Course Syllabus:
Politics - Community Relations Fall Semester 2022
West College of Education
EDLE-6013-X10/EDLE-6013-DX1
Fall 2022 Semester

Contact Information

Instructor: Tom Deighan
Office hours: Tuesdays 9:30-11:00 AM; Wednesdays 3:30-5:00 PM; Fridays 9:00-
       11:00 AM
Office phone: 940-397-4073
E-mail: thomas.deighan@msutexas.edu

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

Textbook & Instructional Materials
School-Community Relations 5th Edition
By Douglas J. Fiore (Author)
ISBN-13: 978-0367902612

BrandED: Tell Your Story, Build Relationships, and Empower Learning
By Eric Sheninger and Trish Rubin
ISBN-13: 978-1119244561
Course Description
This course is an in-depth study of political and community relations issues faced by
the public school superintendent. Communications, partnerships, consensus-
building, media relations, working with diverse groups, and superintendent-board
working relationships will be studied.

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: NELP District Standards

NELP District Level Standards
STANDARD 1 COMPONENTS:

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

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

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

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 and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

See Appendix C:
Texas Superintendent Certification Domains and Competencies

Texas Superintendent Certification Domains and Competencies:

- Domain I: Leadership of the Educational Community
    - Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.
    - Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community:
    - Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.
    - Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

See Appendix A for a complete list of standards/competencies (if applicable)

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

Assignments	Points	Due 2022
Class information	5	28-Oct
Current Event Topic Presentation	5	**3-Sep**
School-Community Relations Jigsaw Presentation	10	**3-Sep**
BrandED Jigsaw Narrated PPT	10	10-Sep
Current Event Topic Presentation and Analysis	10	**15-Oct**
Draft Communications Strategy	10	23-Oct
Discussion Board Feedback and Reflection	5	30-Oct
Official Statements Presentation and Strategy	15	**12-Nov**
Final NELP Assessment	20	4-Dec
Peer Feedback/Participation	10	6-Nov
Total Points	**100**	

Bolded dates indicate in-person sessions. This class meets in the afternoon.

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 hybrid format. Significant independent work is required of students outside of class to complete assignments and be ready for in-person class times.

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
Make up work sufficient to compensate for missed in-class sessions may be offered to students who miss a single class. 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
Students must bring a laptop or equivalent device to in-person classes. 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:

Class Schedule for In-Class Meetings
Saturday, September 3, 1:00-4:00 (approximately) Flower Mound Campus
Saturday, October 15, 1:00-4:00 (approximately) Flower Mound Campus
Saturday, November 12, 1:00-4:00 (approximately) Flower Mound Campus
Class location and format subject to change. The remainder of the class is virtual.

Appendix A: Standards/Competencies

See Appendix A: NELP District Standards

See Appendix C:
Texas Superintendent Certification Domains and Competencies

Appendix B: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVE-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 Abbot'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

NELP Standards Appendix
Original Document:

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

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a district-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 district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

STANDARD 1 COMPONENTS:

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

RESEARCH SUPPORT FOR STANDARD 1

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

NELP Standard Component 1.1

Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role and importance of district mission and vision

- Processes for collaboratively developing a mission and vision

- Processes for developing an actionable mission and vision attentive to such considerations as 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 an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community

- Develop a comprehensive plan for communicating the mission and vision to multiple constituencies

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, diagnosis, and use
- Implementation theory and research

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing improvement processes
- Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation
- Articulate a process for strategic planning
- Develop an implementation plan to support the improvement process

Candidates who successfully complete a district-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 professional norms and culture.

STANDARD 2 COMPONENTS:

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate 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 district-level education leader must have the knowledge and skills to advocate for ethical decisions and cultivate professional norms and culture. This includes knowledge of how to reflect on, communicate about, and cultivate professional norms and culture and to evaluate and advocate for ethical and legal decisions. It also involves an understanding of how 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.

