

EDL Outcome Rubric (Updated)

The Educational Leadership Program develops the knowledge, skills, and professional dispositions of servant leadership needed for effective school leadership. The EDL Outcome Rubric allows graduate students to self-assess their growth in the outcomes and corresponding essential elements.

<p>1.0 Leadership Disposition: Professional Norms</p> <p>Candidates, as servant leaders, understand and can enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (CAEP A.1.1 collaboration, A.1.1 dispositions, A.1.1 code of ethics, A.1.2; NELP 2.1; ELCC 5.1; PSEL 2.a, 2.b)</p>	<p>1.0 Beginning</p> <p>know what the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement are in a school.</p>	<p>2.0 Emerging</p> <p>know and understand what the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement are in a school and demonstrate the capability to do one or more in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the skills of the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement systematically to be servant leaders.</p>	<p>4.0 Exceeding</p> <p>improve servant leadership by reflecting on the knowledge, understanding and systematic application of the skills of professional norms, ethical behavior, values, relationships, and decision-making and then making any needed changes.</p>
<p>1.0 Leadership Disposition: Ethical Behavior</p> <p>Candidates, as servant leaders, understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior. (CAEP A.1.1 dispositions, A.1.1 code of ethics, A.1.2; NELP 2.4; ELCC 5.2; NDE Rule 24 5.1, 5.2; NDE Principal Standard 8; Praxis V.A; PSEL 2.c)</p>	<p>1.0 Beginning</p> <p>know what the principles of self-awareness, reflective practice, transparency, and ethical behavior are in a school.</p>	<p>2.0 Emerging</p> <p>know and understand what the principles of self-awareness, reflective practice, transparency, and ethical behavior are in a school and demonstrate the capability to model their understanding of one or more in isolated instances.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and model the skills of the principles of self-awareness, reflective practice, transparency, and ethical behavior systematically to be servant leaders.</p>	<p>4.0 Exceeding</p> <p>improve servant leadership by reflecting on the knowledge, understanding, and systematic application of the skills of principles of self-awareness, reflective practice, transparency, and ethical behavior and then making any needed changes.</p>

<p>1.0 Leadership Disposition: Values</p> <p>Candidates, as servant leaders, understand, model, and can promote the values of democracy, equity, diversity, and social justice. (CAEP A.1.1 dispositions, A.1.2; NELP 2.3; ELCC 5.3, 5.5; NDE Rule 24 5.3; Praxis IV.B; PSEL 2.d, 2.e)</p>	<p>1.0 Beginning</p> <p>know what the values of democracy, equity, diversity, and social justice are in a school and demonstrate the capability to model.</p>	<p>2.0 Emerging</p> <p>know and understand what the values of democracy, equity, diversity, and social justice are in a school and demonstrate the capability to model and promote their understanding of one or more in isolated instances.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, model, and promote the skills of the values of democracy, equity, diversity, and social justice systematically to be servant leaders.</p>	<p>4.0 Exceeding</p> <p>improve servant leadership by reflecting on the knowledge, understanding, and systematic application of the skills of the values of democracy, equity, diversity, and social justice and then making any needed changes.</p>
<p>1.0 Leadership Disposition: Relationships</p> <p>Candidates, as servant leaders, lead with interpersonal and communications skill, socio-emotional insight, and understanding of all students' and staff members' backgrounds and culture (CAEP A.1.1 dispositions, A.1.1 collaboration, A.1.2; NELP 3.4; Praxis V.C; PSEL 2.e)</p>	<p>1.0 Beginning</p> <p>know what interpersonal and communications skills, socio-emotional insight, and understanding of all students' and staff members' backgrounds and culture are in a school.</p>	<p>2.0 Emerging</p> <p>know and understand what the interpersonal and communications skills, socio-emotional insight, and understanding of all students' and staff members' backgrounds and culture are in a school and demonstrate the capability to lead with one or more in isolated instances.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and lead with interpersonal and communications skill, socio-emotional insight, and understanding of all students' and staff members' backgrounds and culture systematically to be a servant leader.</p>	<p>4.0 Exceeding</p> <p>improve servant leadership by reflecting on the knowledge, understanding, and systematic application of the skills of leading with interpersonal and communications skill, socio-emotional insight, and understanding of all students' and staff members' backgrounds and culture and then making any needed changes.</p>

