Between Standard Descriptions and Components

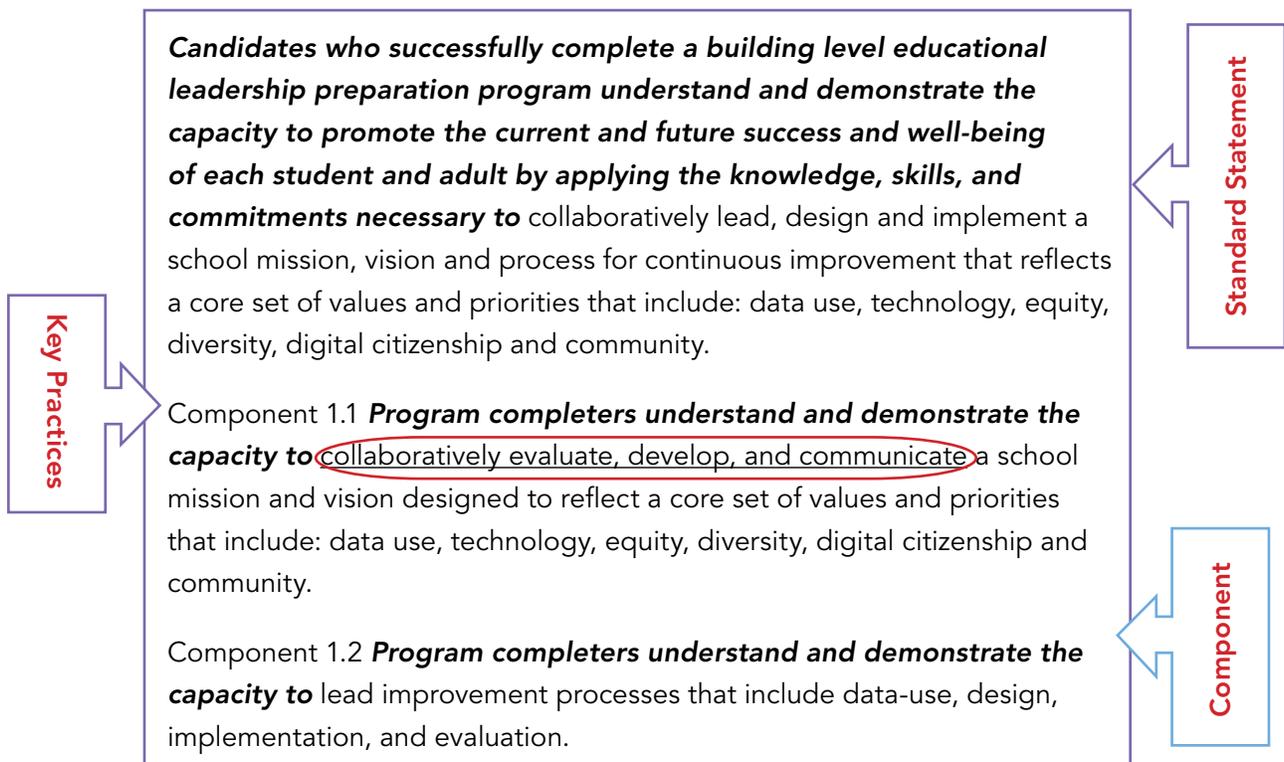
Each NELP standard is comprised of two parts – the standard description and the standard components. Understanding the difference and how they relate will facilitate gathering and reporting program evidence.

- **Standard descriptions** are concise statements developed by professional associations that describe what professionals in the field should know and be able to do.
- **Components** are sub-indicators of a standard that elaborate on and further define different aspects of the standard. Components are used as evidence categories by Specialized Professional Associations (SPA). Program review teams will look for evidence that the Program Report addresses the components in order to arrive at a decision on the program's national recognition status. (Note: Under NELP, the term '**component**' replaces the term '**element**' previously used under ELCC.)

Each NELP standard begins with the same phrase to emphasize three things: 1) the importance of beginning level leaders obtaining the knowledge, skills and commitments to both understand and have the capacity to undertake the leadership described in each of the standards; 2) the importance of leadership work to both the current and future experiences of the students and educational staff whom leaders influence; and 3) the importance of attending to both the education and well-being of students and adults. To illustrate:

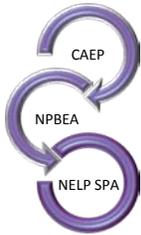
“Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to...”

Each NELP standard component begins with a phrase that emphasizes educational leadership knowledge and skills: “Program completers understand and demonstrate the capacity to...” For example, NELP Standard One: Mission, Vision and Improvement reads as follows:



The CAEP Advanced Program Review Process

Successful accreditation helps to ensure quality in programs designed for educator preparation. Accreditation provides a framework that has led educator preparation programs to continually self-assess and conduct evidence-based analyses of the quality and efficacy of their programs. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs produce successful and effective educators.



Relationships and Responsibilities Among the Organizations

Council for Accreditation of Educator Preparation (CAEP)

is a nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP’s mission is to “advance equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.” CAEP is the umbrella organization that sets the requirements that Specialty Professional Associations (SPA)s, like NELP, must follow to review programs in their specific content or program areas. The SPA National Recognition Report is one piece of evidence in the CAEP review process. Within this professional context, there are 17 content area or program SPAS.

The National Policy Board for Educational Administration (NPBEA)

was founded in 1989 to set out an agenda to identify various initiatives to reform preparation programs in **educational leadership** and develop initiatives aimed at revitalizing the profession of educational leadership and creating **standards**. The initiative to develop national standards for school leaders began with the NPBEA, and NPBEA is the sponsoring organization for the NELP SPA. NPBEA members include the American Association of Colleges of Teacher Education (AACTE), American Association of School Administrators (AASA), Council of Chief State School Officers (CCSSO), International Council of Professors of Educational Leadership (ICPEL), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and University Council for Educational Administration (UCEA).

The National Educational Leadership Preparation (NELP) Specialty Professional Association (SPA),

coordinated through the NPBEA, is the CAEP SPA for educational leadership programs. Members of the NELP SPA include NAESP, NASSP, ICPEL and UCEA. The NELP SPA reviews both building and district level leadership preparation programs. The SPA program review is an essential component of the overall accreditation process, which provides evidence that program candidates have a strong foundation of content and pedagogical knowledge in that content or program area. Program review is part of the overall accreditation process and occurs prior to the self-study and on-site accreditation visit. Educator Preparation Provider (EPPs) then use the results of program review as evidence to meet applicable CAEP standards.

Who Should Submit Program Reports?

