

## **EDLD 6670: Principalsip Learning Outcomes**

This course provides a continuous look at first and second-order change vis-à-vis the lenses of leadership theory and leadership style. A major emphasis will be placed on the practical and management aspects of the principalsip position, while recognizing that the successful principal often employs distributed leadership and collaborative structures to reach the objectives and outcomes desired by the school community. Students will research, discuss, and demonstrate theoretical, professional, practical, and personal applications of course concepts in order to fully examine the opportunities and potential pitfalls that lie within the role of the school principalsip. Specific outcomes include:

- 1) Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (NELP Building-Level Standard Component 1.1).
- 2) Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e. fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult (NELP Building-Level Standard Component 2.1).
- 3) Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of school (NELP Building-Level Standard Component 6.1).
- 4) Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff (NELP Building-Level Standard Component 7.1).
- 5) Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher, retention, and the success and well-being of each student and adult in school (NELP Building-Level Standard Component 7.2).

Below are additional details for each learning outcome/standard component, which can be used as ideas within a PLA portfolio, as taken from the NELP document: <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

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### NELP Standard Component 1.1

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

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#### Content Knowledge

Program provides evidence of candidate knowledge of:

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

#### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing mission and vision processes and statements
  - Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, and community
  - Develop a comprehensive plan for communicating the mission and vision
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**NELP Standard Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

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#### Content Knowledge

Program provides evidence of candidate knowledge of:

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

#### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Engage in reflective practice as a professional norm
  - Cultivate professional norms among school staff members
  - Communicate professional norms to diverse constituencies
  - Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn)
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**NELP Standard Component 6.1** Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

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#### Content Knowledge

Program provides evidence of candidate knowledge of:

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

#### Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes
- Use research and evidence to analyze and identify strategic and tactical challenges for the school’s systems
- Develop and implement management, communication, assessment, technology, school-level governance, and operation systems
- Develop a school’s master schedule

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

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**Content Knowledge**

Program provides evidence of candidate knowledge of:

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

**Educational Leadership Skills**

Program provides evidence that candidates demonstrate skills required to:

- Evaluate school's professional staff capacity needs
  - Evaluate applicant materials
  - Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body
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**NELP Standard Component 7.2** Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

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**Content Knowledge**

Program provides evidence of candidate knowledge of:

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

**Educational Leadership Skills**

Program provides evidence that candidates demonstrate skills required to:

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