<p>1.0 Leadership Disposition: Decision-Making</p> <p>Candidates, as servant leaders, understand and can evaluate the potential moral and legal consequences of decision making in the school. (CAEP A.1.1 dispositions, A.1.1 laws/policies, A.1.1 code of ethics, A.1.2, CAEP A.1.1 research; NELP 2.2; ELCC 5.4; NDE Rule 24 5.4; NDE Principal Standard 8; Praxis V.A.4)</p>	<p>1.0 Beginning</p> <p>know what the potential moral and legal consequences of decision making are in a school.</p>	<p>2.0 Emerging</p> <p>know and understand what the potential moral and legal consequences of decision-making are in a school and demonstrate the capability to evaluate their understanding of one or more in isolated instances.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and model the skills of evaluating potential moral and legal consequences of decision making in the school systematically to be servant leaders.</p>	<p>4.0 Exceeding</p> <p>improve servant leadership by reflecting on the knowledge, understanding, and systematic application of the skills of evaluating potential moral and legal consequences of decision making in the school and then making any needed changes.</p>
<p>1.0 Leadership Disposition: Learner</p> <p>Candidates, as servant leaders, understand and can model continuous learning to increase adult and student learning, to stay current, to be a thought leader, and to develop reflective practices on the application of their learning. (NELP 2.1; PSEL 7.c, 7.f)</p>	<p>1.0 Beginning</p> <p>know what modeling continuous learning is to increase adult and student learning, stay current, be a thought leader, and develop reflective practices on the application of their learning.</p>	<p>2.0 Emerging</p> <p>know and understand what modeling continuous learning is to increase adult and student learning, stay current, be a thought leader, and develop reflective practices on the application of their learning and demonstrate the capability to model continuous learning of one or more in isolated instances.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and model continuous learning to increase adult and student learning, stay current, be a thought leader, and develop reflective practices on the application of their learning, systematically to be servant leaders.</p>	<p>4.0 Exceeding</p> <p>improve servant leadership by reflecting on the knowledge, understanding, and systematic application of modeling continuous learning to increase adult and student learning, stay current, be a thought leader, and develop reflective practices on the application of their learning and then making any needed changes.</p>

<p>1.0 Strategic Leadership: Mission/Shared Vision</p> <p>Candidates understand and demonstrate the capability to collaboratively develop, articulate, implement, and steward a shared mission and vision of learning for a school. (CAEP A.1.2; NELP 1.1, 7.2; ELCC 1.1, NDE Rule 24 1.1; NDE Principal Standard 1; PSEL 1.a,1.b, 1.d, 1.f)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to collaboratively develop, articulate, implement, and steward a shared mission and vision of learning in a school and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to collaboratively develop, articulate, implement, and steward a shared mission and vision of learning in a school and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to collaboratively develop, articulate, implement, and steward a shared mission and vision of learning in a school and demonstrate the capability to systematically lead each process in a school to be a strategic leader.</p>	<p>4.0 Exceeding</p> <p>improve strategic leadership by reflecting on the knowledge, understanding, and systematic application of the processes to collaboratively develop, articulate, implement, and steward a shared mission and vision of learning in a school and demonstrate the capability to make any needed changes.</p>
<p>1.0 Strategic Leadership: School Culture</p> <p>Candidates understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture. (CAEP A.1.2; NELP 1.2)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to articulate, advocate, model, and cultivate a set of core values that define the school's culture and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to articulate, advocate, model, and cultivate a set of core values that define the school's culture and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to articulate, advocate, model, and cultivate a set of core values that define the school's culture and demonstrate the capability to systematically lead each process in a school to be a strategic leader.</p>	<p>4.0 Exceeding</p> <p>improve strategic leadership by reflecting on the knowledge, understanding, and systematic application of the processes to articulate, advocate, model, and cultivate a set of core values that define the school's culture and demonstrate the capability to make any needed changes.</p>
<p>1.0 Strategic Leadership: School Culture</p> <p>Candidates understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture. (CAEP A.1.2; NELP 1.2)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to articulate, advocate, model, and cultivate a set of core values that define the school's culture and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to articulate, advocate, model, and cultivate a set of core values that define the school's culture and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to articulate, advocate, model, and cultivate a set of core values that define the school's culture and demonstrate the capability to systematically lead each process in a school to be a strategic leader.</p>	<p>4.0 Exceeding</p> <p>improve strategic leadership by reflecting on the knowledge, understanding, and systematic application of the processes to articulate, advocate, model, and cultivate a set of core values that define the school's culture and demonstrate the capability to make any needed changes.</p>