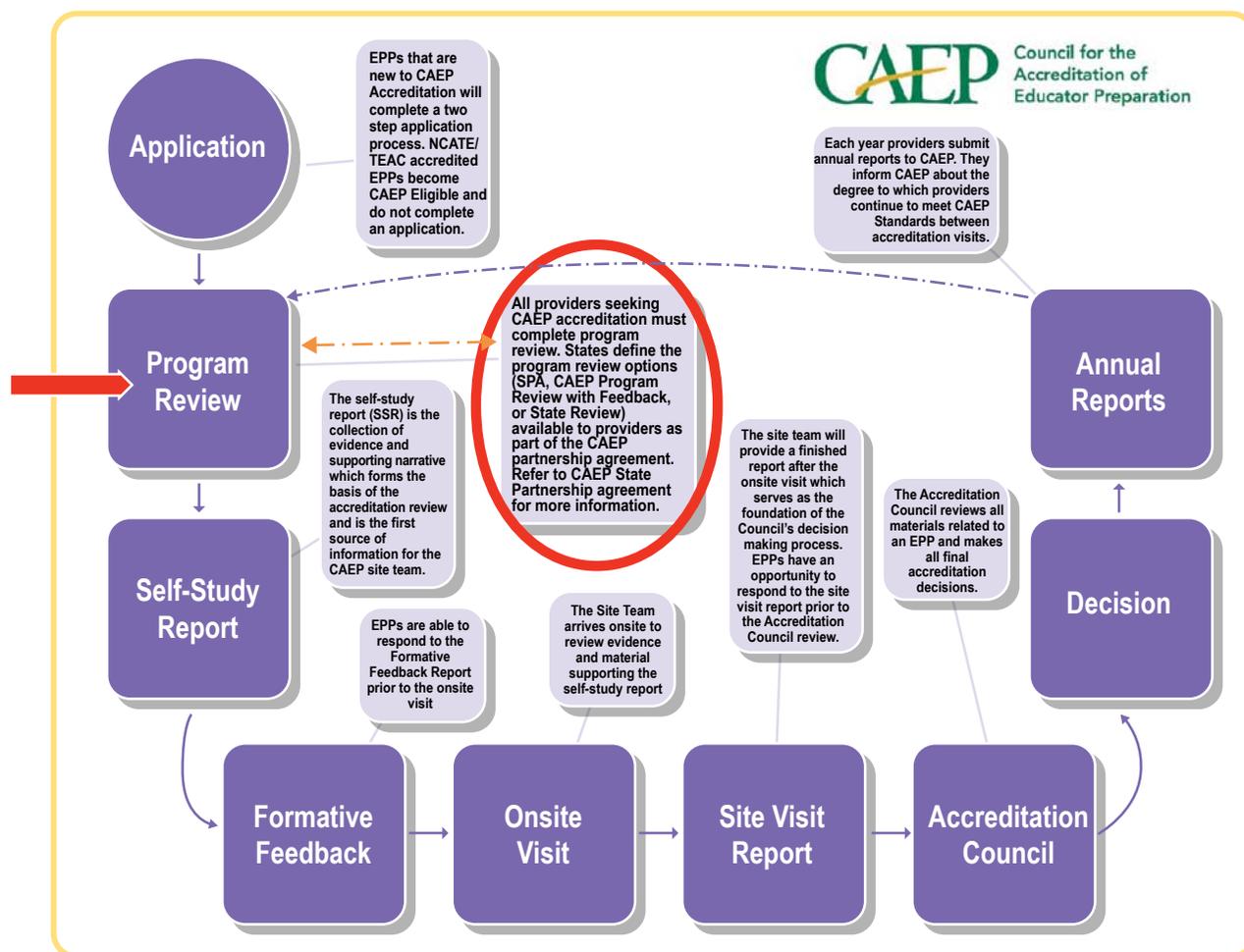
All colleges, universities, and other preparation providers that offer programs for the preparation of superintendents, principal, assistant principals, curriculum directors or supervisors at the master's degree, post-master's, specialist or doctorate levels should use these guidelines. Those colleges, universities, and other preparation providers that offer programs for the preparation of superintendents, principal, assistant principals, curriculum directors or supervisors at the master's degree, post-master's, specialist or doctorate levels and that are **also CAEP members**, should develop and submit program reports.

It is the responsibility of the program to identify a CAEP Coordinator, input this person's information in CAEP's Accreditation Information Management System (AIMS) and keep his or her profile updated. (The role of the CAEP Coordinator is outlined in worksheet 1.)

Relationship of Program Review with CAEP Accreditation

The figure below delineates the relationship between the NELP Program Review and the CAEP Accreditation Process. The blue boxes illustrate the CAEP Accreditation Process. The grey boxes describe how the NELP Program Review aligns to this process.

Figure 1: Relationship of Program Review with CAEP Accreditation



The Program Review Process

SPA Program Reports are due three years prior to the on-site CAEP accreditation visit. For example, if an EPP has its site visit scheduled in fall 2024, the Initial Review Report will be due by fall 2021. SPA review takes place twice every year—once in spring and once in fall. The deadline for submitting the SPA Program Report in spring is March 15 and the deadline for submitting fall reports is September 15 of every year.

Programs have three opportunities to achieve National Recognition prior to the on-site CAEP accreditation visit. Educational leadership programs submit program reports in AIMS, the CAEP on-line review system, for NELP program review. As noted above, programs have two opportunities to submit each calendar year. Following submission, the review cycle unfolds as follows.

CAEP's Annual Calendar of Activities

FALL PROGRAM REVIEW CYCLE

- o NELP Program Reports Posted in AIMS September 15
- o NELP Program Team Review Period Oct 15 – Nov 15
- o NELP Audit Committee Review Period Nov 15 – Jan 1
- o CAEP Technical Edit Period Jan 1 – Feb 1
- o National Recognition Reports Posted February 1

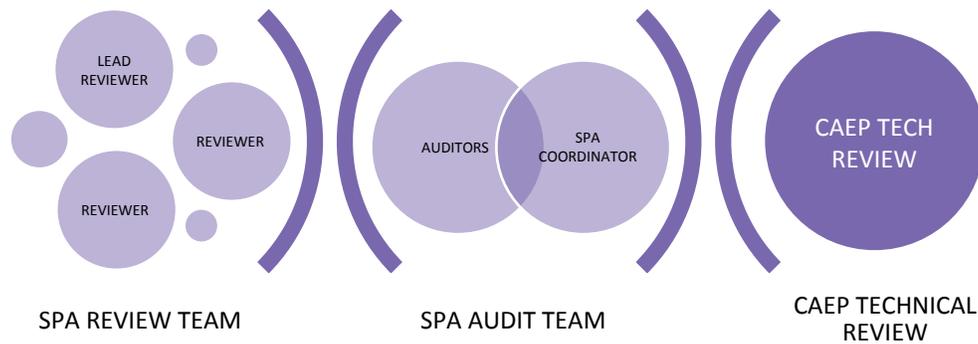
SPRING PROGRAM REVIEW CYCLE

- o NELP Program Reports Posted in AIMS March 15
- o NELP Program Team Review Period April 15 – May 15
- o NELP Audit Committee Review Period May 15 – July 1
- o NELP Tech Edit Period July 1 – August 1
- o National Recognition Reports Posted August 1

NELP Reporting and Review Process

Programs go through a three-step review process: 1) NELP SPA program review, 2) NELP SPA audit, and 3) CAEP team review. The NELP SPA review team assigned to review a program includes a lead reviewer and two additional reviewers. The NELP SPA audit team works with the NELP SPA coordinator to review all team decisions in a review cycle and includes representatives from the ICPEL, UCEA, NAESP and NASSP associations. Members of NELP SPA review team and the audit team are active professionals in educational leadership organizations or institutions of higher education who are trained and qualified by the NELP SPA Coordinator. The CAEP tech review is conducted by CAEP headquarters staff.

Figure 2: Phases of Review



SPA Reviewers must...

- Be actively employed in educational leadership field
- Convey clear and concise observations and judgment in writings without personal bias
- Finish reviews on time and submit complete reports to AIMs system
- Participate in at least one review cycle per year
- Work as part of team and contact team member as part of team process

NELP SPA Review Team must...

- Make a program report recommendation to the Audit Committee on whether to grant:
- National Recognition contingent upon unit accreditation
- Recognition with Conditions
- Further Development Required, or
- Not Nationally Recognized

NELP Audit Team must...

- Review every Program Recognition Report to ensure fair and unbiased team reports
- Make final program report decision based on team recommendation
- Review reports that have been flagged by CAEP staff

CAEP Technical Team must...

- Review every Program Recognition Report to ensure reports are accurate and complete

Coherence in the Program Planning and Review Process

The CAEP Program Review process is both *standards- and evidence-based*. Alignment of NELP standards, curriculum, assessments, rubric and data to the NELP 2018 standards is essential to achieving National Recognition. This alignment requires that the concepts addressed in the NELP 2018 standard components are visible in the curriculum, in assessments, and in rubrics to the same degree of depth, breadth and specificity. Data Charts must also relate back to what is measured in the rubric. When preparing Program Reports, it is essential to identify and align the relevant standard component across each step of the process. This clear identification assists both the candidate and the reviewers in understanding the program’s intent and alignment.

Evaluation Decisions

NELP reviewers and audit team members have three choices when determining whether a program provides sufficient evidence to meet NELP standards and criteria for National Recognition. These three choices are:

- **Met**
- **Met with Conditions**
- **Not Met**

The NELP Building and District Level Standards documents include NELP reviewer evaluation rubrics that outline the criteria that correspond to a “Met,” “Met with Conditions,” or “Not Met” decisions. These are located in Appendix 1.

SPA program reviewer decisions regarding whether standards are met will be based on two factors: 1) evidence at the standard level, and 2) technical qualities of candidate assessments. Programs are required to provide evidence for **all of the components of NELP Standards 1-7**. That evidence as well as the **technical qualities of how that evidence was garnered** is evaluated by the program reviewers.

Preponderance of Evidence

Reviewers base their decisions on a “preponderance of evidence” at the standard level that the candidates demonstrate mastery of the components. Preponderance of evidence’ means an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence” CAEP, 2017, p. 28). NELP program review decisions are based on the preponderance of evidence at the standard level using this definition. Specifically, 75% of the components of each standard must be met at the acceptable or target level. Thus, the standard cannot be met if the program does not provide evidence for 75 percent of the components.

