MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Instructional Improvement and Staff Development
EDLE 5683 Section X10
Fall 2025: Part of Term B Oct 18- Dec 5
Midwestern State University
West College of Education & Professional Studies

Contact Information

Instructor: Dr. Stephanie Zamora Robles
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Office Hours:
Tuesday: 3:30 -4:30 pm
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Since this is an online class, I will be available to meet via Zoom or by phone.
Please email me ahead of time to schedule an appointment.

Instructor Response Policy
The best way to contact me is through email. I usually respond quickly. You can
expect a response within 24 hours; however, it could be a little longer on
weekends or holidays.

Textbook & Instructional Materials
Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and instructional
leadership: A developmental approach (10th ed.)*. New York: Pearson.
ISBN: 9780134449890

Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal,
nonrenewal, termination. (6th ed.)*. Texas School Administrators' Legal
Digest. ISBN: 978-0-9852527-5-5

Course Description

Students will study how principals can support and improve excellence in classroom instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development, individual decision-making, and developmental supervision are some of the concepts to be examined.

Mission

Our mission, as a community of learners, is to prepare successful, reflective professionals using best practice.

Beliefs

The West College of Education and Professional Studies believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self, contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society.

Course Learning Objectives

1. The candidate will differentiate between traditional and dynamic schools/organizations.
2. The candidate will evaluate and articulate supervisory beliefs and personal supervisory styles.
3. The candidate will define and apply developmental and clinical supervision knowledge and skills to improve performance.
4. The candidate will develop and plan effective professional development based on the needs of staff.

Student Learning Objectives

1. Students will discuss and identify elements of traditional and dynamic schools.
2. Students will learn how their own interpersonal behaviors affect individuals as well as groups of people and identify ranges of interpersonal behaviors to enhance change-oriented relationships.
3. Students will design a professional development program to support staff based on their needs.
4. Students will develop professional development based on the needs of staff to improve work performance for a diverse body.

Course Expectations

The Master of Education degree with a major in Educational Leadership prepares students for school leadership roles. The program provides opportunities for students to learn and apply knowledge, skills, and dispositions set forth in the following standards and competencies.

National Educational Leadership Preparation (NELP) standards. (A list of additional standards is located in the Appendix).

NELP 1.1: Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP 1.2: Lead improvement processes that include data use, design, implementation, and evaluation.

NELP 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate   about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

NELP 4.1: Understands and can demonstrate the capacity to evaluate, develop and implement high quality, technology rich curricula, programs, and other supports for academic and non-academic student programs.

NELP 7.2: Develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

NELP 7.3: Understands and has the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

NELP 7.4: Understands and has the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Course Texas Principal Certificate Standards (TExES 268)/ Texas Administrative Code (TAC) Chapter 241, **Rule §241.15** TAC Chapter 149. Principal Standards

DOMAIN I- SCHOOL CULTURE
EDLE Comp 001: The entry-level principal knows how to establish and implement a shared
vision and culture of high expectations for all stakeholders (students, staff, parents, and

community).
  A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals.

DOMAIN II- LEADING LEARNER

EDLE Comp 003: The entry-level principal knows how to collaboratively develop and
implement high-quality instruction.
  A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research.

EDLE Comp 004: The entry-level principal knows how to monitor and assess classroom
instruction to promote teacher effectiveness and student achievement.
Visits classrooms, observes instruction, and provides evidence-based feedback to improve instruction.
  A. Monitors instruction through classroom observations and provides evidence-based feedback to help teachers improve instruction.

DOMAIN III- HUMAN CAPITAL

EDLE Comp 005: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice and strives to grow professionally.
  B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities.
  C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data.
  D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources.

EDLE Comp 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
  A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes.
  B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school.
  C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment.

DOMAIN IV — EXECUTIVE LEADERSHIP

EDLE Comp 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

    D. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals.

DOMAIN V — STRATEGIC OPERATIONS

EDLE Comp 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

    A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans.

    B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes.

    C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning.

ISTE Educational Leader Standards

3.1. Equity and Citizenship Advocate Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:
- 3.1.a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.
- 3.1.b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
- 3.1.c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
- 3.1.d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

3.2. Visionary Planner Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:
- 3.2.a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.
- 3.2.b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.
- 3.2.c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.
- 3.2.d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.

- 3.2.e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education

3.3. Empowering Leader leaders who want to learn from this work. Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:
- 3.3.a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.
- 3.3.b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.
- 3.3.c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.
- 3.3.d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social emotional needs of individual students.
- 3.3.e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.

3.4. Systems Designer Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:
- 3.4.a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.
- 3.4.b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.
- 3.4.c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.
- 3.4.d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

3.5. Connected Learner Leaders model and promote continuous professional learning for themselves and others. Education leaders:
- 3.5.a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.
- 3.5.b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.
- 3.5.c. Use technology to regularly engage in reflective practices that support personal and professional growth.
- 3.5.d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.