<p>1.0 Strategic Leadership: Forecasting</p> <p>Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (CAEP A.1.1 technology, A.1.1 laws/policies, A.1.2; ELCC 6.3; NDE Rule 24 6.3; PSEL 10.f)</p>	<p>1.0 Beginning</p> <p>know what emerging trends and initiatives are and is aware of the need to assess them to adapt strategic leadership.</p>	<p>2.0 Emerging</p> <p>know and understand what emerging trends and initiatives are as well as the processes to assess them, and demonstrate the capability to identify and assess one or more emerging trends and/or initiatives in isolated instances in a school to adapt strategic leadership.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, identify, and assess emerging trends and initiatives and demonstrate the capability to systematically adapt, based on the assessment, strategic leadership in a school.</p>	<p>4.0 Exceeding</p> <p>improve strategic leadership by reflecting on the knowledge, understanding and systematic application of the processes to identify, assess emerging trends and initiatives as well as systematically adapt, based on the assessment, strategic leadership in a school and demonstrate the capability to make any needed changes.</p>
<p>1.0 Strategic Leadership: Support</p> <p>Candidates understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports including school-wide behavior management, extracurricular activities, and accommodations to meet the full range of needs for each student. (CAEP A.1.2; NELP 1.3; PSEL 5.c)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to build, maintain, and evaluate a coherent system of academic and social supports including school-wide behavior management, extracurricular activities, and accommodations to meet the full range of needs for each student and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to build, maintain, and evaluate a coherent system of academic and social supports including school-wide behavior management, extracurricular activities, and accommodations to meet the full range of needs for each student and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to build, maintain, and evaluate a coherent system of academic and social supports including school-wide behavior management, extracurricular activities, and accommodations to meet the full range of needs for each student and demonstrate the capability to systematically lead each process in a school to be a strategic leader.</p>	<p>4.0 Exceeding</p> <p>improve strategic leadership by reflecting on the knowledge, understanding and systematic application of the processes to build, maintain, and evaluate a coherent system of academic and social supports including school-wide behavior management, extracurricular activities, and accommodations to meet the full range of needs for each student and demonstrate the capability to make any needed changes.</p>

