

Understanding the NELP Standards in Education

NELP stands for National Educational Leadership Preparation. The standards address candidates preparing for building-level and district-level educational leadership positions. Program completers meet seven standards of leadership skills, knowledge, and competence. Those standards are as follows:

Standard 1: Mission, Vision, and Improvement

Standard 2: Ethics and Professional Norms

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Standard 4: Learning and Instruction

Standard 5: Community and External Leadership

Standard 6: Operations and Management

Standard 7: Building Professional Capacity

Standard 8: Internship

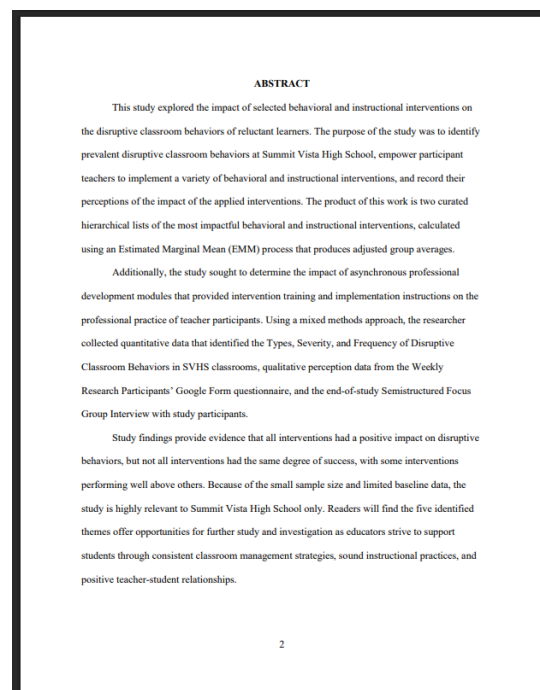
Selected Artifacts from the above standards:

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

3.1: Use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Narrative: This project took three years to complete and included a deep dive into existing strengths and weaknesses of Summit Vista High School concerning disruptive classroom behaviors as a product of student disengagement. The data illustrated that on average about 45% of students in grades 9–12 are enrolled in credit recovery courses due to receiving failing grades. Additionally, the perception of teachers found that SVHS many students engaged in low-level and moderately disruptive behaviors frequently in class. These behaviors included the use of profanity, off-task talking, being slow to engage in school work, or refusing to engage in school work altogether.

Artifact: USM Capstone Project Research titled: *The Impact of Selected Interventions on the Disruptive Classroom Behaviors of Reluctant Learners*



