

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

Academic Year 20 23 - 20 24 Completers = 21 Academic Year 20 24 - 20 25 Completers = 13
Professional Competencies
Provide a summarized narrative discussing how the unit is assured all candidates meet each professional competency in 006.01A – 006.01J. Narrative to include information such as: • Example assessments used by the unit to measure this competency, • General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any), • Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence. Limit response to no more than one page for each professional competency area.
<u>006.01A Mission, Vision and Core Values.</u> The candidate develops, advocates, and enacts the shared mission, vision, and core values of high-quality education, academic success, and the well-being of each student.
The competency appears throughout all coursework and clinical experiences and essential assessments, which follow NELP Standard 1. <u>Assessments Used to Measure Competency:</u> Candidates are evaluated on this competency primarily through the Clinical Practice Evaluation (Supervisors' Evaluations) within EDAD 639 Practicum/Internship in Educational Administration. Supervisors observe candidates using leadership practices that demonstrate their capacity to work together to implement mission and vision based on data analysis, equity principles, and community participation. The evaluation assesses candidates through Items 1.1 and 1.2, which evaluate their ability to define essential values and their skills in leading improvement initiatives by analyzing data and working with stakeholders. Students develop their leadership vision through EDAD 629 Fundamentals of Educational Leadership coursework, which requires them to explore personal leadership vision ideals and perform a school improvement analysis. The EDCI 643 School Improvement and Educational Change course requires candidates to use change theories for real-world school applications, which supports their ongoing improvement efforts. <u>What the Data Evidence Indicates:</u> The candidates showed advanced to proficient levels (3.44–3.57 mean range on a 1-4 scale) on NELP Standard 1 criteria throughout the two-year assessment period (2023–2025). The internship supervisors' data indicate that candidates support their decisions through data while demonstrating their educational approach and their commitment to student success and equity. The results match

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

the Praxis II assessment results (100% pass rate) because new graduates show excellent abilities to create mission and vision strategies through conceptual and practical leadership.

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency, but not tied directly to the Clinical Practice Evaluation data is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice in mission and vision implementation under the guidance of qualified administrators. This change and its reasoning are described in detail in the Rule 24 folio submission.

006.01B Ethics and Professional Norms. The candidate acts ethically and according to professional norms to promote each student's academic success and well-being.

The program teaches ethical leadership through academic learning and practical experience and uses specific evaluation techniques to assess Standard 2 of NELP.

Assessments Used to Measure Competency:

Ethics and professional norms are measured primarily through the Clinical Practice Evaluation (Supervisors' Evaluations) in EDAD 639 Practicum/Internship in Educational Administration. Supervisors assess candidates through their evaluation of ethical conduct and decision-making abilities, professional conduct, and their commitment to legal and professional guidelines. The internship evaluation contains specific assessment criteria that evaluate fairness and integrity, transparency, ethical judgment, digital citizenship, and legal compliance according to NELP Standard 2 indicators (2.1–2.3).

EDAD 629 Fundamentals of Educational Leadership provides students with knowledge about ethical leadership frameworks and professional norms, which require reflection. EDCI 641 School Law provides practice-based legal and ethical decision-making scenarios regarding staff, student rights, and policy compliance, supported by required practicum hours to apply these expectations in real settings.

What the Data Evidence Indicates:

Internship evaluation data across academic years 2023-2025 demonstrates strong performance on ethical leadership standards. The NELP Standard 2 mean scores span from 3.66 to 3.76 on a 1-4 scale, which indicates that participants demonstrated proficient to advanced levels of ethical conduct and professional responsibility.

Changes Made or Being Considered:

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency but not tied directly to the Clinical Practice Evaluation data, is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to show more ethical leadership through various authentic settings, which offer supported learning opportunities under the guidance of qualified administrators. This change and its reasoning are described in detail in the Rule 24 folio submission.