National Educational Leadership Preparation (NELP) Program Recognition Standards—

NELP Standard Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) that promote a productive, equitable, and effective district

- Approaches to cultivating professional norms in others

- Approaches to building organizational culture

- Reflective practice

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage in reflective practice

- Cultivate professional norms among diverse constituencies

- Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)

- Use professional norms as a basis for building organizational culture

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

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on and practices for decision making

- Knowledge of law and ethics

- Guidelines for ethical and legal decision making

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate ethical dimensions of complex issues, including stewardship and use of district resources

- Analyze decisions in terms of established ethical frameworks

- 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:

- Model ethical behavior in their personal conduct and relationships with others

- Cultivate ethical behavior in others

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a district-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 district culture.

STANDARD 3 COMPONENTS:

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

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional 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 district-level education leader must have the knowledge and skills to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. This includes knowledge of how to cultivate and advocate for a supportive and inclusive district culture and evaluate, cultivate, and advocate for each student in the district having equitable access to safe and nurturing schools and other resources and opportunities necessary for success. It also involves an understanding of how to evaluate, advocate, and cultivate 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.

NELP Standard Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on inclusive district cultures

- Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, inclusive, and respectful)

- Processes for evaluating district culture

- Processes for fostering cultural change

- Strategies for advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate district culture

- Use research and evidence to design and cultivate a supportive and inclusive district culture

- Advocate for a supportive and inclusive district culture

NELP Standard Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the 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 opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships

- Broader social and political concerns with equity and inequality in the use of educational resources 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 opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships

- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values

- Advocate for 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 instructional and behavior 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

- Research on implications for students of equitable, culturally responsive, and inclusive practice

- Broader social and political concerns with equity and inequity in schools and districts

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate root causes of inequity and bias

- Develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff

- Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools

- Cultivate culturally responsive instructional and behavior support practices across the district and its schools

Standard 4: Learning and Instruction

Candidates who successfully complete a district-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, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

STANDARD 4 COMPONENTS:

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

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

RESEARCH SUPPORT FOR STANDARD 4

Evidence presented in Appendix 3 in support of standard 4 confirms that a district-level leader must have the knowledge and skills to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, supports, assessment, and instructional leadership. This includes knowledge of how to evaluate, design, and implement curricula, instructional technologies,
and other supports for student programs and how to evaluate, design, and cultivate systems of support, coaching, and professional development for principals and other school and district leaders. It also involves an understanding of how to design, implement, and evaluate coherent and technically, developmentally, and culturally appropriate systems of curriculum, resources, supports, instruction, assessments, and data collection, management, and analysis that support student learning and well-being, instruction, and instructional leadership. This research evidence was used to inform the development of standard 4 and components 4.1, 4.2, 4.3, and 4.4.

NELP Standard Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and 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

- Research-based curricula, technologies, and other supports for academic and non-academic programs

- Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support

- Infrastructures for the ongoing support of academic and non-academic programs

Educational Leadership Skills

Programs provide evidence that candidates demonstrate skills required to:

- Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports

- Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems

NELP Standard Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on instructional leadership at the school and district level

- Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success

- Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)

- Approaches and strategies for supporting district and school collaboration

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders

- Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.)

- Research on assessment practices that are culturally responsive and accessible

- Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate the quality of formative and summative assessments of student learning

- Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership

- Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible

NELP Standard Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being

- Appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices

- Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non-academic services

- Use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems

- Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results

Candidates who successfully complete a district-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 engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

STANDARD 5 COMPONENTS:

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

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 and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

RESEARCH SUPPORT FOR STANDARD 5

Evidence presented in Appendix 3 in support of standard 5 confirms that a district-level education leader must have the knowledge and skills to engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community
needs. This includes knowledge of how to represent and support schools in engaging families in strengthening student learning in and out of school and to effectively collaborate, communicate, and engage community members, partners, and other constituencies in district matters that benefit learners, schools, and the district as a whole. It also involves an understanding of how to collaborate and communicate with members of the business, civic, and policy community so they can cultivate relationships and advocate for their district, student, and community needs. This research evidence was used to inform the development of standard 5 and components 5.1, 5.2, and 5.3.

NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging 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 of school

- Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Represent the district and its schools

- Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school

- Make decisions about when and how to engage families

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on student, family, and community diversity

- Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success

- Effective practice for communicating through oral, written, and digital means

- Strategies for understanding and engaging district constituents

- Governance and decision-making processes that support family-school communications and engagement

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies

- Collaborate with diverse community members, partners, and other constituencies

- Foster regular, two-way communication with community members, partners, and other constituencies

- Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community

- Engage community members, partners, and other constituents in district efforts

NELP Standard 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 and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

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 business, civic, and policy community

- Strategies for cultivating relationships with members of the business, civic, and policy community

- Public relations

- Educational advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Conduct a needs assessment of the district, school, students, and community

- Develop a plan for accessing resources that addresses district needs

- Cultivate collaborative relationships with district constituencies

- Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts

- Advocate for district and community needs

Standard 6: Operations and Management

Candidates who successfully complete a district-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, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

STANDARD 6 COMPONENTS:

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

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

RESEARCH SUPPORT FOR STANDARD 6

Evidence presented in Appendix 3 in support of standard 6 confirms that a district-level education leader must have the knowledge and skills to develop, monitor, evaluate, and manage district systems for operations, resources, and human capital management. This includes knowledge of how to design, communicate, implement, coordinate, and evaluate management, communication, technology, district-level governance, and operation systems that support schools in realizing the district's mission and vision and to design, communicate, advocate, implement, coordinate, and evaluate a district resourcing plan and support schools in developing their school-level resourcing plans. It also involves an understanding of how to develop, implement, and evaluate coordinated systems for hiring, retaining, supervising, developing, and cultivating school and district staff
in order to support the district's collective instructional and leadership capacity. This research evidence was used to inform the development of standard 6 and components 6.1, 6.2, and 6.3.

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

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations

- Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems

- Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity

- Use of technology to enhance learning and the management of systems

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate management and operation systems

- Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems

- Communicate with relevant stakeholders about the relationship between the district's management, operation, and governance systems and the district's mission and vision

- Develop an implementation plan to support improved district systems

NELP Standard Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Content Knowledge

Program provides evidence of candidate knowledge of:

- School and district-based budgeting

- Processes for gathering, synthesizing, and evaluating data to develop resourcing plans

- Research and best practices for allocating district- and school-level resources to support equity and excellence

- Methods for accessing and integrating external resources into the district and schools

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use data to evaluate district resource needs and practices

- Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs

- Communicate about district resources needs and plans

- Develop an implementation plan for the district's resourcing plan

NELP Standard Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring,

retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff

- Strategies for engaging school and district staff in the recruitment and selection process

- Strategic data-informed staffing based on student, school, and district needs

- Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being

- Strategies for cultivating leadership among school and district staff

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use data to evaluate district human resources needs

- Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel

- Evaluate candidates' materials for instructional and leadership positions

- Implement systems of leadership supervision, evaluation, feedback, and support

Standard 7: Policy, Governance, and Advocacy

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well- being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

STANDARD 7 COMPONENTS:

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

RESEARCH SUPPORT FOR STANDARD 7

Evidence presented in Appendix 3 in support of standard 7 confirms that a district-level education leader must have the knowledge and skills to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations. This includes an understanding of how to represent, communicate, collaborate, advocate, and cultivate a respectful and responsive relationship with a district's board of education focused on achieving the shared mission and vision of the district and to collaborate, design, communicate, implement, coordinate, cultivate, and evaluate effective systems for district governance that engage multiple stakeholder groups, including school and district personnel, families, community stakeholders, and board members. It also involves an understanding of how to evaluate and engage in decision making around, implement, and appropriately communicate about policy, laws, and regulations and how to evaluate, represent, and advocate for district needs and priorities within larger policy conversations. This research evidence was used to inform the development of standard 7 and components 7.1, 7.2, 7.3, and 7.4.

NELP Standard Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research and best practice focused on school board governance and relations

- Management theory

- Communication strategies

- Negotiation strategies

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Represent the district and its mission, strengths, and needs to the board of education

- Cultivate a positive, respectful, and responsive relationship with the board

- Advocate for board actions that will support the mission and vision of the district and meet district needs

NELP Standard Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance

- Processes for engaging multiple and diverse community stakeholders

- Developing and sustaining effective board relations

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems

- Design governance systems that engage multiple and diverse stakeholder groups

- Implement strategies (i.e., communication) that support stakeholder engagement in district governance

- Cultivate and coordinate an effective and collaborative system for district governance

NELP Standard Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Educational policy, laws, rules, and regulations

- Educational policy systems, formulation, adoption, and actors

- Strategies for accessing information about: (a) policy, (b) local, state, and federal contexts, and (c) the policy implications for various contexts

- Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate the implications of educational policy for district practices

- Develop a plan for the implementation of laws, rights, policies, and regulations

- Communicate about district, state, and national policy, laws, rules, and regulations

- Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities

NELP Standard Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the implications of culture, societal trends, economic conditions, laws, and political factors for the students, schools, staff, and practices of school districts

- Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.

