



Course Syllabus:  
**School Business Management**  
West College of Education  
EDLE-5643-X10/EDLE-5643-DX1  
Fall 2022 Semester

Contact Information

Instructor: Tom Deighan

Office hours: Tuesdays 9:00 AM to Noon; Wednesdays 3:30-4:30 PM; Fridays 9:30-10:30 AM

Office phone: 940-397-4073

E-mail: [thomas.deighan@msutexas.edu](mailto:thomas.deighan@msutexas.edu)

Instructor Response Policy

I will respond to emails within 24 hours in most circumstances.

Textbook & Instructional Materials

EDLE 5643 DX1 and x10

EDLE 5643 School Business Management

**School Finance and Business Management: Optimizing Fiscal, Facility and Human Resources 2nd Edition** by Craig A. Schilling EdD CEO SBM Pros LLC. Northbrook IL (Author), Daniel R. Tomal (Author)

**ISBN-13:** 978-1475844023

Course Description

EDLE-5643-X10/EDLE-5643

A study of principles of public school finance, the school budget development process, building-level fiscal management, facility planning and management, and building-level student services management.

This class is combined with another section. Although degree requirements may differ, both courses will cover the same material, include the same assignments, and follow the same policies.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the standards outlined below. Satisfactory completion of the course will document that students have demonstrated the ability to satisfy the following standards:

See Appendix A for a complete list of standards/competencies

#### National Educational Leadership Preparation (NELP) Program Recognition Standards Building Level

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.

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 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 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 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.

#### Student Handbook

Refer to: [Student Handbook-2020-21](#)

#### 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](#)

### Grading/Assessment

<b>Assignments</b>	<b>Points</b>	<b>Due 2022</b>
Assignment 1: Class Information Assignment	5	28-Aug
Assignment 2: Personal Inventory	5	28-Aug
Assignment 3: Textbook Jigsaw and PPT	10	11-Sep
Assignment 4: Site Level Finance Application Assessment	10	25-Sep
Assignment 5: Texas School Finance Document PPT	10	9-Oct
Assignment 6: Texas School Finance Application Assessment	10	23-Oct
Peer Feedback/Review	15	6-Nov
Assignment 7: 5643 Written Financial Analysis	15	27-Nov
Assignment 8: 5643 Final Assessment Audio Visual Presentation	20	4-Dec
Total Points	100	

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

#### Homework

This course is a fully online, virtual format. Significant independent work is required of students to complete assignments and meet course requirements.

#### Mid-Term Exam

There is no mid-term exam.

#### Final Exam

The Final Exam grade for this course is the final course assessment due December 4, 2022.

#### Extra Credit

Extra credit assignments will not be offered.

### Late Work

Prior to the assignment deadline, students must contact the instructor (via D2L email, preferred) with a detailed explanation regarding any late work for full credit to be considered. In the event of an emergency, students can communicate when practical (focus on your emergency.)

### Make Up Work

This is a virtual, online course. Make-up work will not be offered, but late work will be considered under certain circumstances. Students may be offered opportunities to re-do work that does not meet instructor's standards.

### Important Dates

Last day for term schedule changes: August 25. Check date on [Academic Calendar](#).  
Deadline to file for graduation: September 26. Check date on [Academic Calendar](#).  
Last Day to drop with a grade of "W:" October 24; 4:00 PM. Check date on [Academic Calendar](#). 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

Due to the weekend format and limited in-person opportunities of this course, students are expected to attend all meetings of the classes in which they are enrolled. Students missing any in-person class may be dropped from the course. Under extreme circumstances and emergencies, students should contact the instructor to consider accommodations. At a minimum, missing a class will result in a significant amount of extra work for the student to evidence mastery of all course content.

Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement.

An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any

individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

#### 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 and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline. There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk 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

Professional speech, behavior, and ethics are expected at all times. All written assignments will be assessed not only for content but also for appropriateness for district-level communications, public scrutiny, and media coverage.

