

District Level Administrators in grades P-12 shall demonstrate knowledge and competencies in the following areas:

<p>1. Vision and Goals</p> <p>NPBEA/ELCC: Standard 1.0</p>	<p>1.1 Ability to understand and collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district</p> <p>1.2 Ability to understand, collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals</p> <p>1.3 Ability to understand and promote continual and sustainable district improvement</p> <p>1.4 Ability to understand and evaluate district progress and revise district plans supported by district stakeholders</p>
<p>2. Plan Implementation</p> <p>NPBEA/ELCC: Standard 2.0</p>	<p>2.1 Ability to understand, advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students</p> <p>2.2 Ability to understand, create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program</p> <p>2.3 Ability to understand, develop and supervise the instructional and leadership capacity across the district</p> <p>2.4 Ability to understand and promote the most effective and appropriate district technologies to support teaching and learning within the district</p>
<p>3. Management Systems</p> <p>NPBEA/ELCC: Standard 3.0</p>	<p>3.1 Ability to understand, monitor and evaluate district management and operational systems</p> <p>3.2 Ability to understand and efficiently use human, fiscal, and technological resources within the district</p> <p>3.3 Ability to understand and promote district-level policies and procedures that protect the welfare and safety of students and staff across the district</p> <p>3.4 Ability to understand and develop district capacity for distributed leadership</p> <p>3.5 Ability to understand and ensure that district time focuses on supporting high-quality school instruction and student learning</p>
<p>4. Collaboration and Communication</p> <p>NPBEA/ELCC: Standard 4.0</p>	<p>4.1 Ability to understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment</p> <p>4.2 Ability to understand and mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district</p> <p>4.3 Ability to understand and respond to community interests and needs by building and sustaining positive district relationships</p>

	<p>with families and caregivers</p> <p>4.4 Ability to understand and respond to community interests and needs by building and sustaining productive district relationships with community partners</p>
<p>5. Ethics</p> <p>NPBEA/ELCC: Standard 5.0</p>	<p>5.1 Ability to understand and act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success</p> <p>5.2 Ability to understand and model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district</p> <p>5.3 Ability to understand and safeguard the values of democracy, equity, and diversity within the district</p> <p>5.4 Ability to understand and evaluate the potential moral and legal consequences of decision making in the district</p> <p>5.5 Ability to understand and promote social justice within the district to ensure individual student needs inform all aspects of schooling</p>
<p>6. Legal and Cultural Environment</p> <p>NPBEA/ELCC: Standard 6.0</p>	<p>6.1 Ability to understand and advocate for district students, families, and caregivers</p> <p>6.2 Ability to understand and act to influence local, district, state, and national decisions affecting student learning in a district environment</p> <p>6.3 Ability to understand, anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies</p>
<p>7. Field Experience and Clinical Internship</p> <p>NPBEA/ELCC: Standard 7.0</p>	<p>7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.</p> <p>7.2 Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.</p> <ul style="list-style-type: none"> • The internship experience need not be consecutive and may include field experiences of different lengths. This experience may include two noncontiguous clinical internships of six months each, or two four-month clinical internships with four months of field experiences, or another equivalent combination. <p>7.3 Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising</p>

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