Programs are required to submit at least two applications of data for each assessment in the initial report (i.e., programs must give each assessment and collect data at least two

times), and each standard must be represented in the two applications of data. That is, the assessment must be given and data collected at least two times. The data must be aggregated to the standard level. Programs may submit aggregate data by component to better make their case, but that is not required. This means that a standard could be met, even though evidence related to one or more components presented across the assessments is weak. Program reviewers will weigh the evidence presented in the NELP program reports, and when there is a greater weight of evidence (75% or more) in favor, they will conclude that a standard is met or that a program is recognized. "This will be based on the professional judgments of the SPA reviewer teams" (CAEP, 2017, p. 28).

Evaluating the Technical Qualities of Candidate Assessments

As noted above, for NELP Standards 1-7, reviewers examine both the preponderance of evidence that candidates meet 75 percent of the standards and components as well as the following four technical qualities of candidate assessments to determine whether a standard *component* has been appropriately assessed:

- **Assessment Purpose, Instructions and Alignment**
- **Assessment Content**
- **Rubric Focus, Alignment and Scoring System**
- **Data Chart Alignment and Data Representation**

To illustrate, when reviewers examine evidence for each component of Standard 4 (4.1, 4.2, 4.3 and 4.4), they consider both the evidence provided in the data charts as well as the technical qualities of the candidate assessment used to gather that evidence. Reviewers use the NELP Reviewer Evaluation Rubric provided in Appendix 1 of the NELP Building and District Standards documents to evaluate quality of assessment evidence presented in the Program Report for NELP standards 1-7. Specifically, reviewers examine the assessment purpose, instructions and alignment to standards, the assessment content, the scoring rubric focus, alignment and use, and the data chart alignment, inclusion of at least two administrations and presentation of data.

A matrix is used by reviewers to determine whether a preponderance of evidence is provided **at the standard level** as well as whether the five technical qualities of the candidate assessment are of sufficient quality. Table 1 contains a completed reviewer matrix, wherein reviewers indicated that a preponderance of evidence was provided that candidates met the standard; however various aspects of the candidate assessment process were not of sufficient quality. As a result, component 4.1 met expectations, components 4.2 and 4.3 were met with conditions and component 4.4 was not met. These component level scores were then considered at the standard level for the final decision; in this example, Standard 4 is "Met with Conditions."

Table 1: Determining Whether a Standard is Met

	Preponderance of Evidence	Assessment Purpose	Assessment Description/ Participant Notice	Assessment Content	Scoring Rubric	Data Charts	Component
4.1	Met	Not Met	Met	Met	Met	Met	Met
4.2	Met	Met	Met	Met	Met with Conditions	Met with Conditions	Met with Conditions
4.3	Met	Met	Met	Met	Met with Conditions	Met with Conditions	Met with Conditions
4.4	Met	Met with Conditions	Met with Conditions	Not Met	Not Met	Not Met	Not Met
4.0							Met with Conditions

CAEP Required NELP Assessments

CAEP policy requires six assessments be used for Option A¹ program reports. The six assessments include two that measure educational leadership **content knowledge** and four that measure educational leadership **skills**. Collectively, these six assessments should measure NELP Standards 1-7 (inclusive of the 22 standard components).

The NELP Assessments focus on educational leadership content knowledge and educational leadership skills as indicated in the Table 2.

Table 2: NELP Assessments

Educational Leadership Content Knowledge Assessments Include:	Educational Leadership Skill Assessments Include:
NELP Assessment 1: A state licensure assessment or other assessment of candidate content knowledge that aligns to the NELP building-level standards.	NELP Assessment 3: Demonstration of candidate’s instructional leadership skills.
NELP Assessment 2: An assessment of candidate content knowledge that aligns to the NELP building-level standards.	NELP Assessment 4: Demonstration of candidate’s leadership and management skills within in a field-based setting.
	NELP Assessment 5: Demonstration of candidate’s leadership skills in supporting an effective P-12 student learning environment.
	NELP Assessment 6: Demonstration of candidate’s leadership skills in the areas of family and community relations.

¹ CAEP offers several review options. Option A is the most common and traditional review option for programs seeking review under NELP. (For more information see: <http://caepnet.org/accreditation/caep-accreditation/program-review-options/program-review-options>)

Please note, that while NELP Standard 8 is not measured in the 6 assessments, programs must provide evidence of this standard and its components through a one-page narrative document that describes the internship/clinical field experience. See Worksheet 7 for information about this standard and see Appendix 1 in the NELP Building and District Leadership Standards documents for the Standard 8 NELP Reviewer Evaluator Rubrics.

Review Decisions for New and Continuing Programs

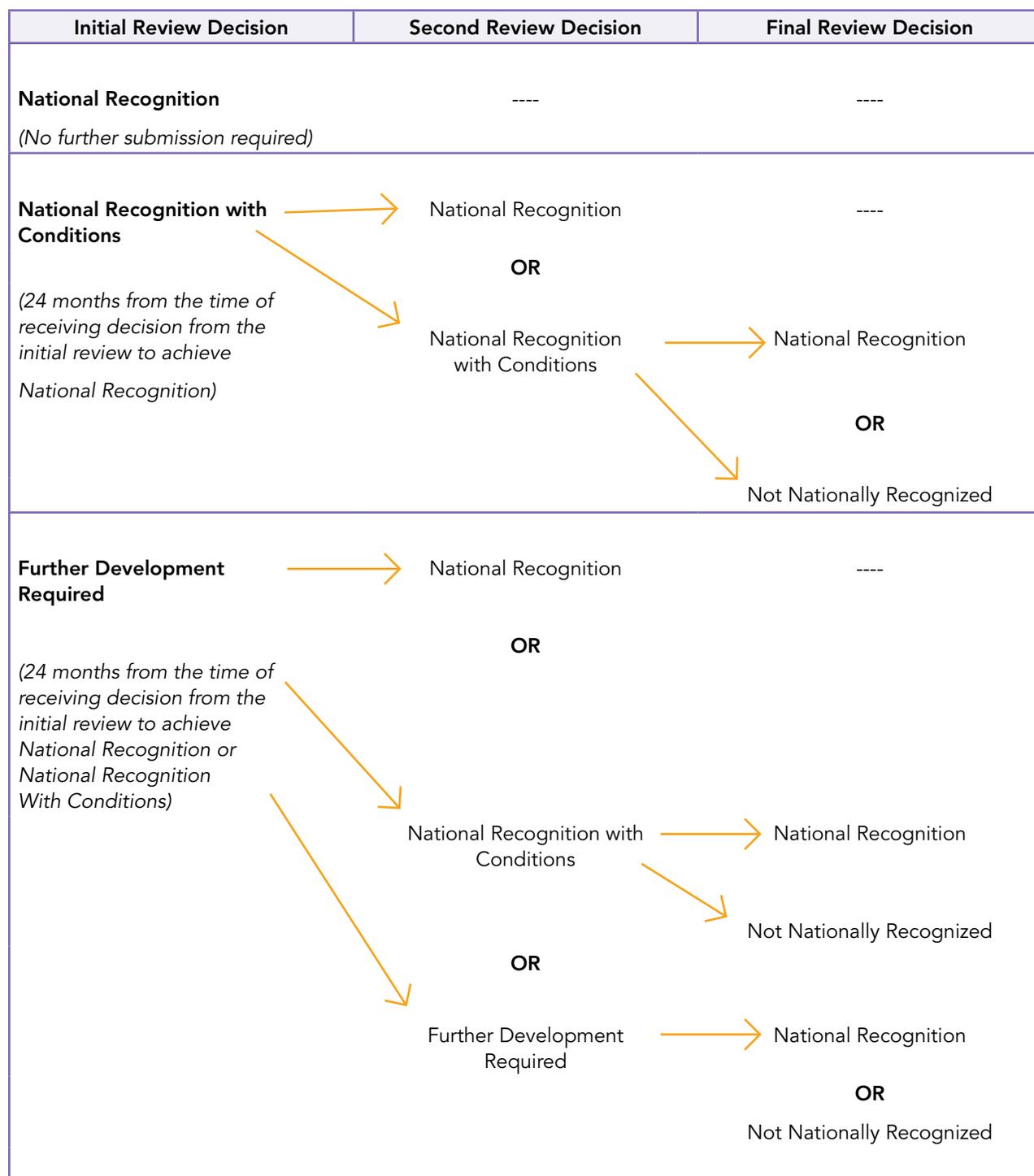
Depending on whether a program is new to the CAEP accreditation review process or was previously reviewed and approved by CAEP, the program review process is slightly different. Both processes are delineated below.