#### 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 WATC. 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.

### 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.

### Course Schedule

This is an online, virtual course. All work will be completed virtually. See course assignments for due dates.

### Appendix A: Standards/Competencies

See Appendix A:

National Educational Leadership Preparation (NELP) Program Recognition Standards

Building Level

## Appendix B: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

## **Appendix A:**

### **National Educational Leadership Preparation (NELP) Program Recognition Standards Building Level**

NPBEA. (2018). National Educational Leadership Preparation (NELP) Program Standards - Building Level.

Retrieved from: [www.npbea.org](http://www.npbea.org).



## 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.

### **RESEARCH SUPPORT FOR STANDARD 1:**

Evidence presented in Appendix 3 in support of standard 1 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through collaboratively leading, designing, and implementing a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities. This includes knowledge of how to evaluate, design, and communicate a district mission and vision that reflects a core set of values and priorities and to lead improvement processes that include evaluation, design, and implementation. This research evidence was used to inform the development of standard 1 and components 1.1 and 1.2.

## Acceptable Candidate Performance for NELP Building-Level Leadership Standard 1

### NELP Standard 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.

#### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role and importance of school mission and vision
- Processes for collaboratively developing a mission and vision
- Processes for developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community
- The characteristics of well-written mission and vision statements

#### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing mission and vision processes and statements
- Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision

### NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

#### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on school improvement
- Formal processes of iterative, evidence-informed improvement
- Data collection, analysis, and use
- Implementation theory and research

#### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing improvement processes
- Use research and data to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation
- Develop an implementation plan to support the improvement process

## 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.

### **RESEARCH SUPPORT FOR STANDARD 2:**

Evidence presented in Appendix 3 in support of standard 2 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through advocating for ethical decisions and cultivating and enacting professional norms. This includes the capacity to reflect on, communicate about, cultivate, and enact professional norms and evaluate and advocate for ethical and legal decisions. It also includes the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. This research evidence was used to inform the development of standard 2 and components 2.1, 2.2, and 2.3.

## Acceptable Candidate Performance for NELP Building-Level Leadership Standard 2

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being
- Practices that reflect professional norms
- Approaches to cultivating professional norms in others
- Reflective practice

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage in reflective practice as a professional norm
- Cultivate professional norms among school staff members
- Communicate professional norms to diverse constituencies
- Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)

**NELP Standard Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on decision making
- Decision-making processes
- Guidelines for ethical and legal decision making

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate ethical dimensions of issues
- Analyze decisions in terms of established ethical frameworks
- Develop a communication plan to advocate for ethical decisions

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Ethical practice
- Approaches to cultivating ethical behavior in others

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Formulate a school-level ethical leadership platform
- Model ethical practice

- 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.

### **RESEARCH SUPPORT FOR STANDARD 3:**

Evidence presented in Appendix 3 in support of standard 3 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through developing and maintaining a supportive, equitable, responsive, and inclusive school culture. This includes the capacity to evaluate, cultivate, and advocate for a supportive and inclusive school culture; equitable access to educational resources, procedures, and opportunities; and equitable instructional and behavior support practices among teachers and staff. This research evidence was used to inform the development of standard 3 and components 3.1, 3.2, and 3.3.

## Acceptable Candidate Performance for NELP Building-Level Leadership Standard 3

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)
- Research on inclusive school cultures
- Processes for evaluating school culture
- Processes for effecting changes to school culture
- Engaging in advocacy

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate school culture
- Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture
- Develop strategies for improving school culture
- Advocate for a supportive and inclusive school culture

**NELP Standard 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.

### Content Knowledge

Program provides evidence of 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)
- Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate sources of inequality and bias in the allocation of educational resources and opportunities
- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for the equitable access to educational resources, procedures, and opportunities

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

---

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Culturally responsive instructional and behavior support practices
- Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff
- Research on implications for students of equitable, culturally responsive, and inclusive practices
- Broader social and political concern with equity and inequality in schools

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate root causes of inequity and bias
  - Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff
  - Support the use of differentiated, content-based instructional materials and strategies
  - Advocate for equitable practice 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.

