

District Level Administrators in grades P-12 shall meet the expectations set by the following content-specific competencies. Mastery level competencies reflect the National Educational Leadership Preparation (NELP) Standards-District Level, which specify what novice district leaders and program graduates should know and be able to do as a result of the completion of a high quality educational leadership preparation program. The Professional Standards for Educational Leaders (PSEL), which are foundational to all levels of educational leadership, are covered at an awareness level by the NELP Standards. District-Level Administrators require a Building Level or Curriculum/Program Administrator License, a master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, and other requirements as outlined in 6-3.0 of the [Arkansas Department of Education Rules Governing Educator Licensure](#).

<p>1. Mission, Vision, and Improvement</p> <p>NELP DL PSEL 1 & 10</p>	<p>Mastery Level</p> <p>1.1 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</p> <p>1.2 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</p> <hr/> <p>Awareness Level</p> <p>1.3 Enact a shared mission, vision, and core values of high-quality education and academic success and well-being of <i>each</i> student</p> <p>1.4 Act as an agent of continuous improvement to promote <i>each</i> student's academic success and well-being</p>
<p>2. Ethics and Professional Norms</p> <p>NELP DL PSEL 2 & 7</p>	<p>Mastery Level</p> <p>2.1 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, life-long learning, digital citizenship) and professional district and school cultures</p> <p>2.2 Understand and demonstrate the capacity to evaluate, and advocate for ethical and legal decisions</p> <p>2.3 Understand and demonstrate the capacity to model ethical behavior in personal conduct and relationships and to cultivate ethical behavior others</p> <hr/> <p>Awareness Level</p> <p>2.4 Act ethically and according to professional norms to promote <i>each</i> student's academic success and well-being</p>

	2.5 Foster a professional community of teachers and other professional staff to promote <i>each</i> student's academic success and well-being
<p>3. Equity, Inclusiveness and Cultural Responsiveness</p> <p>NELP DL PSEL 3 & 5</p>	<p>Mastery Level</p> <p>3.1 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture</p> <p>3.2 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</p> <p>3.3 Understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive and culturally responsive instructional and behavior support practices among teachers and staff</p> <hr/> <p>Awareness Level</p> <p>3.4 Strive for equity of educational opportunity and culturally responsive practices to promote <i>each</i> student's academic success and well-being</p> <p>3.5 Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of <i>each</i> student</p>
<p>4. Learning and Instruction</p> <p>NELP DL PSEL 4</p>	<p>Mastery Level</p> <p>4.1 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</p> <p>4.2 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</p> <p>4.3 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 wellbeing, and instructional leadership</p> <p>4.4 Understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and</p>

	<p>4.5 instructional resources that support the needs of each student in the district</p> <p>Awareness Level</p> <p>4.6 Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote <i>each</i> student's academic success and well-being</p>
<p>5. Community and External Leadership</p> <p>NELP DL PSEL 8</p>	<p>Mastery Level</p> <p>5.1 Understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school</p> <p>5.2 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</p> <p>5.3 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 the business, civic and policy community in support of their advocacy for district, school, student and community needs</p> <hr/> <p>Awareness Level</p> <p>5.4 Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote <i>each</i> student's academic success and well-being</p>
<p>6. Operations and Management</p> <p>NELP DL PSEL 6 & 9</p>	<p>Mastery Level:</p> <p>6.1 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</p> <p>6.2 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</p> <p>6.3 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</p>

	<p>order to support the district's collective instructional and leadership capacity</p> <p>Awareness Level:</p> <p>6.4 Develop the professional capacity and practice of school personnel to promote <i>each</i> student's academic success and well-being</p> <p>6.5 Manage school operations and resources to promote <i>each</i> student's academic success and well-being</p>
<p>7. Policy, Governance and Advocacy</p> <p>NELP DL</p>	<p>7.1 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</p> <p>7.2 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 .</p> <p>7.3 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 regulation</p> <p>7.4 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 the needs and priorities of the district at the local, state, and national level</p>
<p>8. Internship</p> <p>NELP DL</p>	<p>8.1 Participate in 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</p> <p>8.2 Participate in 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</p> <p>8.3 Collaborate with 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</p>