New Program Review Decisions

Programs seeking SPA National Recognition as part of CAEP accreditation must submit SPA reports for initial review **no earlier than three years** prior to the site visit. Otherwise the evidence provided in the report is considered to be too old for CAEP accreditation purposes.

Programs going through review for the first time have **three opportunities** to submit reports before a final recognition decision is applied; this includes a maximum of two resubmissions following initial review. The following figure provides an overview of the three possible decisions resulting from an initial and two subsequent reviews.

Figure 3: Pathways to National Recognition for New Programs

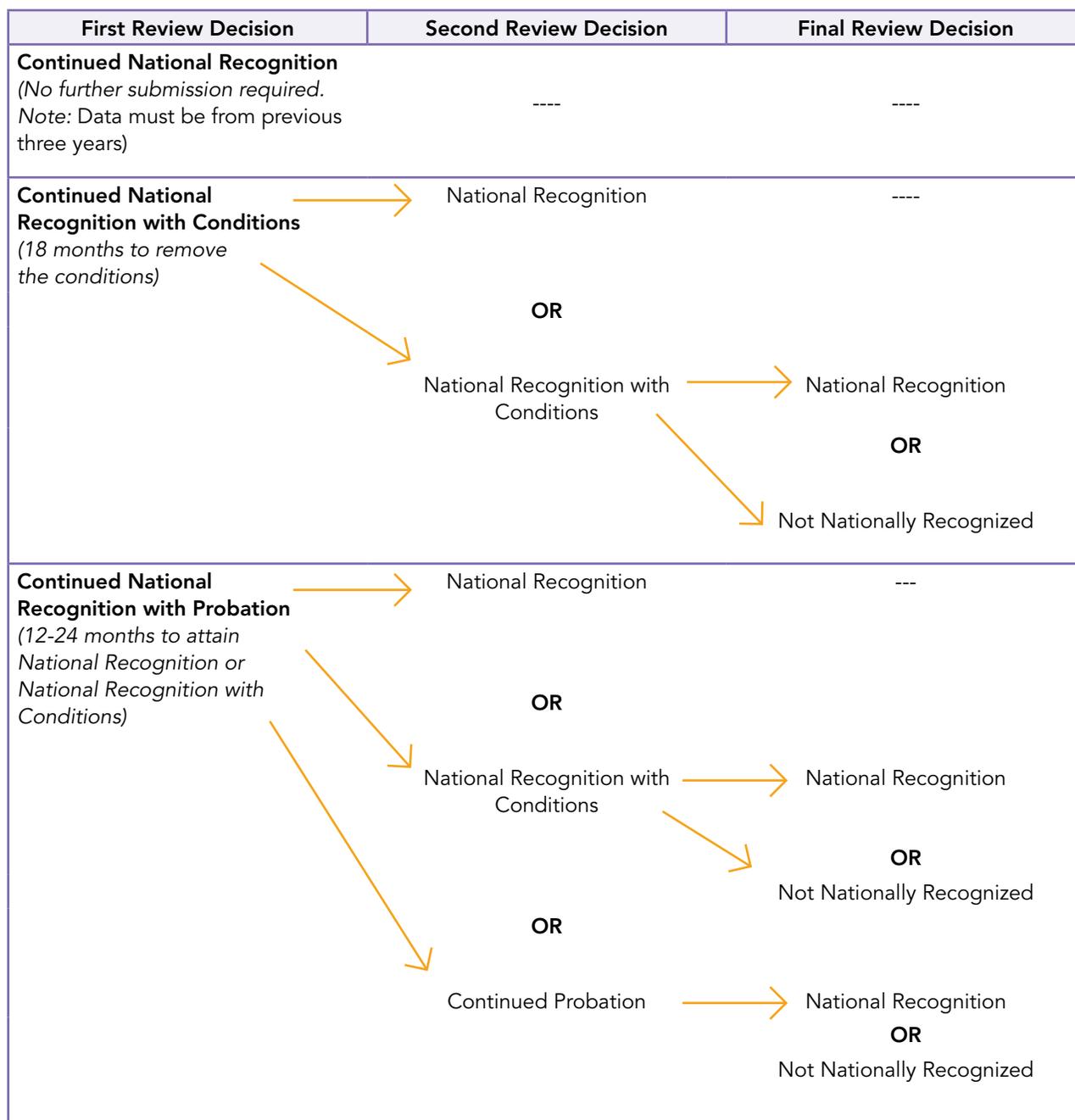


NELP’s formative review process provides programs with feedback, opportunities to collaborate with the NELP SPA Coordinator and CAEP staff, and to revise programs as needed. Programs are encouraged to communicate with the NELP SPA coordinator during this process.

Currently Recognized Program Review Decisions

Programs that were approved by NELP (or ELCC) during a previous review cycle have **three opportunities** to maintain their status. **However, if the recognition report is over three years old**, the program must submit an initial report. The following figure provides an overview of the three possible decisions resulting from an initial and two subsequent reviews.

Figure 4: Pathways to National Recognition for Current Programs



Transitioning from ELCC to NELP Standards

All **first-time programs with review cycle beginning two years after CAEP approves the NELP standards must use the NELP standards** . Other educational leadership programs should base their transition to the NELP standards by back-mapping from the date of their next CAEP site visit. Program reports are due **three years prior** to the semester of the next scheduled CAEP site visit.

Table 3: Determining When to Use NELP

Educational Preparation Provider	Initial or National Recognition Report Due <i>3 years prior</i> 	Next CAEP Site Visit	Date First Program Report Using NELP Standards	Use ELCC or NELP?
A	Fall 2016-Spring 2019	Spring or Fall 2019	Spring or Fall 2016	ELCC
B	Fall 2017-Spring 2020	Spring or Fall 2020	Spring or Fall 2017	ELCC
C	Fall 2018-Spring 2021	Spring or Fall 2021	Spring or Fall 2018	ELCC
D	Fall 2019-Spring 2022	Spring or Fall 2022	Spring or Fall 2019	NELP

After the release of the 2018 NELP standards, programs must have time to:

- Develop and align 6-8 assessments to the NELP standards
- Build assessment rubrics aligned with the standards components and indicators
- Collect and report two applications of data prior to submitting reports based on these standards (i.e., give each assessment and collect data at least two times).

Note: As indicated in table two, many preparation providers will continue to create program reports based on the ELCC 2011 Building and District Level standards due to the fact that programs must have at least two administrations of data and three years of assessment data collected.

Standards Crosswalk

As a first step in your transition to the 2018 NELP standards, you may wish to evaluate how well your current courses and assessments align with the new standards. This comparison should identify strengths and gaps to direct your development process.

Crosswalks of the NELP Standards to the ELCC 2011 and the PSEL 2015 can be found in Appendix 7 of the NELP Building and District Leadership Standards documents. These crosswalks detail the relationships among the National Educational Leadership Preparation (NELP) standards for Building Level leaders, the 2011 Educational Leadership Constituent Council (ELCC) standards for Building Level leaders, and the 2015 Professional Standards for Educational Leaders (PSEL).

Shifting to the NELP Standards

As a second step in your transition, we recommend that you begin finding ways to use the NELP standards as a resource for your program.

1. Determine when your program will submit your first Program Report using the 2018 NELP Standards.
2. Use the worksheets on the following pages to help you identify ways your program can begin to:
 - a. use the 2018 NELP Standards to inform your program improvement, while it is still using the 2011 ELCC Standards, and
 - b. transition from the ELCC Standards to the NELP.

Worksheets to Guide Your Program Report Preparation

The purpose of this section is to assist you with telling the story of your program and its accomplishments in the framework of a NELP program review. Specifically, this section provides a set of worksheets to support you and your team as you progress through aligning your program with the NELP Standards. The worksheets are ordered to support you from curriculum alignment through report submission. The content is designed to bring out critical information needed to meet NELP requirements. The worksheets provide clarifying illustrations, templates to organize your work and reflection questions.