Texas Administrative Code (TAC) Chapter 228, RULE §228.10 (a)(1) Candidate Training & Support on Inclusive Practices for Students with Disabilities as required under Texas Education Code (TEC), §21.0443(b)(1) and (2)

(1) Basic Knowledge of:

(A) each disability category under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) and how each category can affect student learning and development; and

(B) conditions that may be considered a disability under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), and how a condition covered by that section can affect student learning and development;

(2) competence in the use of proactive instructional planning techniques that

(A) provides flexibility in the ways:

(i) information is presented;

(ii) students respond or demonstrate knowledge and skills; and

(iii) students are engaged;

(B) reduces barriers in instruction;

(C) provides appropriate accommodations, supports, and challenges; and

(D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency

Texas Administrative Code (TAC) Chapter 228, RULE §228.30
Educator Preparation Curriculum
(Link: TAC Chapter 228, Rule 228.30)

Educator and Student Expectations- - §228.30 (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;

Classroom Management Skills- - §228.30 (5) the importance of building strong classroom management skills;

Framework for Evaluation for Teacher and Principal - §228.30 (6) the framework in this state for teacher and principal evaluation;

Digital Literacy and Virtual Instruction- §228.30 (8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and

(C) include resources to address any deficiencies identified by the digital literacy evaluation.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Assignments

Each candidate is required to complete all assignments designated for this course in the allotted time. Late assignments will receive 80% of the original available points. Assignments are to be completed according to the guidelines. All assignments must also be completed in substantial form meeting APA requirements to receive an 'A' in the course.

Activities

Several activities must be completed for each module. The activities play an essential role in preparing you for the course assessments.

Evaluation and Assessments (Grading)

Assignments	Points
Introduction- Discussion Post	10
SuperVision for Successful Schools	10
Characteristics of Schools	10
Examining School Environment	10
Educational Beliefs, Teaching, and Supervision	10
Adults as Learners- Professional Development for 1st Year Teachers	10
Supervisory Approaches Chart	10
360 Degree Feedback	10
Developmental Supervision Decisions	10
Designing Evaluation	10
The Marginally Effective Employee- Discussion Post	10
Dysfunctional Group Member- Discussion Post	10
Documenting Instruction (Texas Teacher Evaluation and Support System (TTESS) (Discussion Post)	30
Curriculum Development Conceptual Map	10
Strengthening Relationships with Families and Communities	10
*Key Assessment: Walkthrough Observation and Feedback	40
*Key Assessment: Professional Development Map	40
*Final Project (Key Assessment): Instructional Improvement Plan including Professional Development Map	50
Total Points	300

Total points for final grade.

Grade	Points
A	270-300
B	240-269
C	210-239
D	108-209
F	0-179

Tentative Course Outline/Calendar
The course outline can be found in the D2L material.
Other Policy Information

Online Etiquette: It is expected that students use formal, professional language when corresponding online. Use complete sentences, follow the code of ethics and standard practices for Texas educators, and treat all members of the class with respect.

Confidentiality: Upholding confidentiality is a significant responsibility of the student. Anything discussed during class, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared with you by other students.

Academic Dishonesty: Students at Midwestern State University are an integral part of the academic community and enjoy considerable freedom within the framework of the institution's educational objectives. The freedom necessary for learning in a community and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.

- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.

- Observing or assisting another student's work.

- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, but you may not copy and paste its response and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any other AI, please utilize it in ways that are ethical, accurate, and beneficial.

Mid-Term Exam

There is no midterm exam in this course.

Final Exam

There is no final exam in this course.

Projects Required

EDLE 5683 has three key assessments that must be uploaded to TK20 for Texas Principal Certification candidates.

Extra Credit

No extra credit will be given.

Late Work

All papers and assignments must be turned in the day they are due. If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Please begin planning your semester schedule accordingly.

Make Up Work/Tests

Make-up work will only be allowed if prior arrangements are made with Dr. Robles.

Important Dates

Last day for term schedule changes: Aug 28, 2025
Deadline to file for graduation: Sept 22, 2025, for December Graduates
Last Day to drop with a grade of "W:" Nov 24, 2025
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you

experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Because this is an online course, attendance will be taken in the form of your participation in discussions and submission of assignments. Failure to submit three (3) assignments on-time and/or submission of incomplete assignments are considered evidence of lack of dependability and are taken seriously. Candidates will receive a grade of F on the third missing or incomplete assignment based upon the discretion of Dr. Robles.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments are due by the due date.*** Our online courses can be accessed from any computer with an internet connection. If you have technical difficulties in the course, there is also a student help desk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into D2L.

Instructor Class Policies

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Inclement Weather

Online courses may continue as scheduled. Students may contact the professor for extensions on assignments if severe weather conditions impact their ability to meet deadlines.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more

information, visit [Safety / Emergency Procedures](). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *["Run. Hide. Fight."]()*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:
Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form]()

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website]()

Grade Appeal Process
Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog]()

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References/Scientifically Based Research/Additional Readings

Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and instructional leadership*: *A developmental approach (10th ed.)*. New York: Pearson. ISBN: 9780134449890

Hord, S. M., Stiegelbauer, S.M., Hall, G.E., and George, A. A. (2013). *Measuring implementation in schools: Innovation configurations.* Austin, TX: SEDL

International Society for Technology in Education (ISTE). (2022). *ISTE Standards for education leaders. Retrieved from https://www.iste.org/standards/iste-standards-for-education-leaders*

Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal, nonrenewal, termination. (6th ed.).* Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-5

National Policy Board for Education Administration. (2015). *Professional standards for education leaders*. Reston, VA: Author.

