**Section 33.Appendix A Standards for Assessment and Evaluation**

By October 1, 2025, all standards shall be assessed using the candidate assessments and evaluation rubrics set forth in Appendix 1 of the National Educational Leadership Preparation (NELP) Program Recognition Standards-District Level, published by National Policy Board for Educational Administration, 1615 Duke Street, Alexandria VA 22314-3483 and available at [<http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>](http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf). (No later amendments to or editions of these guidelines are incorporated.) Preparation program providers may utilize additional assessments and rubrics at their discretion.

Standards Through September 30, 2025

This Appendix sets forth the competencies that a candidate must acquire, aligned to each of the Standard Elements of the Educational Leadership Program Standards: 2011 ELCC District Level, as a result of successfully completing a superintendent preparation program.

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| Standard Categoryand Standard Elements | Competencies Aligned to the Standard ElementsThe candidate has acquired the knowledge, skills and experience to lead a board of education, community and district stakeholders to: |
| Standard 1: Vision |  |
| Standard Element 1.1Understand and collaboratively develop, articulate, implement and steward a shared vision of learning for a school district. | Design, lead and support a collaborative process for developing and implementing a shared district vision and mission for learning that is characterized by a respect for students and their families, and community partnerships and includes a focus on the future. |
| Standard Element 1.2Understand and collect and use data to identify district goals, assess organizational effectiveness and implement district goals. | Identify district-based tactical and strategic goals, and collaboratively develop implementation plans to achieve those goals and promote organizational learning and effectiveness. |
| Standard Element 1.3Understand and promote continuous and sustainable district improvement.  | Lead the process to develop a comprehensive plan for communicating and stewarding the district's vision, using evidence-centered continuous and sustainable improvement strategies, data reporting and strategic planning processes. |
| Standard 1.4Understand and evaluate district progress and revise district plans supported by stakeholders. | Lead the process to evaluate district improvement processes to identify strategies or practices to be used to build the organizational capacity necessary to support continual and sustainable district improvement supported by district stakeholders. |
| Standard 2: Curriculum, Instruction and Assessment |
| Standard Element 2.1Advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students. | Promote the district's plan for all students to achieve academic and social-emotional success. |
| Standard Element 2.2Understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional program for the district. | a) Lead the district in the process to create and evaluate comprehensive, rigorous, and coherent programs to maximize high-quality teaching and learning practices within the district;b) Lead district change and collaboration that focuses on improvements to district practices, student outcomes, curriculum, instruction and assessment that:1) Incorporates cultural competence in development of these programs;2) Meets the unique learning needs and interests of diverse student populations; and3) Personalizes the learning environment with high expectations for all students. |
| Standard Element 2.3Understand and develop and supervise the instructional and leadership capacity across the district. | a) Systematically direct the monitoring of teaching and learning practices across the district and provide assistance to school administrators;b) Facilitate the direction of the alignment of curriculum, instruction and assessments;c) Direct the use of evidence-based research in making curricular, instructional and assessment decisions;d) Provide district resources to support high-quality curriculum, instruction and assessments; e) Link the evaluation process to student progress, utilizing data from principals and teachers, and other related data sources;f) Develop assessment and accountability systems that utilize multiple data sources to monitor student success; g) Lead the process to design performance evaluation systems for staff based on multiple measures of professional performance and student outcomes, and provide feedback based on evidence;h) Provide leadership for districtwide and school-level professional development plans that result in continuous growth and increased capacity of school staff and leaders for improved teaching and student learning; andi) Set the expectation that the faculty and staff maximize time spent on curriculum, instruction and assessment. |
| Standard Element 2.4Understand and promote the most effective and appropriate technologies to support teaching and learning within the district. | a) Lead the use of district technology and performance management systems to support teaching and learning; andb) Monitor, evaluate and report on the effectiveness of curriculum, instruction and assessment practices across the district, and make appropriate recommendations.  |
| Standard 3: Management |  |
| Standard Element 3.1Understand and monitor and evaluate district management and operational systems. | a) Develop and oversee district systems for effective and efficient management of policies, procedures and practices;b) Review and utilize the district's strategic and long-range plans to guide the district's daily practices;c) Analyze district processes and operations to identify and place in priority order strategic and tactical challenges for the district; andd) Identify and demonstrate the ability to lead the process to implement best practices in personnel management, facilities operation, financial and student procedures, data management, technology management and transportation systems. |
| Standard Element 3.2Understand and efficiently use human, fiscal and technological resources within the district. | a) Develop multi-year fiscal plans and annual budgets aligned to the district's strategic plan (vision, mission, values and goals);b) Analyze and develop a district's budget and financial status and project the district's long-term resource needs and expenditures;c) Lead the process to develop and implement facility and space utilization plans for the district;d) Lead the process to develop plans that reflect the district's vision for the use of technology to manage district operational systems;e) Identify, recommend, secure, allocate and evaluate appropriate human resources to support the educational program and operations;f) Demonstrate the ability to implement effective internal controls for the receipt and distribution of funds at the district and school levels; andg) Lead and implement an effective process for asset management. |