If you are new to the NELP standards and/or the CAEP review process, you should complete the worksheets in sequence. If you have accreditation experience, you may prefer to select worksheets to enhance specific areas of development. There are nine worksheets, including:

Worksheet 1: Getting Started

Worksheet 2: Mapping and Aligning Your Curriculum to the NELP Standards

Worksheet 3: Writing and Aligning Your Assessment Directions

Worksheet 4: Aligning Your Assessments to the Standards and Your Curriculum

Worksheet 5: Developing and Aligning Your Rubric

Worksheet 6: Developing and Aligning Your Data Charts

Worksheet 7: Assessing the Quality of the Internship (Program Report Section I.2)

Worksheet 8: Using Assessment Results for Program Improvement (Program Report Section V)

Worksheet 9: Submitting Program Reports

Worksheet 1: Getting Started

Preparing a NELP program report is an investment of time and resources. Thinking strategically about putting together a team, securing resources and commitments, and giving careful attention to the standards-based review process and requirements will optimize the likelihood of achieving National Recognition with fewer reviews. This worksheet offers key steps and reflection questions to get started.

Identify your program's CAEP coordinator

Ensure that you have an identified CAEP coordinator with the knowledge and skills to:

- Serve as team leader,
- Create a profile in AIMS to ensure that your Program receives correspondence from CAEP,
- Oversee preparation of your Program Report, and
- Request templates and submit your report in CAEP's Accreditation Information Management System (AIMS).

Assemble a team with expertise in the following areas:

- **Curriculum and instruction:** Current knowledge of the leadership preparation field and research, deep knowledge of the program's philosophy, theory of action, curriculum, and instruction
- **Internship:** Current knowledge of leadership preparation field and research on clinical experiences, and deep knowledge and experience with the program's internship/clinical field experience
- **Assessments:** Knowledge of assessment and rubric development, reporting data, data analysis, and uses for program improvement
- **Prior experience with CAEP, NELP, ELCC, or other program accreditation processes**
- **State licensure and other accreditation obligations** of the institution

Work as a Team to understand the requirements and engage in the NELP Review process

It is important that the team develops an understanding of the NELP Standards and Review Process. Meaningful discussion about the standards, the review process, opportunities, and concerns can help the team develop a shared understanding and approach to the program review that will facilitate gathering and reporting data. Some of the questions you may want to address include:

- Why is the program undergoing NELP program review?
- How do members understand the NELP standards and the NELP review process?
- What strengths and opportunities for the program do members identify?
- What concerns about the program or the review process do members identify?

Be certain that the team understands CAEP and NELP requirements regarding program review. The CAEP document, *Guidelines on Program Review with National Recognition Using Specialized Professional (SPA) Standards* (2017), is a helpful resource. Consider the following:

- What are the elements of the program report document?
- How many pages should it be?
- Where do we submit it?

It is also important to plan ahead. It is not uncommon for a program to submit a well-developed report in one review cycle, only to submit a significantly weaker report in the next. Think about how to avoid this. The following questions may assist with your planning:

- How are knowledge, time commitments, and experience with NELP program report preparations distributed among team members?
- What contingency plans are in place if a key team member is unable to complete the program report work in this cycle or future cycles?

Garnering Institutional Support

We encourage programs to identify which programs within a college or other organizational unit will be participating in the CAEP review process. This can be helpful for a number of reasons. For example, some programs may have multiple years of experience preparing for program review, an infrastructure for data collection and storage, etc. Some of the questions you may want to find answers to include:

- What departments and positions need to be included in preparations for NELP program review?
- What resources are required? What resources are available? How will additional resource be secured?

Worksheet 2: Mapping and Aligning Program Curriculum to the NELP Standards



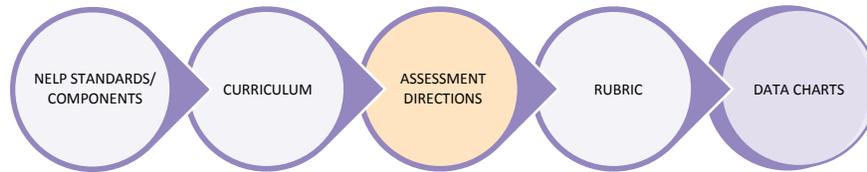
Program Reports need to clearly demonstrate the program’s alignment with NELP standard components. The table below can assist you by revealing areas of alignment and where more alignment work is needed. Use this table (or a table of your own design) to identify courses that address the standard components. Specify relevant course units or topics, internship activities, and assessments that measure candidate progress. Appendix 1 in the NELP Building and District Standards documents include examples of candidate assignments that align to each of the components. For additional guidance, see the UCEA’s curriculum mapping guide (Orr, Barber & O’Doherty, 2012).

Table 4: Mapping and Aligning Program Curriculum

NELP Building Standards	List courses in which related - content knowledge - leadership skills are emphasized	List specific topics	List related internship activities	Identify assessment(s) that measure candidate progress
NELP 1				
1.1				
1.2				
NELP 2				
2.1				
2.2				
2.3				
NELP 3				
3.1				
3.2				
3.3				
NELP 4				
4.1				
4.2				
4.3				
4.4				

NELP 5				
5.1				
5.2				
5.3				
NELP 6				
6.1				
6.2				
6.3				
NELP 7				
7.1				
7.2				
7.3				
7.4				

Worksheet 3: Writing and Aligning Your Assessment Directions (Section IV.2.e of the Program Report Template)



With the guidance from the NELP Standards, your program has a clear road map for what your candidates should know and be able to do as aspiring educational leaders. By mapping and aligning your curriculum to the standards, you clarify how your program will provide candidates with the requisite learning opportunities. In the candidate assessments, you devise tasks or identify authentic opportunities through which candidates in your program can demonstrate that they have met program expectations and the NELP standards.

Your Program Team should develop assessment directions explicitly aligned to the NELP standards and standard components. Be as clear as possible about what content knowledge and professional skills you are measuring with each assessment. Your assessment directions “ask” your candidates to demonstrate their content knowledge and skills. The assessment directions do not require exact wording of the NELP Standards Components, however, the same concepts should be visible. When possible, indicate the standard component alignment within the assessment directions (e.g. NELP 6.1, 6.2) so that the candidates and the program reviewers can easily find evidence of alignment.

Sample Assessment Directions

Let’s imagine that in the Operations and Management course for your building level leadership preparation program you have identified that you are teaching NELP Standard 6: Operations and Management, components 6.1, 6.2 and 6.3 below.

Standard 6: Operations and Management

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems, to develop and improve data-informed and equitable school resource plans, and to apply laws, policies and regulations.

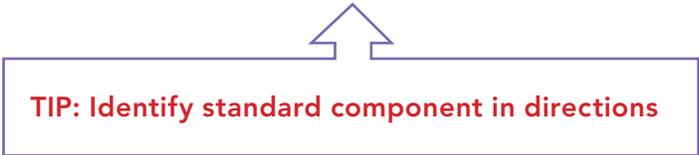
Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

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

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

It is imperative that a **measurable and actionable “ask,”** is identified for each specific standard component. The language of a well-written task must articulate what candidates must do to demonstrate mastery. As part of a District improvement project, for example, you might ask a candidate to do the following:

Conduct research on models of effective district management, communication, technology governance and operation systems in other districts that have contributed to significant improvement in student learning; analyze and describe effective operational policies and procedures that other districts have used to overcome strategic and tactical challenges. Based on this research, develop a plan that outlines effective district operational policies, procedures for implementing and managing long-range goals, creating and sustaining strategic alignment throughout the district as well as a plan for communicating about the plan and procedures with relevant stakeholders. **(NELP 6.1)**

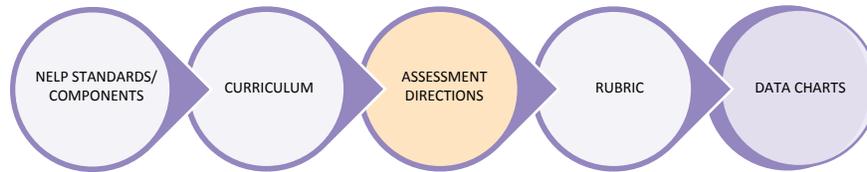


TIP: Identify standard component in directions

Reflective Questions:

Prior to submitting your Program Report, we highly recommend that members of the program team review the assessment tasks, read over assessment directions and then read and compare assessment directions to the identified NELP Standard Components. After doing so consider the following questions: 1) are the assessment directions clearly aligned with the identified component? 2) If not, how can you better align the assessment and assessment directions with the standard components?

Worksheet 4: Aligning Your Assessments to the Standards (Section IV.2.e)



To demonstrate the effective measurement of all standard components in the program’s assessment system, preparation programs are required to develop a matrix that maps the specific leadership content knowledge and skills standard components to specific assessments.

Standards 1-7 (inclusive of the 22 components) should be addressed by at least one of the six assessments required by CAEP. The following table can help you specify the assessments that measure each component and identify gaps.