006.01C Equity and Cultural Responsiveness. The candidate strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

This competency is embedded throughout required coursework, applied leadership experiences, and key program assessments aligned to the NELP standards.

Assessments Used to Measure Competency:

This competency is evaluated through the Clinical Practice Evaluation (Supervisors' Evaluations) completed during EDAD 639 Practicum/Internship in Educational Administration. Supervisors directly observe and assess candidates' ability to advocate for equitable access, implement culturally responsive practices, and create supportive and inclusive school environments. Evaluation items aligned to NELP Standard 3 measure candidates' capacity to use data to identify inequities, support diverse learners, and promote a culture of belonging and fairness for all students and staff.

EDAD 632 Instructional Leadership & Supervision develops skills in equitable instructional practices and support systems, while EDAD 629 Fundamentals of Educational Leadership introduces leadership frameworks that emphasize equity and student-centered decision making. EDCI 643 School Improvement & Educational Change requires candidates to examine systemic barriers and design improvement plans that advance equity and inclusive learning cultures. Practicum requirements embedded in various courses provide authentic equity-focused leadership practice opportunities across settings.

What the Data Evidence Indicates:

Internship supervisor data shows consistently strong candidate performance aligned to equity and cultural responsiveness. Across the two-year reporting cycle, NELP Standard 3 mean ratings ranged from 3.53 to 3.65 on a 1 to 4 scale, reflecting proficient to advanced competency in cultivating equitable learning environments, advocating for inclusive practices, and addressing diverse student needs. Data trends demonstrate program strength in preparing leaders to ensure equitable learning access and culturally responsive behavior supports.

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency but not tied directly to the Clinical Practice Evaluation data is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice in equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. This change and its reasoning are described in detail in the Rule 24 folio submission.

006.01D Curriculum, Instruction, and Assessment. The candidate develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

This competency is integrated throughout coursework, performance-based field experiences, and key program assessments aligned to NELP Standard 4.

Assessments Used to Measure Competency:

The primary assessment used to measure competency in curriculum, instruction, and assessment is the Clinical Practice Evaluation (Supervisors' Evaluations) administered during the EDAD 639 Practicum/Internship in Educational Administration. Supervisors assess candidates through their ability to enhance teaching excellence and fairness, their skills in using data to guide instruction, and their competence in assessment program management. Items aligned to NELP Standard 4 assess candidates' ability to lead the development and implementation of rigorous academic systems, support culturally responsive instructional strategies, use data and assessments to drive improvement and student success, and integrate curriculum, assessment systems, technology, and instructional support structures.

The course EDAD 632 Instructional Leadership & Supervision teaches students essential leadership skills for implementing effective instructional methods, coaching methods, and professional development support. EDCI 631 Research Design & Data Analysis builds analytic skills for data-driven educational decision-making and school improvement. The EDCI 643 School Improvement & Educational Change program requires candidates to apply continuous improvement methods for creating educational change initiatives through teaching practices and assessment systems. The required field hours embedded throughout various courses enable candidates to develop their skills through real-world practice of classroom observation, assessment system evaluation, and curriculum development support before they start their internship.

What the Data Evidence Indicates:

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

The Clinical Practice Evaluation results from 2023–2025 show that candidates achieved high scores on all instructional leadership assessment criteria. The NELP Standard 4 mean scores spanned from 3.47 to 3.55 on a 1 to 4 scale, which shows students performed at proficient to advanced levels. The supervisors observe that candidates demonstrate three essential skills, which include assessing teaching methods, working with data platforms, and creating fair learning opportunities with excellent educational content.

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency but not tied directly to the Clinical Practice Evaluation data, is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice in developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. This change and its reasoning are described in detail in the Rule 24 folio submission.

006.01E Community of Care and Support for Students. The candidate develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

This competency is embedded across coursework and clinical practice, with assessment measures aligned to NELP Standards related to ethical leadership, equity, student support systems, and school climate.

