**NELP BUILDING LEADERSHIP STANDARDS**

**UNIVERISTY OF IOWA**

|  |
| --- |
| **STANDARD 1**  **Mission, Vision, and Improvement**  Candidates who successfully complete a building level education preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to collaboratively lead, design and implement a school mission, vision and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, diversity, digital citizenship, and community. |

|  |
| --- |
| **Standard 2:**  **Ethics and Professional Norms**  Candidates who successfully complete a building level educational preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. |

|  |
| --- |
| **Standard 3**  **Equity, Inclusiveness, and Cultural Responsiveness**  Candidates who successfully complete a building level educational preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. |

|  |
| --- |
| **Standard 4**  **Learning and Instruction**  Candidates who successfully complete a building level education preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments, necessary to evaluate, develop and implement coherent systems of curriculum, instruction, data systems, supports, and assessments. |

|  |
| --- |
| **STANDARD 5**  **COMMUNITY AND EXTERNAL LEADERSHIP**  Candidates who successfully complete a building level educational preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement and advocate for the needs of their school and community. |

|  |
| --- |
| **STANDARD 6**  **OPERATIONS AND MANAGEMENT**  Candidates who successfully complete a building level educational preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans to apply laws, policies, and regulations. |

|  |
| --- |
| **STANDARD 7**  **BUILDING PROFESSIONAL CAPACITY**  Candidates who successfully complete a building level educational preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. |

|  |
| --- |
| **STANDARD 8**  **INTERNSHIP**  Candidates who successfully complete an internship under the supervision of knowledgeable, expert practitioners that engage candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities require of building level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. |