<p>1.0 Strategic Leadership: Continuous Improvement</p> <p>Candidates understand and can demonstrate the capability to systematically engage staff and school community to develop, implement, and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.1 research, A.1.1 collaboration, A.1.1 technology, A.1.2; NELP 1.4; ELCC 1.2; NDE Rule 24 1.3, 1.4, 1.5; NDE Principal Standard 2; Praxis I.A.1-2, I.B.2, I.C.1-8; PSEL 1.e, 10.b, 10.d)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to systematically engage staff and school community to develop, implement, and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to systematically engage staff and school community to develop, implement, and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and demonstrate the capability to support and lead isolated processes in a school</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to systematically engage staff and school community to develop, implement, and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and demonstrate the capability to systematically lead each process in a school to be a strategic leader.</p>	<p>4.0 Exceeding</p> <p>improve strategic leadership by reflecting on the knowledge, understanding, and systematic application of the processes to systematically engage staff and school community to develop, implement, and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and demonstrate the capability to make any needed changes.</p>
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<p>1.0 Instructional Leadership: Equitable Learning Environment</p> <p>Candidates understand and can demonstrate the capability to develop, implement, and monitor a safe, caring, healthy, and culturally responsive school environment in which each student, teacher and leader is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.2; NELP 3.1, 3.4, 4.4, 7.3; NDE Rule 24 2.1; NDE Principal Standard 3, 4; Praxis II.A.4, B.8; PSEL 3.b, 3.h, 4.a, 5.a,5.b)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to develop, implement, and monitor a safe, caring, healthy, and culturally responsive school environment in which each student, teacher, staff member, and leader is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to develop, implement, and monitor a safe, caring, healthy, and culturally responsive school environment in which each student, teacher, staff member, and leader is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to develop, implement, and monitor a safe, caring, healthy, and culturally responsive school environment in which each student, teacher, staff member, and leader is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community and demonstrate the capability to systematically lead each process in a school to be an instructional leader.</p>	<p>4.0 Exceeding</p> <p>improve instructional leadership by reflecting on the knowledge, understanding, and systematic application of the processes to develop, implement, and monitor a safe, caring, healthy, and culturally responsive school environment in which each student, teacher, staff member, and leader is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community and demonstrate the capability to make any needed changes.</p>
<p>1.0 Instructional Leadership: Learning System</p> <p>Candidates understand and can demonstrate the capability to develop, implement, and monitor an aligned, rigorous, and coherent system of curriculum, instruction, and assessment that is responsive to student needs while implementing high expectations for all students. (CAEP A.1.1 research, A.1.2; NELP 4.1; ELCC 2.2, 3.5; NDE Rule 24 2.2; NDE Principal Standard 3, 4; Praxis II.B; PSEL 4.b)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to develop, implement, and monitor an aligned, rigorous, and coherent system of curriculum, instruction and assessment that is responsive to student needs while implementing high expectations for all students and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to develop, implement, and monitor an aligned, rigorous, and coherent system of curriculum, instruction, and assessment that is responsive to student needs while implementing high expectations for all students and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to develop, implement, and monitor an aligned, rigorous, and coherent system of curriculum, instruction, and assessment that is responsive to student needs while implementing high expectations for all students and demonstrate the capability to systematically lead each process in a school to be an instructional leader.</p>	<p>4.0 Exceeding</p> <p>improve instructional leadership by reflecting on the knowledge, understanding, and systematic application of the processes to develop, implement, and monitor an aligned, rigorous, and coherent system of curriculum, instruction, and assessment that is responsive to student needs while implementing high expectations for all students and demonstrate the capability to make any needed changes.</p>

<p>1.0 Instructional Leadership: Instructional Practice</p> <p>Candidates understand and can demonstrate the capability to promote challenging, intentional, and engaging instruction that is consistent with learning theory, effective pedagogy, and the social, emotional, cultural, and intellectual needs of the student. (CAEP A.1.1 technology, A.1.2; NELP 3.4, 4.2; NDE Rule 24 2.3, 3.5; NDE Principal Standard 3; Praxis II.A.1; PSEL 4.c, 4.d)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to promote challenging, intentional, and engaging instruction that is consistent with learning theory, effective pedagogy, and the social, emotional, cultural, and intellectual needs of the student and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to promote challenging, intentional, and engaging instruction that is consistent with learning theory, effective pedagogy, and the social, emotional, cultural, and intellectual needs of the student and demonstrate the capability to support and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to promote challenging, intentional, and engaging instruction that is consistent with learning theory, effective pedagogy, and the social, emotional, cultural, and intellectual needs of the student and demonstrate the capability to systematically lead each process in a school to be an instructional leader.</p>	<p>4.0 Exceeding</p> <p>improve instructional leadership by reflecting on the knowledge, understanding, and systematic application of the processes to promote challenging, intentional, and engaging instruction that is consistent with learning theory, effective pedagogy, and the social, emotional, cultural, and intellectual needs of the student and demonstrate the capability to make any needed changes.</p>
<p>1.0 Instructional Leadership: Assessment Practice</p> <p>Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of assessment to collect, analyze, and utilize data to monitor student progress and improve instruction for all students. (CAEP A.1.1 data literacy, A.1.1 research, A.1.1 technology, A.1.2; NELP 4.3; NDE Rule 24 2.5; NDE Principal Standard 3; Praxis II.B.2, 5, II.C.1-4; PSEL 2.f, 2.g)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to develop, implement, and monitor a system of assessment to collect, analyze, and utilize data to monitor student progress and improve instruction for all students and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to develop, implement, and monitor a system of assessment to collect, analyze, and utilize data to monitor student progress and improve instruction for all students and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to develop, implement, and monitor a system of assessment to collect, analyze, and utilize data to monitor student progress and improve instruction for all students and demonstrate the capability to systematically lead each process in a school to be an instructional leader.</p>	<p>4.0 Exceeding</p> <p>improve instructional leadership by reflecting on the knowledge, understanding, and systematic application of the processes to develop, implement, and monitor a system of assessment to collect, analyze, and utilize data to monitor student progress and improve instruction for all students and demonstrate the capability to make any needed changes.</p>