NPBEA. (2018). *National Educational Leadership Preparation (NELP) Program Standards - Building Level*. Retrieved from: www.npbea.org.

Texas Education Agency. (2018, Dec). *Chapter 241. Certifications as principal. Retrieved from* https://tea.texas.gov/sites/default/files/ch241a.pdf

Appendix A

National Educational Leadership Preparation (NELP) Program Standards –
Building Level

Standard 1: Mission, Vision, and Improvement
Candidates who successfully complete a building-level educational leadership
    preparation program understand and demonstrate the capacity to promote
    the current and future success and well-being of each student and adult by
    applying the knowledge, skills, and commitments necessary to
    collaboratively lead, design, and implement a school mission, vision, and
    process for continuous improvement that reflects a core set of values and
    priorities that include data use, technology, equity, diversity, digital
    citizenship, and community.
Component 1.1 Program completers understand and demonstrate the capacity to
    collaboratively evaluate, develop, and communicate a school mission and
    vision designed to reflect a core set of values and priorities that include
    data use, technology, equity, diversity, digital citizenship, and community.
Component 1.2 Program completers understand and demonstrate the capacity to
    lead improvement processes that include data use, design,
    implementation, and evaluation.

Standard 2: Ethics and Professional Norms
Candidates who successfully complete a building-level educational leadership
    preparation program understand and demonstrate the capacity to promote
    the current and future success and well-being of each student and adult by
    applying the knowledge, skills, and commitments necessary to understand
    and demonstrate the capacity to advocate for ethical decisions and
    cultivate and enact professional norms.
 Component 2.1 Program completers understand and demonstrate the capacity
    to reflect on, communicate about, cultivate, and model professional
    dispositions and norms (i.e., fairness, integrity, transparency, trust, digital
    citizenship, collaboration, perseverance, reflection, lifelong learning) that
    support the educational success and well-being of each student and adult.
Component 2.2 Program completers understand and demonstrate the capacity to
    evaluate, communicate about, and advocate for ethical and legal decisions.
Component 2.3 Program completers understand and demonstrate the capacity to
    model ethical behavior in their personal conduct and relationships and to
    cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
 Candidates who successfully complete a building-level educational leadership
    preparation program understand and demonstrate the capacity to promote
    the current and future success and well-being of each student and adult by
    applying the knowledge, skills, and commitments necessary to develop and
    maintain a supportive, equitable, culturally responsive, and inclusive school
    culture.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

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, school-level 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.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to

promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8: Internship Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Component 8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

Course Learning Objectives:	Student Learning Objectives:	Activities and Assessments:
The candidate will differentiate between traditional and dynamic schools.	Students will discuss and identify elements of traditional and dynamic schools.	Examining School Environment Characteristics of Schools
The candidate will evaluate and articulate supervisory beliefs and personal supervisory styles.	Students will learn how their own interpersonal behaviors affect individuals as well as groups of people and identify ranges of interpersonal behaviors to enhance change-oriented relationships.	360 Degree Feedback Supervisory Approaches Chart The Marginally Effective Employee
The candidate will define and apply developmental and clinical supervision knowledge and skills to improve instruction.	Students will design a professional development program to support teachers based on their instructional needs.	Assessment: Walkthrough Observation Educational Beliefs, Teaching, and Supervision Designing Evaluation Dysfunctional Group Member Curriculum Development Conceptual Map PD for 1st year teachers
The candidate will develop, and plan effective professional development based on the instructional needs of teachers.	Students will develop professional development based on the needs of teachers to improve instruction for a diverse student body.	Assessments: Innovation Configuration Map Instructional Imp and PD Plan Adults as Learners-1st Year Teachers

Appendix C
Activities, Assignments, and Standards Chart

Activities/Assignment	Standards:
Examining School Environment	*NELP 1.2, 2.1, 4.1, 7.2*
Characteristics of Schools	
Strengthening Relationships with Families and Communities	*NELP 1.2, 2.1, 4.1, 7.2*
360 Degree Feedback	
Supervisory Approaches Chart	
The Marginally Effective Employee	
Key Assessment: Walkthrough Observation	*NELP 4.1, 7.4*
Designing Evaluation	
Dysfunctional Group Member	
Curriculum Development Conceptual Map	
PD for 1st year teachers	*NELP 4.1, 7.4*
Innovation Configuration Map	*NELP 2.1, 7.3, 7.4*
Professional Dev Plan	*NELP 1.1, 1.2, 2.1, 7.2, 7.3*
Adults as Learners-1st Year Employee	*NELP 7.3, 7.4*