Assessments Used to Measure Competency:

The primary assessment for this competency is the Clinical Practice Evaluation (Supervisors' Evaluations) completed during EDAD 639 Practicum/Internship in Educational Administration. Supervisors watch candidates create secure learning spaces that support all students while they promote student health and secure help from schools and community organizations for student achievement. The indicators based on NELP Standards 3, 5 and 7 assess candidates for fostering welcoming and inclusive learning environments, addressing diverse student needs, including behavioral, academic, and social-emotional supports, engaging families and community partners to support student success, and promoting fairness, respect, and positive school culture.

EDAD 629 Fundamentals of Educational Leadership and EDAD 633 School Administration, Culture, & Leadership provide students with methods to develop positive school environments and establish fair student support programs and strong connections with family members and community members. EDCI 641 School Law reinforces obligations for student safety, rights, and well-being, and EDCI 643 School Improvement & Educational Change reinforces leaders' responsibility to use improvement cycles to strengthen student

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

support systems. Various courses include practicum hours, which enable candidates to experience student support systems in the field before they complete their internship.

What the Data Evidence Indicates:

Supervisor evaluation data indicates strong candidate proficiency in student support and school climate leadership. The ratings for NELP Standards 3, 5, and 7 regarding equity and inclusion and community engagement showed steady high levels from 2023 to 2025 at 3.45 to 3.65 on a 1 to 4 scale. The ratings show that candidates create positive learning spaces through their ability to develop strong student connections.

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency but not tied directly to the Clinical Practice Evaluation data, is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice in developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. This change and its reasoning are described in detail in the Rule 24 folio submission.

06.01 F Professional Capacity of School Personnel. The candidate develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.

This competency is grounded in leadership development, collaboration, coaching, and supervision practices integrated across the program's coursework, field experiences, and aligned to NELP Standard 7.

Assessments Used to Measure Competency:

The primary measure for this competency is the Clinical Practice Evaluation (Supervisors' Evaluations) completed during the EDAD 639 Practicum/Internship in Educational Administration. Supervisors evaluate candidates based on their capacity to develop staff competencies through recruitment processes, professional development programs, supervision methods, and evaluation systems that support student learning objectives. The indicators in NELP Standard 7 assess candidates' performance to recruit, develop, and retain effective teachers and staff, foster collaborative professional cultures, design and implement professional learning and supervision systems, and promote shared leadership and reflective practices.

EDAD 632 Instructional Leadership & Supervision teaches students about coaching cycles, teacher observation methods, and constructive feedback techniques for professional development. EDAD 633 School Administration, Culture, & Leadership and EDAD

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

629 Fundamentals of Educational Leadership emphasize distributed leadership, collaboration, and organizational development. The combined curriculum enables candidates to develop teaching methods that enhance their skills, connect professional development to teaching improvement, and establish continuous educational practices. The required practicum hours in the various courses allow candidates to apply their learned skills in real-world leadership environments before beginning their final internship.

What the Data Evidence Indicates:

The internship supervisors' data show that all candidates show equal potential to develop their professional competencies. The ratings from 2023 to 2025 maintained a mean range of 3.45 to 3.58 on a scale of 1 to 4, which indicated students performed at proficient or advanced levels on NELP Standard 7. The candidates show exceptional leadership abilities through their work with team management and teacher mentoring and their support for teacher professional growth.

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency but not tied directly to the Clinical Practice Evaluation data, is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice in developing the professional capacity and practice of school personnel to promote each student's academic success and well-being. This change and its reasoning are described in detail in the Rule 24 folio submission.

06.01 G Professional Community for Teachers and Staff. The candidate fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.

This competency aligns directly with NELP Standard 7 and is addressed through integrated coursework, clinical practice, and performance-based assessments.