<p>1.0 Instructional Leadership: Responsive Professional Learning</p> <p>Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of continuous professional learning that builds instructional and leadership capacity to recognize, confront, and alter institutional biases reflected in the learning system, learning environment, and instructional practice that result in student marginalization, deficit-based schooling, and low expectations. (CAEP A.1.1 collaboration, A.1.2; NDE Rule 24 2.6, 3.4; NDE Principal Standard 6; NELP 3.3, 3.4, 4.4, 7.3; 7.4; Praxis II.A.2, 7; PSEL 6.c, 6.f</p>	<p>1.0 Beginning</p> <p>know the components of the processes to develop, implement, and monitor a system of continuous professional learning that builds instructional and leadership capacity to recognize, confront, and alter institutional biases reflected in the learning system, learning environment, and instructional practice that result in student marginalization,</p> <p>deficit-based schooling, and low expectations and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to systematically engage staff and school community to develop, implement, and monitor a system of continuous professional learning that builds instructional and leadership capacity to recognize, confront, and alter institutional biases reflected in the learning system, learning environment, and instructional practice that result in student marginalization, deficit-based schooling, and low expectations and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to develop, implement, and monitor a system of continuous professional learning that builds instructional and leadership capacity to recognize, confront, and alter institutional biases reflected in the learning system, learning environment, and instructional practice that result in student marginalization,</p> <p>deficit-based schooling, and low expectations and demonstrate the capability to systematically lead each process in a school to be an instructional leader.</p>	<p>4.0 Exceeding</p> <p>improve instructional leadership by reflecting on the knowledge, understanding, and systematic application of the processes to develop, implement, and monitor a system of continuous professional learning that builds instructional and leadership capacity to recognize, confront, and alter institutional biases reflected in the learning system, learning environment, and instructional practice that result in student marginalization, deficit-based schooling, and low expectations and demonstrate the capability to make any needed changes.</p>
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<p>1.0 Organizational Leadership: Human Resource System</p> <p>Candidates understand and demonstrate the capability to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel. (CAEP A.1.1 collaboration, laws/policies, A.1.2; NDE Rule 24 3.2; NDE Principal Standard 6; NELP 7.1; ELCC 3.1; Praxis III.B; PSEL 6.a, 6.b, 9.b)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel and demonstrates the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel and demonstrates the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel and demonstrates the capability to systematically lead each process in a school to be an organizational leader.</p>	<p>4.0 Exceeding</p> <p>improve organizational leadership by reflecting on the knowledge, understanding, and systematic application of the processes to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel and demonstrates the capability to make any needed changes.</p>
<p>1.0 Organizational Leadership: Equitable Access</p> <p>Candidates understand and can demonstrate the capability to ensure that each student has equitable access to effective teachers, challenging learning opportunities, and academic, social, and behavioral support necessary for success. (CAEP A.1.2; NELP 3.2; PSEL 3.c)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to ensure that each student has equitable access to effective teachers, challenging learning opportunities, and academic, social, and behavioral support necessary for success, and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to ensure that each student has equitable access to effective teachers, challenging learning opportunities, and academic, social, and behavioral support necessary for success and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to ensure that each student has equitable access to effective teachers, challenging learning opportunities, and academic, social, and behavioral support necessary for success, and demonstrate the capability to systematically lead each process in a school to be an organizational leader.</p>	<p>4.0 Exceeding</p> <p>improve organizational leadership by reflecting on the knowledge, understanding, and systematic application of the processes to ensure that each student has equitable access to effective teachers, challenging learning opportunities, and academic, social, and behavioral support necessary for success and demonstrate the capability to make any needed changes.</p>