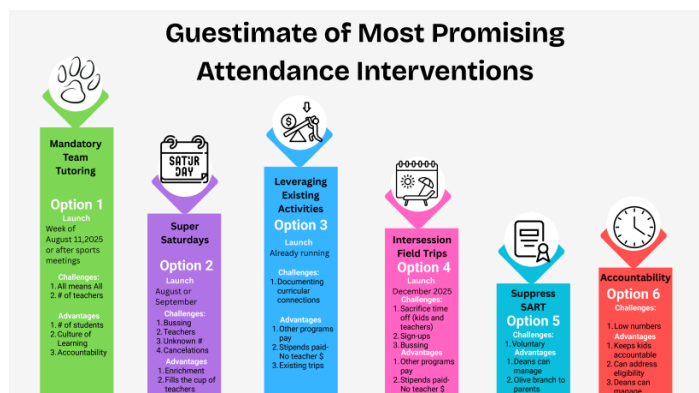
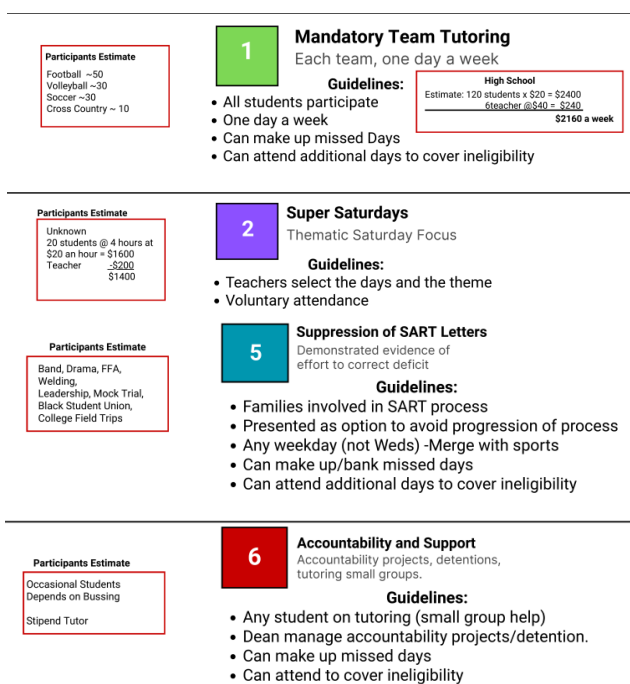
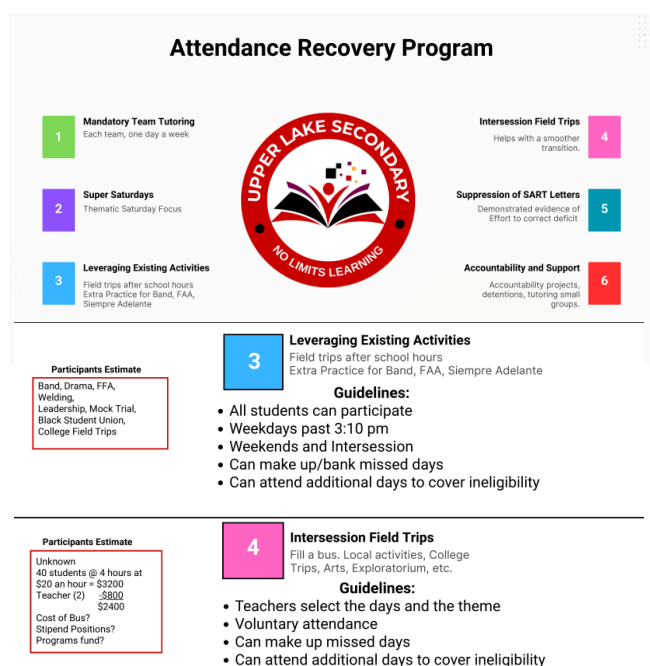
Reflection: Through a review and analysis of the existing scholarly literature and the SVHS grade and teacher perception of disruptive behaviors data, I suggested that there is an association between disruption, student disengagement, and academic achievement. The engagement issue must be addressed before gains can be realized in behavior and academics.

Standard 4: Learning and Instruction

4.1: Evaluate, develop, and implement high-quality, technology-rich curricula, programs, and supports for academic and nonacademic programs.

Narrative: The state of California provided an opportunity to recoup lost attendance funding for students who had absences during each attendance period. Districts could receive compensation for supplying academic support after school and on the weekends. I built the supplemental attendance program, called *No Limits Learning*, that created a mechanism to recover attendance funding, offering after school tutoring and leveraging existing co-curricular student activities to offset student absences. Below is the presentation I made to the ULUSD CFO and the after-school flyer. I sent an email to enroll teachers (with compensation) to supervise after school tutoring on Tuesdays and Thursdays each week. Students were also allowed to use after school tutoring to offset attendance ineligibility for student sports and activities.

Artifact: No Limits Learning Program Development for Attendance Recovery and Student Academic Support





After School Tutoring

3:15 pm to 4:15 pm

*Mr. Holts Room on **Tuesday**
Ms. Duncan's room on **Thursday***

After School Tutoring is a
Screen-Free, Quiet
Environment

- Become Eligible
- Earn Attendance Credit
- Make Up Tests
- Edgenuity
- Any Subject

All Are Welcome!



Phone ULHS at
707-275-2338 if you have any
questions

Reflection: While creating this program, I was reminded of the need to leverage existing systems and programs. I was able to connect student clubs, organizations, and events to recuperate lost attendance dollars by simply creating a mechanism to record student involvement and then record the hours they spent participating in curricular-aligned activities. These activities included the Future Business Leaders of America (FBLA) students