| Standard Element 3.3Understand and promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. | a) Lead the process to review, revise and implement district policies and procedures that result in a safe and secure environment for students and staff; andb) Develop, review, analyze and implement crisis plans in collaboration with district personnel and public safety officials. |
| Standard Element 3.4Understand and develop district capacity for distributed leadership. | a) Work with district- and building-level leaders to identify collaborative leadership potential within the school district; and b) Identify strategies for developing district's leadership capacity and sustainability.  |
| Standard Element 3.5Understand and ensure that district time focuses on supporting high-quality school instruction and student learning. | a) Identify, research and recommend district standards that protect instructional time and schedules;b) Develop, evaluate and implement districtwide plans and procedures that focus on high-quality instruction and student learning (including but not limited to discipline, district calendars and daily schedules); and c) Work collaboratively through the collective bargaining process to formalize district standards relative to instructional time and schedules. |
| Standard 4: Relationships |  |
| Standard Element 4.1Understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. | a) Lead the process to collect, analyze, interpret and communicate information pertinent to the district's environment and collaboratively discuss strategies to determine improvement strategies; andb) Collaborate with families, staff, faculty, and board of education and community members to respond to diverse community interests and needs and to mobilize community resources.  |
| Standard Element 4.2Understand and mobilize community resources by promoting understanding, appreciation and use of the community's diverse cultural, social and intellectual resources throughout the district. | a) Promote trust, equity, fairness and respect among school board members, school administrators, faculty, parents, students and the district community; |
| b) Lead the process to identify and use diverse community resources to improve district programs; andc) Develop a process to assess needs of families and develop collaborative strategies for effective district relationships with families and caregivers. |
| Standard Element 4.3Understand and respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. | a) Lead the process to develop and maintain relationships with families and caregivers and involve them in district decision-making processes; and b) Lead the process to develop and implement an all-inclusive district-community engagement plan.  |
| Standard Element 4.4Understand and respond to community interests and needs by building and sustaining productive district relationships with community partners.  | a) Identify appropriate opportunities for partnerships; andb) Promote and implement research-based practices that promote constructive partnerships with families, caregivers, local services and clubs, and other appropriate community members in the district. |
| Standard 5: Ethical Leadership |  |
| Standard Element 5.1Understand and act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.  | a) Promote the success of every student, both academically and socially, by understanding and applying knowledge of laws, regulations and professional ethics related to schools and children; and b) Lead the process to create a system that monitors, analyzes and evaluates every student's academic and social success to ensure equitable district decisions and practices that are in alignment with the district's vision and mission. |
| Standard Element 5.2Understand and model principles of self-awareness, reflective practice, transparency and ethical behavior as related to the superintendent's roles in the district. | a) Model and articulate the expectation of principles of self-awareness, reflective practice, transparency and ethical behavior to ensure all employees and the board of education act with integrity and fairness in supporting district policies and practices;b) Model and expect a district-level leadership culture grounded in ethical standards and practices; andc) Develop and model appropriate verbal and non-verbal communication skills (including speaking, writing and listening).  |
| Standard Element 5.3Understand and safeguard the values of democracy, equity and diversity within the district. | a) Model the emotional intelligence, maturity and resiliency to uphold core values and persist in the face of adversity;b) Model, implement and evaluate district policies and procedures that support and advocate for democratic values, equity and diversity;c) Practice the principles of democracy, equity and diversity of thought; andd) Practice and advocate respect for diversity of all classes of people. |
| Standard Element 5.4Understand and evaluate the potential moral and legal consequences of decision-making in the district. | Identify, analyze, evaluate and articulate the potential moral and legal consequences of a particular decision. |
| Standard Element 5.5Understand and promote social justice within the district to ensure individual student needs inform all aspects of schooling. | a) Ensure that student characteristics and needs inform all aspects of schooling; and b) Promote district policies, programs and practices that ensure social justice, equity, confidentiality, acceptance and respect between and among students and staff within a district. |
| Standard 6: Advocacy and Influence |
| Standard Element 6.1Understand and advocate for the district's students, families and caregivers. | a) Advocate for every child and his or her families and caregivers;b) Engage, communicate and collaborate with stakeholders so that they understand the rationale behind federal, State and district policy development and the implications of federal, State and district policies for every child. |
| Standard Element 6.2Understand and act to influence local, district, State and national decisions affecting student learning in a district environment. | a) Identify and analyze emerging district, local, national and global issues in order to adapt district leadership strategies and practices;b) Advocate for federal, State and district policies and programs that promote equitable learning outcomes for every child; andc) Communicate policies, laws and regulations, and procedures to appropriate district stakeholders. |
| Standard Element 6.3Understand and anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. | a) Keep the board of education and stakeholders informed of emerging trends and initiatives in providing proactive leadership for the district; b) Analyze how law and policy are applied consistently, fairly and ethically; andc) Anticipate and assess emerging trends and initiatives in order to guide personal and professional leadership strategies. |

(Source: Amended at 46 Ill. Reg. 13152, effective July 13, 2022)