Assessments Used to Measure Competency:

The Clinical Practice Evaluation (Supervisors' Evaluations) serves as the key assessment for this competency during EDAD 639 Practicum/Internship in Educational Administration. Supervisors evaluate candidates based on their ability to build long-lasting professional teams and their success in leading staff development and reflective practice to meet school improvement goals. NELP Standard 7 (7.2–7.4) contains indicators that assess the candidate's skills in the areas of developing and sustaining a collaborative professional culture, engaging teachers in professional learning aligned to instructional improvement, promoting distributed leadership, shared accountability, and reflective practice, and designing systems of supervision and evaluation that enhance teacher effectiveness.

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

EDAD 632 Instructional Leadership & Supervision emphasizes effective supervision and mentoring to improve instruction. EDAD 633 School Administration, Culture, & Leadership guides candidates in developing schoolwide cultures of collaboration and trust. EDAD 629 Fundamentals of Educational Leadership introduces professional learning communities and the dynamics of teacher motivation and engagement. EDAD 631 Public Relations further develops communication skills for collaboration and community building across professional groups.

What the Data Evidence Indicates:

Data from supervisor evaluations consistently confirm that candidates demonstrate strong proficiency in fostering professional communities of practice. Over the two-year reporting cycle (2023–2025), mean scores for NELP Standard 7 indicators range from 3.45 to 3.58 on a 1 to 4 point scale, reflecting consistent proficient-to-advanced levels of performance. Candidates exhibit the ability to lead staff collaboration, facilitate data-informed discussions, and establish trust-based professional environments that promote instructional improvement and collective responsibility.

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency, but not tied directly to the Clinical Practice Evaluation data, is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice in fostering a professional community of teachers and other professional staff to promote each student's academic success and well-being. This change and its reasoning are described in detail in the Rule 24 folio submission.

06.01 H Meaningful Engagement of Family and Community. The candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

This competency aligns directly to NELP Standard 5 and is consistently reinforced through coursework, field experiences, and key program assessments.

Assessments Used to Measure Competency:

The Clinical Practice Evaluation (Supervisors' Evaluations) from EDAD 639 Practicum/Internship in Educational Administration functions as the main evaluation tool for this competency. Supervisors assess candidates through their ability to interact with various family groups, community members, outside partners who assist schools in their improvement work, student development, and equity efforts. Indicators within NELP Standard 5 (5.1–5.3) measure the candidate's ability to collaboratively engage families to

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

strengthen student learning, build partnerships with community members and organizations, and communicate effectively within organizational, community, and political contexts.

EDAD 631 Public Relations focuses on effective communication, coalition-building, and managing relationships with families and the community during both routine and crisis situations. The two courses EDAD 633 School Administration, Culture, & Leadership and EDAD 629 Fundamentals of Educational Leadership prepare candidates to create educational environments that actively engage families and their communities. The EDCI 643 School Improvement & Educational Change program teaches candidates to include stakeholder viewpoints when developing ongoing improvement plans. The field-based clinical experiences in the various courses let candidates build their skills by working directly with families and communities.

What the Data Evidence Indicates:

The evaluation process of supervisors shows that candidates possess excellent leadership skills for community engagement activities. The NELP Standard 5 scores from 2023 to 2025 showed a steady range between 3.51 and 3.64 on a 1 to 4 scale, which proves students mastered skills at proficient to advanced levels. The candidates demonstrate their ability to work effectively with families as they collaborate with community partners to support student learning through school-community partnerships grounded in trust and mutual respect.

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency, but not tied directly to the Clinical Practice Evaluation data, is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice in engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. This change and its reasoning are described in detail in the Rule 24 folio submission.

06.01 | Operations and Management. The candidate manages school operations and resources to promote each student's academic success and well-being.

This competency aligns with NELP Standard 6 and is emphasized throughout the curriculum, clinical experiences, and key program assessments.