<p>1.0 Organizational Leadership: Operational Systems</p> <p>Candidates understand and can demonstrate the capability to develop, implement, and monitor school management and operational systems to efficiently use human, fiscal, and technological data and resources to support continual learning and improvement. (CAEP A.1.1 data literacy, A.1.1 collaboration, A.1.1 technology, A.1.2; NDE Rule 24 3.1; NDE Principal Standard 5; NELP 6.1, 6.2; ELCC 3.1; Praxis 1.B.3. III.A; PSEL 9.a, 9.c)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to develop, implement, and monitor school management and operational systems to efficiently use human, fiscal, and technological data and resources to support continual learning and improvement and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to develop, implement, and monitor school management and operational systems to efficiently use human, fiscal, and technological data and resources to support continual learning and improvement and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to develop, implement, and monitor school management and operational systems to efficiently use human, fiscal, and technological data and resources to support continual learning and improvement and demonstrate the capability to systematically lead each process in a school to be an organizational leader.</p>	<p>4.0 Exceeding</p> <p>improve organizational leadership by reflecting on the knowledge, understanding, and systematic application of the processes to develop, implement, and monitor school management and operational systems to efficiently use human, fiscal, and technological data and resources to support continual learning and improvement and demonstrate the capability to make any needed changes.</p>
<p>1.0 Organizational Leadership: Communication Systems</p> <p>Candidates understand and can demonstrate the capability to develop, implement, and monitor multifaceted, two-way communication systems to engage students, family, staff, and community to develop collective accountability for student success. (CAEP A.1.1 collaboration, A.1.2; NELP 5.1, 6.3; Praxis 1.B.4; PSEL 8.c)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to develop, implement, and monitor a multifaceted, two-way communication system to engage students, family, staff, and community to develop collective accountability for student success and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to develop, implement, and monitor a multifaceted, two-way communication system to engage students, family, staff, and community to develop collective accountability for student success and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to develop, implement, and monitor a multifaceted, two-way communication system to engage students, family, staff, and community to develop collective accountability for student success and demonstrate the capability to systematically lead each process in a school to be an organizational leader.</p>	<p>4.0 Exceeding</p> <p>improve organizational leadership by reflecting on the knowledge, understanding, and systematic application of the processes to develop, implement, and monitor a multifaceted, two-way communication system to engage students, family, staff, and community to develop collective accountability for student success and demonstrate the capability to make any needed changes.</p>

<p>1.0 Organizational Leadership: Legal Compliance</p> <p>Candidates understand and can demonstrate the capability to comply with applicable laws and school-based policies and procedures to protect the welfare, safety, and success of students and staff. (CAEP laws/policies, A.1.2; NDE Rule 24 3.3; NELP 6.4; Praxis III.C; PSEL 9.h)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to comply with applicable laws and school-based policies and procedures to protect the welfare, safety, and success of students and staff, and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to comply with applicable laws and school-based policies and procedures to protect the welfare, safety, and success of students and staff and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to comply with applicable laws and school-based policies and procedures to protect the welfare, safety, and success of students and staff and demonstrate the capability to systematically lead each process in a school to be an organizational leader.</p>	<p>4.0 Exceeding</p> <p>improve organizational leadership by reflecting on the knowledge, understanding, and systematic application of the processes to comply with applicable laws and school-based policies and procedures to protect the welfare, safety, and success of students and staff and demonstrate the capability to make any needed changes.</p>
<p>1.0 Community-Political Leadership: Educational Environment</p> <p>Candidates understand and can collaborate with staff and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.2; NDE Rule 24 4.1; NELP 1.4; ELCC 4.1; Praxis 1.B.1)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to collaborate with staff and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to collaborate with staff and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to collaborate with staff and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment and demonstrate the capability to systematically lead each process in a school to be a community/political leader.</p>	<p>4.0 Exceeding</p> <p>improve community/political leadership by reflecting on the knowledge, understanding, and systematic application of the processes to collaborate with staff and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment and demonstrate the capability to make any needed changes</p>