### **RESEARCH SUPPORT FOR STANDARD 4:**

Evidence presented in Appendix 3 in support of standard 4 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through evaluating, developing, and implementing coherent systems of curriculum, instruction, supports, and assessment. This includes the capacity to evaluate, develop, and implement academic and non-academic student programs and academic and non-academic instructional practices, resources, and services that support the needs of each student. It also includes the capacity to evaluate, develop, and implement formal and informal assessments that support instructional improvement and student learning and well-being and to evaluate, develop, and implement the school's curriculum, instruction, and assessment practices in a coherent and systematic manner. This research evidence was used to inform the development of standard 4 and components 4.1, 4.2, 4.3, and 4.4.

## Acceptable Candidate Performance for NELP Building-Level Leadership Standard 4

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

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the leadership of academic and non-academic programs
- Approaches to coordinating among (a) curricula, instructional technologies, and other supports and (b) academic and non-academic systems
- Evidence-based curricula, use of technology, and other supports for academic and non-academic programs
- Infrastructures for the ongoing support of academic and non-academic programs

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems
- Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non-academic programs

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Evidence-based instructional practices for different student populations
- Curricula, educational technologies, and other educational resources that support digital literacy among students and adults
- Educational service providers
- Approaches to coordinating resources and services in support of the school's academic and non-academic services

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems
- Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning

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

---

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the effective and ineffective assessment of student learning and well-being
- Research on assessment practices that are culturally responsive and accessible for each student
- Formative and summative measures of student learning and well-being
- Approaches to coordinating among assessments, instructional improvement, and educational service delivery

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research to evaluate the quality of formative and summative assessments of learning
  - implement formal and informal culturally responsive and accessible assessments of student learning
  - Interpret data from formative and summative assessments for use in educational planning
  - Cultivate teachers' capacity to improve instruction based on analysis of assessment data
- 

**NELP Standard 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.

---

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices
- Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being
- Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services
- Approaches and strategies for supporting faculty collaboration

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices
  - Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices
  - Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results
-

## 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.

### **RESEARCH SUPPORT FOR STANDARD 5:**

Evidence presented in Appendix 3 in support of standard 5 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through engaging families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. This includes the capacity to engage families in strengthening student learning in and out of school; to engage community members, partners, and other constituencies for the benefit of school improvement and student development; and to engage the larger organizational and policy context to advocate for the needs of their school and community. This research evidence was used to inform the development of standard 5 and components 5.1, 5.2, and 5.3.

## Acceptable Candidate Performance for NELP Building-Level Leadership Standard 5

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

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role of families in supporting student learning in and out school
- Research on student and family diversity
- Strategies for understanding and cultivating relationships with families and engaging them in their children’s education

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Gather information about family demographics and funds of knowledge available within students’ families that can be accessed to enhance student learning
- Cultivate collaboration among staff and families in support of student learning and success
- Foster two-way communication with families

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- School organizational cultures that promote community engagement
- Research on how community members, partners, and other constituencies can support school improvement and student success
- Collaboration methods to develop and sustain productive relationships with diverse community partners
- Practices for accessing and integrating external resources into the school

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Collaboratively engage with diverse community members, partners, and other constituencies around shared goals
- Cultivate regular, two-way communication with community members, partners, and other constituencies
- Identify and use diverse community resources to benefit school programs and student learning

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

---

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the importance and implications of social, cultural, economic, legal, and political contexts
- Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities
- Educational policy and advocacy

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Develop a plan for identifying and accessing resources
  - Gather information about the policy and district context
  - Develop targeted communication for oral, written, and digital distribution
  - Advocate for school and community needs
-

## 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.

### **RESEARCH SUPPORT FOR STANDARD 6:**

Evidence presented in Appendix 3 in support of standard 6 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through improving management, communication, technology, school-level governance, and operation systems; developing and improving school resource plans; and applying laws, policies, and regulations. This includes the capacity to improve 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; to develop and improve a resourcing plan for the benefit of school improvement and student development; and to apply laws, rights, policies, and regulations to promote student and adult success. This research evidence was used to inform the development of standard 6 and components 6.1, 6.2, and 6.3.