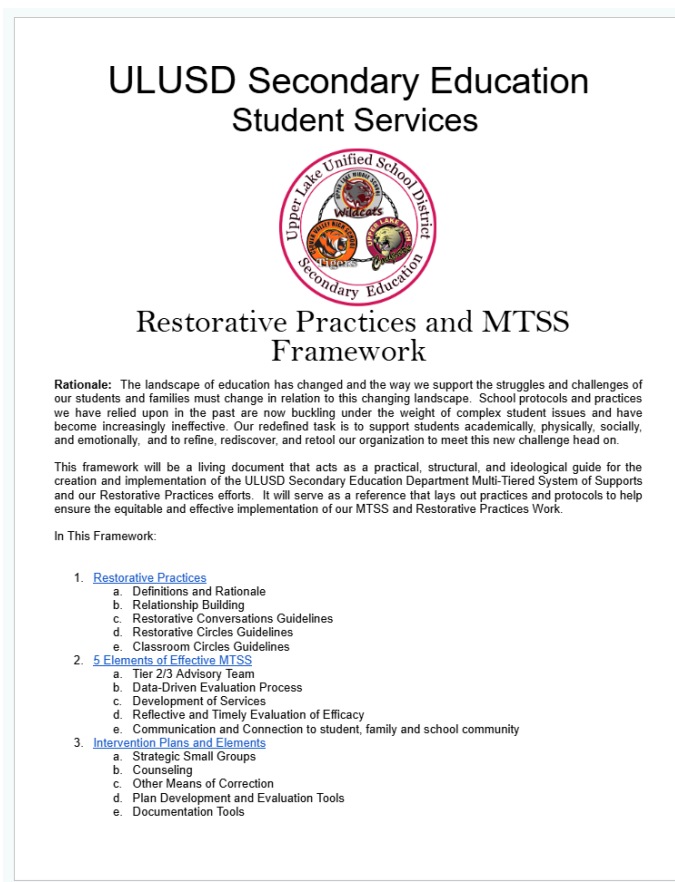
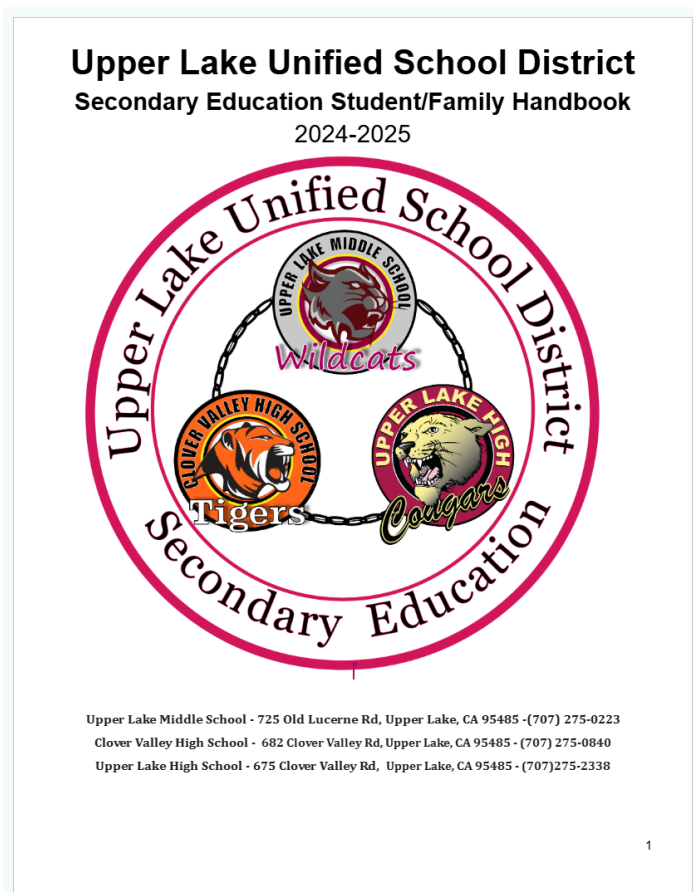
working the snack shack during sporting events, Future Farmers of America (FFA) county fair and livestock events, and the performance band providing entertainment during football games.

Standard 6: Operations and Management Family

6.3: Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations.

Narrative: As Dean of Students, one of my tasks was to create a Student/Family/Handbook that policies, procedures, expectations, and resources to the families and students of Upper Lake High School. I also created a Restorative Practices Framework and MTSS that guided us in our work of creating more support for all students, with a greater focus on restoration and repair.

Artifact: No Limits Learning Program Development for Attendance Recovery and Student Academic Support



Reflection: Producing documents of this kind is time consuming but necessary. Leaders realize that they need to be clear about procedures, expectations, consequences, resources, and process in order to create a learning environment where all can be safe, seen, and successful. I am convinced that these are living documents that must be reviewed and revised in order for leaders to be responsive to all stakeholders. Change is inevitable and revisions should be seen as evolutionary and not just corrective. The refinement of our vision as we revisit and reimagine student success can be seen in the process that is undertaken each year as we review our policies and procedure.

Please email rebecca@lakeeducationalconsulting.com for access to the artifacts/documents mentioned on this page.