- Approaches for identifying district and school needs

- Prioritization processes

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges

- Represent the district and its priorities and needs at the local, state, and national level

- Advocate for the needs and priorities of the district at the local, state, and national level

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district 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 district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

STANDARD 8 COMPONENTS:

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

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by 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 district 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 district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district. This research evidence was used to inform the development of standard 8 and components 8.1, 8.2, and 8.3.

Appendix 1: Using NELP Standards for Program

Under CAEP policy, six assessments are required for option A program reports. These six assessments must collectively measure NELP standards 1–7 and the 22 associated components. Assessments 1 and 2 must measure content knowledge, and assessments 3, 4, 5, and 6 must measure educational leadership skills. To demonstrate the effective measurement of all standard components in the program's assessment system, preparation programs are required to develop a matrix that maps the specific leadership content knowledge and skills standard components to the specific assessments. Programs may, at their discretion, submit a seventh or eighth assessment if they believe it is necessary to strengthen their case that the NELP standard components are met. These additional assessments will be evaluated and carry the same weight in the reviewer decision process.

The required NELP assessments focus on educational leadership content knowledge and educational leadership skills, as indicated in the following table.

Educational Leadership Content Knowledge Assessments	Educational Leadership Skill Assessments
NELP Assessment 1: A state licensure assessment or other assessment of candidate content knowledge of the NELP district-level standards.	NELP Assessment 3: Demonstration of candidate's ability to engage in instructional leadership.
NELP Assessment 2: An assessment of candidate content knowledge of the NELP district-level standards.	NELP Assessment 4: Demonstration of candidate's systems management within in a field-based setting.
	NELP Assessment 5: Demonstration of candidate's leadership skills in supporting community and external leadership.
	NELP Assessment 6: Demonstration of candidate's leadership skills in the areas of district governance.

Please note that while NELP standard 8 is not measured in the six assessments, programs must provide evidence of this standard and its components through a one-page narrative document that describes the internship/clinical field experience.

NELP reviewers will use the NELP standard evaluation rubrics to make qualitative judgments about whether a standard is "met," "met with conditions," or "not met." Through application of this rubric, the NELP SPA hopes to establish a viable and reliable evaluation system across education leadership

program reviews while simultaneously creating standards that are also flexible and sensitive to a program's localized contexts.

With regard to NELP assessment 1 (state licensure examinations), the NELP SPA does not require programs to meet a specific pass rate for its completers at the cohort level as a pre-condition for SPA National Recognition. However, as part of the program review reporting process, all programs

are required to document candidates' performance on state licensure examinations as partial evidence for candidates' content knowledge. Programs are also expected to delineate how the licensure assessment is aligned with the NELP SPA standards and components. According to CAEP policy, "alignment" may be attained if assessments that are comprised of content similar to the specialty standards demonstrate the same complexity as the standards; are congruent in the range of knowledge, skills, and dispositions that candidates are expected to exhibit; and call for an appropriate level of difficulty consistent with the standards.

Program reports provided by institutions in any state that uses licensure tests should include the following data: (1) the average scores of completing candidates in the program, and (2) the range of scores for candidates completing the program.

Appendix C:
Texas Superintendent Certification Domains and Competencies

Source:
https://msutexas.edu/academics/education/_assets/files/handbooks/ed.d.-
educational-leadership-program-handbook---spring-2021.docx

Texas Superintendent Certification Domains and Competencies:

- Domain I: Leadership of the Educational Community
  - Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.
  - Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community:
  - Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.
  - Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.
- Domain II: Instructional Leadership
  - Competency 005: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.
  - Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.
  - Competency 007: The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.
- Domain III: Administrative Leadership
  - Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.
  - Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.
  - Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.