5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation
The LINK to the Program Theory is housed at the top of your program on Taskstream.

Program Competencies: Masters in School Leadership Framework

Specialized Professional Association Standards: NELP-Building-Standards.pdf

Technology Standards: International Society for Technology Administrator Standards

5. Candidate understands the process of developing a long-range (strategic) plan (three to five years) that aligns to a short-range (tactical) plan (one year).
6. Candidate identifies diverse family audiences or constituencies within the school community and determines strategies for enhanced two-way communication and inclusion with these various audiences as it relates to school improvement
7. Candidate provides strategies that facilitate options and resources for families in decisions about their child's education.

Learning Outcome 2 – Growing the Capacity of Staff and Students

Potential Learning Activities/Performance Tasks:

1. Candidate identifies school improvement models, components and processes.
2. Candidate determines a plan to gain maximum teaching and learning engagement that involves students, faculty and families.
3. Candidate understands and demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
4. Candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable, i

The candidate's SEA should focus on a minimum of two Learning Activities/Performance Tasks as outlined above from EACH of the three themes. (The instructor through course assignments will address the remainder of the Learning Outcomes.) The plan should culminate in a description of how each of the three themes inter-relates with each other for the purpose of school improvement and how they reflect the NELP standards.

MED 7700 – The Evolving Role of a Principal: Meeting the Challenges of Innovative Leadership PreK-12

Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
NELP 3.2 Content Candidate knowledge of research on the consequences for students of equitable and inequitable use of educational resources and opportunities; equitable allocation of educational resources, procedures, and opportunities (i.e. materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships); and broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.	Candidate reads about equitable and inequitable use of educational resources and opportunities. Candidate knows equitable allocation of educational resources. Candidate knows local social and political concerns with equity and inequality in the use of educational resources.	Candidate knows research on the consequences for students of equitable and inequitable use of educational resources and opportunities. Candidate knows equitable allocation of educational resources, procedures, and opportunities (i.e. materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships). Candidate knows broad social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.	Candidate understands research on the consequences for students of equitable and inequitable use of educational resources and opportunities. 17( )-3(a(h)15( )-4ua)-4(l)17()-4(l)1 f* 251.45 58272 28 0.4 0.48 re	

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
resource allocation, personnel decisions, and students' experiences and outcomes; use research and evidence to analyze and identify strategic and tactical challenges for the school's systems; develop and implement management, communication, assessment, technology, school-level governance, and operation systems; and develop a school's master schedule.	Candidate uses research and evidence to analyze and identify tactical (short-term) challenges for the school's systems Candidate analyzes and implements assessment and technology. Candidate reviews school's master schedule	experiences and outcomes for their impact and equity. Candidate uses research and evidence to analyze and identify strategic and tactical (long term and short term) challenges for the school's systems Candidate analyzes, evaluates develops and implements management, communication, assessment, technology, school-level governance, and operation systems Candidate develops a school's master schedule	experiences and outcomes for their impact and equity in collaboration with the school leadership team. Candidate uses research and evidence to analyze and identify strategic and tactical (long term and short term) challenges for the school's systems in collaboration with the school leadership team. Candidate analyzes, evaluates, develops and implements management, communication, assessment, technology, school-level governance, and operation systems in collaboration with the school leadership team. Candidate develops a school's master schedule in collaboration with the school leadership team.	impact and equity in collaboration

National Educational Leadership Preparation (NELP) Program Recognition Standards ±Building Level. (2018). Retrieved from http://3fl71l2qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2018/10/NELP-Building-Standards.pdf

Neustadt, Richard and May, Ernest, Thinking In Time: The Uses of History For Decision Makers. New York: The Free Press, 1986. (Particularly chapters 1, 3, 4, 5, 6, 8, 9, 10, 13, 14 and the appendixes.)

Pace, Nicholas J.,

description of the organizational structure and general features of the various principal supervisory systems, including the roles, selection, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals. Part II provides recommendations for building more effective principal supervisors. Based on the survey results and observations from the site visits, these recommendations identify those structures and practices that are *most likely* to result in stronger school leaders and higher student achievement.

Districts Matter: Cultivating the Principals Urban Schools Need (February 2013): The Wallace Foundation distills insights from school leadership projects and major studies supported by the foundation since 2000 to highlight key district actions to boost school leadership, including drawing up meaningful job descriptions and mentoring novice principals.

The School Principal as Leader: Guiding Schools to Better Teaching and Learning (January 2013): This Wallace *Perspective* summarizes a decade of foundation research and work in school leadership to identify what it is that effective school principals do. It concludes that they carry out five key actions particularly well, including shaping a vision of academic success for all students and cultivating leadership in others.

The Making of a Principal: Five Lessons in Leadership Training (June 2012): This report draws on a decade of work by the Wallace Foundation and identifies ways that pre-service and in09.34 418.39 Tm0 g0 G[r)-3(s)9(hi)-4(p)11(i)-4(n o)11(t)-4(he)9(r)-3raTm0 gETQQ E-68 41-