

Masters in School Leadership Framework

International Society for Technology Administrator Standards

Graduate Graduation Competencies

DPAS II for Administrators

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first

(NELP Standard 1)

1. Candidate

Develop a strategic plan for an operational, organizational, or instructional innovation for your school designed to improve school culture. The plan should link the school’s vision of teaching and learning with school environment and culture, staffing, scheduling, resource allocation, curriculum and instructional strategies, support services, stakeholder involvement, and school/community partnerships.

Begin with an assessment of the needs of the site, followed by a clear description of the innovations to be implemented. The needs assessment should include actual data as well as a brief review of any pertinent literature and research. Outline as timeline of the actions to be implemented and the strategies to be used to evaluate the effectiveness of the innovation. Outline steps to be implemented to insure institutionalization of the innovation; and explain how assessment results will be used to make adjustments.

NELP Standard 1	Candidates misunderstand or fail to demonstrate the capacity to promote the current and future success and well-being of each student and adult. Candidates fail to demonstrate the ability to effectively apply the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement. Candidates plans fail to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Candidates demonstrate limited knowledge of methods to address the importance of the current and future success of students. Plans for improvement are generalized or vague and are not representative of a collaborative vision.	Candidates address the importance of the current and future success of students, in general, by identifying the most obvious knowledge, skills, and commitments necessary to lead, design, and implement a school mission, vision, and process for improvement that reflects a core set of values and priorities.	Candidates understand the importance of promoting the current and future success and well-being of students and adults as a whole by applying the knowledge, skills, and commitments necessary to lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
NELP Standard 3	Candidates fail to understand or demonstrate the capacity to promote the current and future success and well-being of each student and adult. Candidates fail to demonstrate the ability	Candidates demonstrate limited capacity to promote the current and future success of students. Plans for improvement	Candidates address the importance of the current and future success of students, in general, by applying basic	Candidates understand the importance of promoting the current and future success and well-being of students and adults, as a whole, by applying the knowledge, skills, and	Candidates 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



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