Assessments Used to Measure Competency:

The Clinical Practice Evaluation (Supervisors' Evaluations) is the primary assessment used to evaluate this competency during EDAD 639 Practicum/Internship in Educational Administration. Supervisors assess candidates based on their skills in managing financial

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

resources, human capital, and operational management, as well as their ability to enforce laws and policies fairly and maintain secure and productive learning spaces. The evaluation criteria of NELP Standard 6 (6.1–6.3) assess candidate competencies to evaluate and manage operational systems aligned to the school’s mission and vision, develop equitable resource allocation and data-informed improvement plans, and apply laws, rights, and policies to promote organizational and student success.

EDAD 634 School Business Operations: Finance and Human Resources Management delivers specific training about budgeting, school finance, resource forecasting, personnel administration, and legal compliance. EDCI 641 School Law strengthens understanding of legal and ethical decision-making, student and staff rights, and regulatory responsibilities. EDAD 629 Fundamentals of Educational Leadership introduces organizational management systems and data-based decision processes that connect operations with learning outcomes.

What the Data Evidence Indicates:

The evaluation data from supervisors indicates that CSC candidates continue to perform at high levels in their operational and management duties. The 2023–2025 cycle showed NELP Standard 6 mean ratings between 3.44 and 3.51 on a 1 to 4 scale, which indicated proficient to advanced levels of performance. The candidates show their organizational leadership abilities through their financial resource management and their work on creating fair policies. Supervisors focus on how candidates connect their management decisions to educational priorities.

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency, but not tied directly to the Clinical Practice Evaluation data, is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice in managing school operations and resources to promote each student's academic success and well-being. This change and its reasoning are described in detail in the Rule 24 folio submission.

06.01 J School Improvement. The candidate acts as an agent of continuous improvement to promote each student's academic success and well-being.

This competency aligns directly with NELP Standards 1 and 4 and is developed through coursework, clinical field experiences, and performance-based assessments.

Assessments Used to Measure Competency:

Attachment O – Table 006.01-1EdPrepAdminAcadProgReq

The Clinical Practice Evaluation (Supervisors' Evaluations) serves as the primary assessment of this competency within EDAD 639 Practicum/Internship in Educational Administration. The assessment process for supervisors focuses on how candidates use data to create school improvement plans, their ability to allocate resources to achieve strategic goals, and their capacity to lead continuous, collaborative work for instructional and organizational development. Indicators aligned to NELP Standards 1.2 and 4.4 assess the candidate's ability to lead continuous improvement cycles grounded in data and reflection, engage stakeholders in developing and implementing improvement plans, integrate mission, vision, and assessment systems to improve student learning, and evaluate the effectiveness of change initiatives and instructional systems.

EDCI 643 School Improvement & Educational Change is the program's cornerstone for this standard, requiring candidates to analyze reform models, assess barriers to progress, and create actionable school improvement plans using data-driven strategies. EDAD 629 Fundamentals of Educational Leadership introduces improvement processes and strategic leadership frameworks, while EDAD 632 Instructional Leadership & Supervision emphasizes improving teaching and learning through feedback and professional growth systems. Practicum hours embedded in various courses provide applied opportunities for candidates to engage with real-world data, stakeholder input, and improvement planning prior to their final internship.

What the Data Evidence Indicates:

Supervisor evaluation data confirm strong candidate performance in school improvement leadership. Aligned NELP indicators during the 2023–2025 reporting cycle showed mean ratings between 3.44 and 3.57 points on a 1 to 4 scale, which indicates proficient to advanced competence levels. The candidates demonstrated their capacity to use assessment data for both instructional need identification and improvement plan development, and staff collaboration for successful change implementation.

Changes Made or Being Considered:

No changes are being made or considered based on the Clinical Practice Evaluation data supporting this competency at this time.

The most significant change connected to this competency, but not tied directly to the Clinical Practice Evaluation data, is the redistribution of field experience hours across essential courses. We anticipate that this will allow candidates to provide evidence of more authentic practice acting as an agent of continuous improvement to promote each student's academic success and well-being. This change and its reasoning are described in detail in the Rule 24 folio submission.