Table 5: Aligning Assessments to Standards

	Content Assessments		Skills Assessments			
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
NELP Standards						
NELP 1						
1.1						
1.2						
NELP 2						
2.1						
2.2						
2.3						
NELP 3						
3.1						
3.2						
3.3						
NELP 4						
4.1						
4.2						
4.3						
4.4						
NELP 5						
5.1						
5.2						
5.3						

NELP 6						
6.1						
6.2						
6.3						
NELP 7						
7.1						
7.2						
7.3						
7.4						

Worksheet 5: Developing and Aligning an Appropriate Rubric (Section IV.2.f)



Rubrics provide a connection between curriculum (what will be taught) and an assessment of what has been learned (what will be assessed). The NELP Standards and Components should be visible in the assessment directions as well as in the rubric that is used to evaluate performance on the assessment to the same degree of depth, breadth and specificity.

As such, program rubrics should be analytic in nature. Analytic rubrics articulate levels of performance for *each* criterion so that the candidate, faculty and reviewer can assess performance on each criterion. With an analytic rubric, each criterion is assessed separately.

What are the elements of the rubric?

When developing rubrics for NELP, you should include three components: *criteria*, *levels of performance* and *indicators*. The figure below illustrates these three components. In the left hand column the criteria are listed, which describe the key elements of the candidates' work. The rows that extend from each criterion, map the levels of performance. Although neither CAEP nor the NELP SPA require a specific number of levels; rubrics must articulate at least three levels of performance. Performance at each level is indicated by concrete descriptors (i.e., indicators of the criterion).

Table 6: Elements of the Rubric

Criteria	Level 1	Level 2	Level 3
Criterion 1 (Standard/component)	Indicator 1.1	Indicator 1.2	Indicator 1.3
Criterion 2 (Standard/component)	Indicator 2.1	Indicator 2.2	Indicator 2.3
Criterion 3 (Standard/component)	Indicator 3.1	Indicator 3.2	Indicator 3.3
Criterion 4 (Standard/component)	Indicator 4.1	Indicator 4.4	Indicator 4.3

Criteria

When measuring leadership skills, criteria should be drawn from the elements of the task being assessed, align with a NELP Standard Component, and be reflected in the assessment directions. When measuring leadership knowledge through an assessment other than a standardized test, the criteria should be drawn from the contents of the assessment, align with a NELP Standard Component, and be reflected in the assessment directions.

The assessment directions should delineate the number of criteria or tasks that will be measured in the rubric. PLEASE NOTE: YOU MAY INCLUDE ONLY ONE STANDARD COMPONENT ON EACH CRITERION LINE. As in the assessment directions, we recommend explicitly indicating the standard component alignment in the vertical axis below the criteria. Keep the criteria descriptions brief, and in a logical order for candidates to follow as they work on the assessment or assessment task.

Levels of Performance

Levels of performance are often labeled as adjectives which describe the performance levels. Select words or phrases that explain what performance looks like at each level. The levels should be discrete enough to show real differences among candidate performances. These levels determine the degree of performance met and provide for consistent and objective evaluation. The NELP Standards document suggests the following three levels:

Level 1 – Approaching. Level 1 represents a level of developing candidate performance, a level in which there is evidence that the candidate meets some but not all of the component’s expectations. At this level, the candidate has developed content knowledge and understanding, but there is not sufficient evidence of a candidate’s ability for independent practice for all parts of the component expectations.

Level 2-Meets. Level 2 represents a level of candidate performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a leadership preparation program and is ready to begin independently leading in a school or district context.

Level 3-Exceeds. Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component’s expectations by demonstrating their understanding and skills through effective leadership practice within a school or district context. This level represents exemplary practice for a candidate who is completing leadership preparation program and is ready to begin independently leading in a school or district context.

Neither CAEP nor the NELP SPA require that programs use these three levels; however, all rubrics must have at least three levels. We suggest that you select the number that identify sufficient delineation. The levels of the rubric define the progression of skills from those who do not meet the target to those who exceed it. Common examples of achievement levels include:

- Approaching, Meets, Exceeds
- Unacceptable, Target, Exceeds Target
- Below Expectations, Meets Expectations, Exceeds Expectations
- Unacceptable, Marginal, Proficient, Distinguished
- Needs Improvement, Developing, Competent, Exemplary
- Expectations Unmet, Expectations Minimally Met, Expectations Met
- Beginner, Developing, Proficient, Advanced

Indicators

Indicators spell out what is expected of candidates at each level of performance for each criterion (standard/component). Each NELP standard component includes a list of content knowledge and professional skills which indicate what should be addressed to meet the standard component. An indicator tells the candidate and the reviewer more precisely what performance looks like at each level. The following excerpt from the NELP District Standards presents the NELP Standard Component 6.1 as well as the knowledge and skills that indicate acceptable candidate performance.

Acceptable Candidate Performance for NELP District Level Leadership Standard 6

NELP Standard Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district-level to support schools in realizing the district’s mission and vision.

Content Knowledge (*Assessments 1 & 2*)

Program provides evidence of candidate knowledge of:

- Research, theories and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations
- Research, theories and best practices concerning the management of operations, technology, communications and governance systems
- Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity
- Use of technology to enhance learning and the management of systems

Educational Leadership Skills (*Assessments 3, 4, 5, & 6*)

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate management and operation systems
 - Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems
 - Communicate with relevant stakeholders about the relationship between the district’s management, operation and governance systems and districts mission and vision
 - Develop an implementation plan to support improved district systems
-



Rubric Requirements

Rubrics should enable faculty to determine how well a candidate understands and demonstrates the capacity to engage in the work identified in each standard component. When developing assessment rubrics, keep in mind that the rubric must:

1. evaluate the *standard components* identified in the assessment directions and a majority of *component indicators* identified in the 2018 NELP Standards
2. align to the assessment description and directions
3. clearly describe differences among levels of performance using descriptions (indicators) of what a reviewer would expect to see at each performance level
4. measure only one standard component and a preponderance of related indicators on each line

Rubric Reflection Questions

The following questions can be useful in reflecting on the quality and coherence of your assessment rubrics:

1. How clearly does your rubric align with the NELP Standard Components you identified in your assessment directions?
2. Does your rubric clearly describe the differences among levels of performance using descriptions of what a reviewer would expect to see at each level?
3. Are the levels of performance free of subjective use of qualifiers, e.g. "most," "somewhat," "exceptional"? If not, how can you revise the language to better articulate progression across the levels?
4. Does the rubric incorporate the preponderance of standard component indicators to describe what the candidate must demonstrate for each standard component?
5. How do you ensure that your faculty consistently apply the assessment rubric when evaluating candidate work?

Rubric Example

Above, we shared the skills and knowledge indicators for standard component 6.1. In this subsection, we share an excerpt from the NELP District Level Candidate Assessment Rubrics for 6.1 and we provide an example of an assessment rubric that aligns.

The key question to answer with regard to Standard 6, Component 1 is: Can candidates demonstrate their understanding and capacity to develop, communicate, implement and evaluate

data-informed and equitable management, communication, technology, governance, and operation systems at the district level that support schools in realizing the district’s mission and vision? As such, the NELP District Level Candidate Assessment Rubrics for 6.1 addresses the full complement of knowledge and skill that a candidate would be need to demonstrate in order to meet this standard component. The rubric also addresses the level of performance which would qualify as either approaching standard or exceeds standard.

Table 7: NELP District Level Candidate Assessment Rubric for Standard Component 6.1

Standard/Component	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district-level to support schools in realizing the district’s mission and vision.</p>	<p>Candidates understand the importance of and how to develop, communicate, develop, communicate, implement and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district-level to support schools in realizing the district’s mission and vision.</p> <p>Candidates do not demonstrate the capacity to:</p> <ol style="list-style-type: none"> 1) Evaluate a district’s management and operation systems 2) Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems 	<p>Candidates understand the importance of and how to develop, communicate, implement and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district-level to support schools in realizing the district’s mission and vision</p> <p>Candidates demonstrate the capacity to:</p> <ol style="list-style-type: none"> 1) Evaluate a district’s management and operation systems 2) Propose a design for improving the coordination and impact of district management, communication, technology, governance, and operation systems 	<p>Candidates understand the importance of and how to develop, communicate, implement and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district-level to support schools in realizing the district’s mission and vision</p> <p>Candidates demonstrate the capacity to:</p> <ol style="list-style-type: none"> 1) Evaluate a district’s management and operation systems 2) Propose a design for improving the coordination and impact of district management, communication, technology, governance, and operation systems

	<p>3) Communicate with relevant stakeholders about the relationship between the district’s management, operation and governance systems and districts mission and vision</p> <p>4) Develop an implementation plan to support improved district systems</p>	<p>3) Communicate with relevant stakeholders about the relationship between the district’s management, operation and governance systems and districts mission and vision, and</p> <p>4) Develop an implementation plan to support improved district systems</p>	<p>3) Communicate with relevant stakeholders about the relationship between the district’s management, operation and governance systems and districts mission and vision, and</p> <p>4) Develop an implementation plan to support improved district systems</p> <p>Candidates use their understanding and capacity to implement the plan within a district setting.</p>
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Depending on the assessment or assessment task that is used to measure standard component 6.1, a program’s candidate assessment rubric may look different than the above. For example, if your program developed an assessment based on a district improvement project, program faculty would then use a rubric which addressed the extent to which major content and skill areas of 6.1 (i.e., evaluating, developing, communicating and implementing data-informed and equitable management, communication, technology, governance, and operation systems) were appropriately addressed.