<p>1.0 Community-Political Leadership: Engagement</p> <p>Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (CAEP A.1.2; ELCC 4.3; NDE Rule 24 4.3; NDE Principal Standard 7; Praxis IV.A; PSEL 4.b, 8.e)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers and demonstrating the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers and demonstrating the capability to systematically lead each process in a school to be a community/political leader.</p>	<p>4.0 Exceeding</p> <p>improve community/political leadership by reflecting on the knowledge, understanding, and systematic application of the processes to respond to community interests and needs by building and sustaining positive school relationships with families and caregivers and demonstrating the capability to make any needed changes.</p>
<p>1.0 Community-Political Leadership: Partnerships</p> <p>Candidates understand and can demonstrate the capability to build and sustain productive partnerships in the public and private sectors to promote school improvement and student academic and social well-being. (CAEP A.1.1 collaboration, A.1.2; NELP 5.3; ELCC 4.4; NDE Rule 24 4.4; PSEL 8.d, 8.e, 8.j; NDE Principal Standard 7; Praxis I.A.4, IV.A, C)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to build and sustain productive partnerships in the public and private sectors to promote school improvement and student academic and social well-being and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to build and sustain productive partnerships in the public and private sectors to promote school improvement and student academic and social well-being and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to build and sustain productive partnerships in the public and private sectors to promote school improvement and student academic and social well-being and demonstrate the capability to systematically lead each process in a school to be a community/political leader.</p>	<p>4.0 Exceeding</p> <p>improve community/political leadership by reflecting on the knowledge, understanding, and systematic application of the processes to build and sustain productive partnerships in the public and private sectors to promote school improvement and student academic and social well-being and demonstrate the capability to make any needed changes.</p>

<p>1.0 Community-Political Leadership: Advocacy</p> <p>Candidates understand and can demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and community. (CAEP laws/policies, A.1.2; ELCC 6.1; NELP 5.4; NDE Rule 24 6.1; Praxis IV.B, VI.A, B; PSEL 8.d, 8.h, 8.i)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to advocate for the needs and priorities of the school, district, students, families, and community and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to advocate for the needs and priorities of the school, district, students, families, and community, and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to advocate for the needs and priorities of the school, district, students, families, and community and demonstrate the capability to systematically lead each process in a school to be a community/political leader.</p>	<p>4.0 Exceeding</p> <p>improve community/political leadership by reflecting on the knowledge, understanding, and systematic application of the processes to advocate for the needs and priorities of the school, district, students, families, and community and demonstrate the capability to make any needed changes.</p>
<p>1.0 Community-Political Leadership: Policy and Political Engagement</p> <p>Candidates understand and demonstrate the capability to operationalize policy and to advocate at the local, district, state, and national level for decisions to strengthen student learning in and out of school. (CAEP A.1.2; ELCC 6.2; NELP 5.2; NDE Principal Standard 8; NDE Rule 24 6.2; Praxis IV.B, VI.A, B; PSEL 8.h)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to operationalize policy and to advocate at the local, district, state, and national level for decisions to strengthen student learning in and out of school and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to systematically engage staff and school community to operationalize policy and to advocate at the local, district, state, and national level for decisions to strengthen student learning in and out of school and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to operationalize policy and to advocate at the local, district, state, and national level for decisions to strengthen student learning in and out of school and demonstrate the capability to systematically lead each process in a school to be a community/political leader.</p>	<p>4.0 Exceeding</p> <p>improve community/political leadership by reflecting on the knowledge, understanding, and systematic application of the processes to operationalize policy and to advocate at the local, district, state, and national level for decisions to strengthen student learning in and out of school and demonstrate the capability to make any needed changes.</p>

<p>1.0 Community-Political Leadership: Supportive School Community</p> <p>Candidates understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner, and free from biases associated with characteristics such as culture, exceptionalities, gender, language, race, sexual orientation, or socio-economic status. (CAEP A.1.1 supportive school environment, A.1.2; NDE Rule 24 4.2; NELP 3.4; Praxis IV.B, VI.A, B; PSEL 3.a, 3.e)</p>	<p>1.0 Beginning</p> <p>know the components of the processes to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner, and free from biases associated with characteristics such as culture, exceptionalities, gender, language, race, sexual orientation, or socio-economic status and demonstrate the capability to identify the indicators of each in a school.</p>	<p>2.0 Emerging</p> <p>know and understand the components of the processes to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner, and free from biases associated with characteristics such as culture, exceptionalities, gender, language, race, sexual orientation, or socio-economic status and demonstrate the capability to support and lead one or more processes in isolated instances in a school.</p>	<p>3.0 Developed (Proficient)</p> <p>know, understand, and apply the processes to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner, and free from biases associated with characteristics such as culture, exceptionalities, gender, language, race, sexual orientation, or socio-economic status and demonstrate the capability to systematically lead each process in a school to be a community/political leader.</p>	<p>4.0 Exceeding</p> <p>improve community/political leadership by reflecting on the knowledge, understanding, and systematic application of the processes to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner, and free from biases associated with characteristics such as culture, exceptionalities, gender, language, race, sexual orientation, or socio-economic status and demonstrate the capability to make any needed changes.</p>
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Outcomes Linked to Criteria