## Acceptable Candidate Performance for NELP Building-Level Leadership Standard 6

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on school management, operations, use of technologies, communication, and governance systems
- Principles of systems management and continuous improvement
- Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations
- Processes for developing and implementing management, communication, technology, school-level governance, and operation systems
- Use of technology to enhance learning and program management

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use a process for auditing the equity of school processes and operations and their impact on 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
- Develop a school’s master schedule

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- School-based budgeting
- Strategies for acquiring resources
- Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems
- Strategies for aligning and allocating resources according to school priorities and student needs
- Methods and procedures for managing school resources

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate resource needs
- Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school’s goals and priorities
- Advocate for resources in support of needs





---

**NELP Standard 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.

---

#### Content Knowledge

Program provides evidence of candidate knowledge of:

- Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults
- Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities
- Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety

#### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues
  - Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school
  - Communicate policies, laws, regulations, and procedures to appropriate school stakeholders
  - Monitor and ensure adherence to laws, rights, policies, and regulations
-

## 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.

### **RESEARCH SUPPORT FOR STANDARD 7:**

Evidence presented in Appendix 3 in support of standard 7 confirms that a building-level education leader must have the knowledge and skills to promote the success of every student through engaging staff in the development of a collaborative professional culture, building the school’s professional capacity, and improving systems of staff supervision, evaluation, support, and professional learning. This includes building professional capacity through engagement in recruitment, selection, and hiring. It also includes the capacity to improve and engage staff in a collaborative professional culture, engage staff in professional learning, and improve systems of supervision, support, and evaluation that promote school improvement and student success. This research evidence was used to inform the development of standard 7 and components 7.1, 7.2, 7.3, and 7.4.

## Acceptable Candidate Performance for NELP Building-Level Leadership Standard 7

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on teacher recruitment, hiring, and selection
- Practices for recruiting, selecting, and hiring school staff
- Strategic staffing based on student, school, and staff needs

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate school’s professional staff capacity needs
- Evaluate applicant materials
- Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body

**NELP Standard 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.

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being
- Effective communication
- The role of relationships, trust, and well-being in the development of a healthy and effective professional culture

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research to design and cultivate a collaborative professional culture
- Model and foster effective communication
- Develop a comprehensive plan for providing school community members with a healthy and positive school building environment

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

---

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on teacher professional learning
- Practices for supporting and developing school staff
- Practices for cultivating and distributing leadership among staff
- Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success
- How to use digital technology in ethical and appropriate ways to foster professional learning for self and others

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate professional staff capacity needs and management practices
- Identify leadership capabilities of staff
- Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success
- Engage staff in leadership roles
- Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others

---

**NELP Standard 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.

---

### Content Knowledge

Program provides evidence of candidate knowledge of:

- Research-based strategies for personnel supervision and evaluation
- Importance of, and the ability to access, specific personnel evaluation procedures for a given context
- Multiple approaches for providing actionable feedback and support systems for teachers

### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Observe teaching in a variety of classrooms
  - Gather and analyze district policies on instructional expectations
  - Provide teaching staff with actionable feedback to support improvement
  - Develop a system for monitoring whether supervision and evaluation strategies promote improvement
-

## 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.

### **RESEARCH SUPPORT FOR STANDARD 8:**

Evidence presented in Appendix 3 in support of standard 8 confirms that effective internships include the use of expert practitioners as supervisors who engage candidates in multiple and diverse school settings and provide 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. This research evidence was used to inform the development of standard 8 and components 8.1, 8.2, and 8.3.