Table 8: Sample Rubric

Assessment #6: District Improvement Project			
Criteria	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>Evaluate and use data to develop and communicate about an effective system for district management, communication, technology, governance & operation.</p> <p>(NELP 6.1)</p>	<p>Response did not provide a district management and operations plan that demonstrated an understanding of management and operation systems and failed to address communicating about management, operation and governance systems</p>	<p>Response provided a district management and operations system plan that demonstrated a general understanding of district schools’ needs; identified strategies for communicating about management, operation and governance systems</p>	<p>Response provided a coordinated, continuous improvement plan that demonstrated a working knowledge of the variations in the district and school contexts and needs; defined a system for strategically communicating about management, operation and governance systems with appropriate stakeholders</p>

Only one component per criterion

We recommend using a similar format to the above table to develop your own assessment rubrics. The following template can be used to sketch out and refine your assessments. Keep in mind the above reflective questions as you fill in the template.

Table 9: Rubric Planning Template

Assessment #: Assessment Title			
Assessment Purpose/Description:			
Criteria to be assessed:	Level 1: What would "approaching the standard" look like?	Level 2: What would "meeting the standard" look like?	Level 3: What would "exceeding the standard" look like?
Criteria Standard and component (remember only one component at a time):			

Again, table 8 is for planning purposes. Be sure to use the same "levels of performance" in your assessments, rubrics and data charts.

Worksheet 6: Developing and Aligning Your Data Charts (Section IV, 2.g)



All **Initial** Program Reports **must include two applications of data** on assessments 1, 2, 3, 4, 5 and 6 (i.e., give each assessment and collect data at least two times). Response to Conditions and **Revised** Reports **must have one application of data**.

Coherence is essential. Program Data Charts should relate back to what is measured in the Assessment Directions and reflected in the Assessment Rubric. Data should be reported at the standard level using standard components to make the case for the standard quality as a whole.

Sample Data Charts

In this example, the rubric used has three levels: Approaching Standard, Meets Standard and Exceeds Standard. Those same levels are then represented in the program’s Data Charts as shown in the tables 9 and 10.

Table 10: Data Chart Results for Assessment #5

Data Chart Results: Assessment #5			
Date: Fall 2018			
N=6			
NELP Standard	Approaching Standard	Meets Standard	Exceeds Standard
NELP 6.1	1	0	5
NELP 6.2	1	1	4
NELP 6.3	1	0	5
NELP Standard 6.0	3 (17%)	1 (5%)	14 (78%)

Table 11: Data Chart Results for Assessment #6

Data Chart Results: Assessment #6			
Date: Spring 2018			
N=12			
NELP Standard	Approaching Standard	Meets Standard	Exceeds Standard
NELP 6.1	0	7	5
NELP 6.2	1	6	5
NELP 6.3	1	6	5
NELP Standard 6.0	2 (5%)	19 (53%)	15 (42%)

The following template can be revised for use by your program. Just be sure that the levels of performance that appear in data chart reflect those in your assessment rubrics.

Table 12: Data Chart Template

Data Chart Results: Assessment #			
Date:			
N=			
NELP Standard	Approaching Standard	Meets Standard	Exceeds Standard
NELP Component			
NELP Component			
NELP Component			
NELP Standard*			

***Repeat the sequence above if you are reporting results for more than one standard per assessment.**

Reflective Questions:

Prior to submitting your Program Report, we highly recommend that members of the program team consider the following questions:

1. Is the data chart aligned to the Levels and Standard Components outlined in the Assessment Rubric?
2. Does your data chart report data at the Standard Level and group Standard Components by Standard?

3. Did you separate the data charts by semester/term/year and include the Number of Candidates reported in the table?
4. Did you separate the data charts by campus?
5. Did you separate the data charts by degree/certificate programs?
6. Are there at least two applications of data if an initial review (i.e., has each assessment been given and data collected at least two times) or one application of data if a conditional or revised report?

Worksheet 7: Assessing the Quality of the Internship (Section 1.2)

The program report, Section 1.2, should provide evidence in a 1-page narrative description of the internship/clinical field experiences. Table 12 provides a worksheet for identifying important dimensions of these field-based experiences for program reporting. We also strongly recommend reviewing the Standard 8 (Internship): NELP Reviewer Evaluation Rubric, which can be found in Appendix 1 of the NELP Building and District Leadership Standards documents. The reflective questions further assist in exploring how the curriculum is delivered through the internship and, thus, in refining the narrative description. For additional guidance, see the UCEA’s curriculum mapping guide (Orr, Barber & O’Doherty, 2012).

Table 13: Identifying Important Dimensions of Field-Based Experiences

Primary Internship Projects/Experiences	Standards (and <i>specific components</i>) Addressed	Number of Hours	Type of School/District Environment	Interactions with Individuals and Organizations	Qualifications/Role of On-Site Mentor

Reflection Questions:

How are the internship and clinical field experiences aligned across Standards 1-7 and their component areas?

Reflective Questions for Component 8.1

- What field-based opportunities provide experience with leading, facilitating, and making decisions? What is the range and diversity of these opportunities?
- How are candidates provided experience in multiple types of school and/or district settings?

- What opportunities do candidates have to interact directly with school and/or district staff, students, families, and community leaders?
- Reflective Questions for Component 8.2
- How are the internship and clinical-experiences structured to ensure candidates are engaged 10-15 hours per week over at least six months?
- Reflective Questions for Component 8.3
- What strategies are used to ensure on-site mentors are qualified educational leaders?
- What strategies are used to ensure on-site mentors are present during the field-based experiences?
- What is the process for identifying and selecting on-site mentors?
- How are the intern candidate and representatives of the school and/or district included in the selection process?
- What training and guidance regarding supervision and evaluation of intern candidates is provided by the program for on-site mentors?

Worksheet 8: Using Assessment Results for Program Improvement (Section V)

In this section of the program report, you should describe how the program is using the data from assessments to improve candidate performance and the program as it relates to content knowledge, pedagogical and professional knowledge, skills and dispositions and candidate learning.

Evidence must be presented in the “Use of Assessment Results” section of the report that assessment results have been analyzed and used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize key findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result.

Developing an Improvement Process

It is important to include a description of your process(es) for evaluating data to inform program improvement, including those involved in the evaluation and the frequency and types of meetings in the process flow. Additionally, the report should indicate how specific assessment data is used as evidence for change/modifications and validation of quality.

Faculty should develop a timeline for periodic review and provide findings for change/modifications. Identify and include faculty and practitioner experts as reviewers. A template like the one that follows can be used for planning purposes.

Table 14: Using Assessment Results for Program Improvement

Educational Leadership Preparation Program Assessment Results Self-Analysis				
Semester	Reviewers Names/ Titles	Data Reviewed	Findings	Suggested Modifications to Strengthen Program
Fall				
Spring				
Summer				

Reflective Questions:

Below are some reflection questions that can facilitate thinking and planning concerning the information to include in this section of the report:

- How did you describe the steps program faculty members have taken to use information from assessments for improvement of both candidate performance and the program?
- Is it clear that assessment evidence is used by the institution in evaluating the program, counseling candidates, and revising courses or other elements of the program?
- Has the institution made program changes based on assessment evidence?
- Do you find the faculty interpretations consistent with the assessment evidence provided in the program report?
- If you made curriculum or assessment changes based on the evidence, did you explain the changes, process for implementation and rationale?
- Are the implications for programs that appear in this section of the program report derived from the assessment evidence?

