

**Directions**: *Complete the matrix below to demonstrate how your current program aligns with the new national standards. Ensure that each of the component level standards listed are covered in a program course or courses of study. A master list of all standards and their components can be found in the* [*NELP District Level Standards*](http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf)*. Also indicate if the course is a new or existing course. List any courses that are being removed from your program in Section 2.*  *Submit completed transition matrix to* [preparation@isbe.net](mailto:preparation@isbe.net).

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| **Superintendent Program National Standards Transition Matrix** | | | | | | |
| **Institution** |  | | | | | |
| **Program Title** |  | | | | | |
| **Endorsement(s) Awarded** |  | | | | | |
| **Program Type** | Traditional Alternative | | **Residency Program?** | | Yes No | |
| **Program Mode of Delivery** | Face-to-Face Blended Online | | | | | |
| **Degree** | Licensure Only  Undergraduate  Graduate  Doctorate | | | | | |
| **NELP Standard** | **Course Number(s)** | **Course Name(s)** | | **New or Existing Course** | | **Standard Alignment**  ***(Briefly explain how this course(s)aligns with the listed standard, include any relevant field experiences)*** |
| ***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 2.1*** *Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (e.g., 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.* |  |  | |  | |  |
| ***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.* |  |  | |  | |  |
| ***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 districtwide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.* |  |  | |  | |  |
| ***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 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.* |  |  | |  | |  |
| ***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.* |  |  | |  | |  |
| ***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.* |  |  | |  | |  |

**Section 2: Removed Coursework**

**Directions***: Provide a list of any courses you removed from your existing program to better align with national standards. Include a brief justification for removal.*

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| **Course Number** | **Course Name** | **Justification for Removal** |
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|  |  | *Insert additional rows as needed.* |