Criterion: Leadership Disposition: Professional Norms

CAEP Standards for Advanced Programs 2016

Section	Description
Candidate Knowledge, Skills, and Professional Dispositions	A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.
Section	Description
A.1.1.4	Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
Section	Description
A.1.1.6	Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.
Section	Description
Professional Responsibilities	A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

Doane Educational Leadership Program Outcomes 2020-21

Section	Description
Professional Norms	Candidates, as servant leaders, understand and can enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (CAEP A.1.1 collaboration, A.1.1 dispositions, A.1.1 code of ethics, A.1.2; NELP 2.1; ELCC 5.1; PSEL 2.a, 2.b)

ELCC Building-Level Standards 2011

Section	Description
ELCC 5.1	Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

NELP Building-Level Standards 2018

Section	Description
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.

PSEL Standards 2015

Section	Description
Standard 2a	a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
Section	Description
Standard 2b	b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

Criterion: Leadership Disposition: Ethical Behavior

CAEP Standards for Advanced Programs 2016

Section	Description
Candidate Knowledge, Skills, and Professional Dispositions	A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.
Section	Description
A.1.1.6	Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.
Section	Description

Section	Description
Professional Responsibilities	A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

ELCC Building-Level Standards 2011

Section	Description
ELCC 5.2	Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Nebraska Department of Education - Rule 24: Education Administration (Principal)

Section	Description
Accountability	Element 1. Ensure a system of accountability for every student's academic and social success; Indicators include, but are not limited to:
Section	Description
Model Ethical Behavior	Element 2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior; Indicators include, but are not limited to:

NELP Building-Level Standards 2018

Section	Description
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.

PSEL Standards 2015

Section	Description
Standard 2c	c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

Criterion: Leadership Disposition: Values

No linked outcomes.

Criterion: Leadership Disposition: Relationships

No linked outcomes.

Criterion: Leadership Disposition: Decision-Making

No linked outcomes.

Criterion: Leadership Disposition: Learner

No linked outcomes.

Criterion: Strategic Leadership: Mission/Shared Vision

No linked outcomes.

Criterion: Strategic Leadership: School Culture

No linked outcomes.

Criterion: Strategic Leadership: School Culture

No linked outcomes.

Criterion: Strategic Leadership: Forecasting

No linked outcomes.

Criterion: Strategic Leadership: Support

No linked outcomes.

Criterion: Strategic Leadership: Continuous Improvement

No linked outcomes.

Criterion: Instructional Leadership: Equitable Learning Environment

No linked outcomes.

Criterion: Instructional Leadership: Learning System

No linked outcomes.

Criterion: Instructional Leadership: Instructional Practice

No linked outcomes.

Criterion: Instructional Leadership: Assessment Practice

No linked outcomes.

Criterion: Instructional Leadership: Responsive Professional Learning

No linked outcomes.

Criterion: Organizational Leadership: Human Resource System

No linked outcomes.

Criterion: Organizational Leadership: Equitable Access

No linked outcomes.

Criterion: Organizational Leadership: Operational Systems

No linked outcomes.

Criterion: Organizational Leadership: Communication Systems

No linked outcomes.

Criterion: Organizational Leadership: Legal Compliance

No linked outcomes.

Criterion: Community-Political Leadership: Educational Environment

No linked outcomes.

Criterion: Community-Political Leadership: Engagement

No linked outcomes.

Criterion: Community-Political Leadership: Partnerships

No linked outcomes.

Criterion: Community-Political Leadership: Advocacy

No linked outcomes.

Criterion: Community-Political Leadership: Policy and Political Engagement

No linked outcomes.

Criterion: Community-Political Leadership: Supportive School Community

No linked outcomes.