Worksheet 9: Submitting Your Program Report

The program review is an integral part of the accreditation process adopted by CAEP that provides evidence of candidates' specialty area competency. Program Review with National Recognition using NELP standards is a collaborative process between CAEP and NELP focus on assessing the quality of preparation programs. The program report is a document or set of documents prepared by an institution summarizing information from 6 to 8 assessments that demonstrate candidate proficiencies.

When submitting your Program Report there are a number of things to keep in mind. Below are guidelines to follow to ensure you meet CAEP and NELP requirements and facilitate a smooth reading for your reviewer.

General Guidelines

- Program Report is limited to a total of 20 attachments.
- Each attachment should be no longer than the equivalent of 17 text pages.

Guidelines for Section IV: Evidence for Meeting Standards

- Create ONE file that includes a two-page maximum narrative, assessment, rubric, and data charts for each assessment
- Ensure that all sections of each assessment file are clearly labeled. Include the assessment number and name and district or building level designation.

Program Report Submission Checklist

- ✓ Only 20 attachments are permitted.
- ✓ Each attachment must be 17 pages or fewer.
- ✓ Only ONE file should be submitted for each assessment, and it must include:
 - ✓ Two-page maximum narrative
 - ✓ Assessment
 - ✓ Rubric
 - ✓ Data charts
- ✓ A label should be provided for each assessment section that includes:
 - ✓ Assessment name
 - ✓ Assessment number
 - ✓ District or Building designation
 - ✓ Degree level designation

References

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- NPBEA (2018). *National Educational Leadership Preparation Recognition Standards – Building Level*. Washington, DC: Author.
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- Young, M. D. (2016, summer). National Educational Leadership Preparation (NELP) Standards: What they are, how they were developed, and what purpose they serve. *UCEA Review*, 57(2), 4-5.

Appendix 1: An Overview of Resources in the NELP Standards Documents

The following content and resources can be found in both the National Educational Leadership Preparation Standards for Building-Level Leaders and National Educational Leadership Preparation Standards for District-Level Leaders. Each resource is listed in the table of contents for each document.

Introduction. The introduction provides an explanation of CAEP accreditation and national recognition. It also identifies problems that frequently occur in the Program Report and explains where they are addressed in this companion guide. The organization roles for completing a program report are identified and acronyms and vocabulary pertinent to the program report and review process are clarified. The section concludes with advice about using the NELP accreditation process in ways programs will find valuable for their continuous improvement.

The Standards. The standards, their component areas and supporting explanations that provide guidance regarding the scope and focus of each standard component are presented in the following section. This section also includes criteria or rubric starters that clarify SPA expectations for appropriate candidate knowledge and skills.

Using the NELP Standards for Program Evaluation. Appendix 1, "Using NELP Standards for Program Evaluation," identifies the assessments types to be used for measuring candidate knowledge and skills and provides guidance for judging assessment evidence and for making program decisions.

NELP Reviewer Evaluation Rubrics. NELP SPA program reviewers and audit team members decide whether a program provides sufficient evidence to meet the NELP standards and criteria for National Recognition. These rubrics assist reviewers in making qualitative judgements about the quality of the assessment evidence presented in the Program report.

Examples of Evidence of Candidate Competence. The standards documents provide several examples of how programs might collect evidence of candidate competence for each component in the NELP standards.

NELP Candidate Assessment Rubrics. The standards documents provide rubrics that describe three different levels of candidate performance on the components – approaching, met, and exceeds. These rubrics can be used to evaluate candidate performances on the components of the standards.

Policy Regarding NELP Program Report Recognition Decisions. This section explains the three-step process through which all Program Reports must go: 1) SPA program review; 2) SPA audit, and 3) CAEP tech review.

Alignment of NELP Standards with CAEP Principles. Appendix 3, "Alignment of NELP Program Standards with CAEP Principles," provides an overview of how the NELP standards align with and reflect the four CAEP Principles.

Research Support for the Standards. Appendix 2, “Research Support for Standards,” provides a review of educational leadership research supporting each of the NELP standards.

Glossary of Terms. Appendix 4 provides a definition of terms used within the NELP standards and throughout this document.

NELP Reviewer Selection and Training. Appendix 5 overviews the process used to select and train reviewers for the NELP Specialized Professional Association (SPA).

NELP Development Committees. Appendix 6 lists the individuals who directly contributed to the development of the NELP standards.

NELP-ELCC-PSEL Crosswalk. Appendix 7 provides a cross-walk demonstrating the similarities and differences between the NELP Building level standards, the 2011 ELCC standards and the 2015 PSEL standards.

Appendix 2: Educational Leadership Standards History

For close to 30 years, the key constituency groups in the educational leadership field have collaborated to identify the core knowledge and professional leadership skills necessary to realize a vision of educational excellence and wellbeing for all students. This collaboration, through the National Policy Board for Educational Administration (NPBEA), produced professional standards to guide the field. Over the years, the standards have been revised to meet the changing realities of educational leaders and to reflect the field’s expanding research base.

In 1996, the Interstate School Leaders Licensure Consortium (ISLLC) standards for educational leaders were approved by NPBEA “to provide common standards for school leaders” (Council of Chief State School Officers, 1996, p. 5). The Educational Leadership Constituent Council (ELCC) standards were developed to articulate the knowledge and skills novice leaders need as a foundation for future leadership roles. NPBEA first approved the ELCC standards in 2001 to guide leadership preparation program development and program accreditation decisions.

In November 2015, new Professional Standards for Educational Leaders (PSEL) were approved to replace the ISLLC standards for practicing educational leaders. The new NELP Standards were developed to reflect the PSEL standards, but focus on the foundational knowledge and skills *novice* education leaders need to successfully lead schools and districts. Both sets of standards are grounded in the current research on effective educational leadership. (The NELP Building Level and NELP District Level standards documents detail the research base that supports each of the NELP standards). As in the past, the NELP and PSEL standards were developed in consultation with a broad range of professionals working in educational leadership from the key stakeholder groups.

NPBEA approved the NELP program standards for district and building level leadership preparation in July 2017 for submission to CAEP. Following an additional review process, CAEP approved the NELP standards in 2018 to replace the 2011 ELCC standards and to guide national accreditation decisions.

Timeline

1989	NPBEA (National Policy Board for Educational Administration) is formed to advance the educational administration field through collective action (www.npbea.org/about-npbea/). NPBEA's mission includes advancing policy and program standards for practitioners, states, professional associations, and leadership preparation programs. NPBEA is a "national consortium of major stakeholders in educational leadership and policy."
1996	ISLLC (Interstate School Leaders Licensure Consortium) Standards are approved by NPBEA. ISLLC provides "a broad foundation for describing the functions of effective educational leadership that states, districts, organizations, and policy-makers use as a national model for developing their own standards and policies for improving the educational leadership profession" (www.npbea.org/educational-leadership-policy-standards). ELCC (Educational Leadership Constituent Council) is appointed by NPBEA to serve as the SPA (Specialized Professional Association) for NCATE's (National Council for Accreditation of Teacher Education) review process.
2001	ELCC Building Level and District Level Standards are approved by NPBEA to guide planning, implementing, and accrediting of educational leadership administrator preparation programs at colleges and schools of education under NCATE.
2008	ISLLC Standards revisions are approved.
2011	ELCC Standards revisions are approved.
2013	CAEP (Council for the Accreditation for Educator Preparation) becomes the accrediting agency for educational leadership preparation. (NCATE and TEAC—Teacher Education Accreditation Council—merge to form CAEP).
2015	PSEL (Professional Standards for Educational Leaders) Standards are approved by NPBEA to replace the 2008 ISLLC Standards.
2016	NELP (National Educational Leadership Preparation) Programs Standards for Building Level and District Level Leaders are approved by the NPBEA to replace the 2011 ELCC Standards.
2018	NELP (National Educational Leadership Preparation) Programs Standards for Building Level and District Level Leaders are approved by CAEP for use in accreditation program review.

Appendix 3: Feedback

The NELP Standards Committee welcomes all feedback on the NELP Standards for District and Building Leaders as well as this Companion Guide. In an effort to facilitate the submission of feedback, we suggest formatting your message so that it include the following information:

- Your Name
- Your Preferred Contact Information
- Subject (i.e., What the Feedback Concerning, such as the Companion Guide or Building Level Standard 5.2)
- Substantive Message (i.e., The body of your feedback)
- References (e.g., if you are alerting the committee to new research, please provide the citation)

You may address your feedback to the NELP SPA Coordinator or the Executive Director of the National Policy Board for Educational Administration.



N P B E A

<http://www.npbea.org/>