

MCEAP member feedback on the proposed NELP standards

May 23, 2016

Note: Emphasis was added (bold print). MCEAP refers to Metropolitan Council for Educational Administration Programs. Feedback from MCEAP members was collected by survey, rather than formal letters. This is the summary that MCEAP provided to the developers of the NELP draft standards.

General feedback across the standards

1. Generally, turgid and convoluted. Lacks the clarity and simplicity of the Professional standards
2. Make (building and district) two set of standards parallel
3. Define core values in building like district standards
4. District—**lacks support that they provide and collaboration**
5. On all standards and elements, change “Program completers” to aspiring school leaders/aspiring district leaders.
6. **Troubled by omission** of culturally responsive practice—in consistent terms, and omission of religion
7. Language of PSL clearer and more precise. Referred back
8. **Changed insure = advocate**
9. Whole emphasis in PSEL on mutual collaboration, responsibility etc. collaborative mission and vision. These are **more top down, punitive. e.g. human resource management standard leaves out PLC/development.**
10. remove “understand and demonstrate the capability to” from all standard stems and elements. It is redundant with the latter text “by applying necessary for”
11. change on all standard stems” **the success and well-being of each student, teacher and leader**” to what the PSEL say: “**each student’s academic success and well-being**”. The ELCC language is too broad.]
12. should be reviewed again carefully for the addition of standard elements that are not in the PSEL

Feedback for specific standards

1. Element 1.3 belongs with standard 7. Revise it to drop the word “discipline” and define “services.” Need a new element 3 that focus on **using data for direction setting, monitoring and evaluation.**

Element 1.1 drop “date-informed” and move “collaboratively developed” to be part of the first line [to collaboratively develop, advocate for...]

Element 1.2—define core values, using the PSEL language.

Element 1.4 should be **broadened to address the change process and support change.** And add at the end “to achieve the [vision, mission and core values] of the school.”

2. Generally, using the language of PSEL instead.

Element 2.2 “capability to evaluate” is awkward and does not correspond to the PSEL standards. Should be replaced with PSEL standard 2.f.

Element 2.3 should replace “the capacity to model essential education: with “promotes”

Element 2.4 should be revised to align with PSEL 2.f

3. **Change “ensure” to “advocates” in all elements.**

remove element 3.1 It is not in the standards. Replace with PSEL 3a.

Expand **element 3.3 to address cultural responsiveness.**

Add religion and sexual orientation to Element 3.4

4. Element 4.1. **Misses the notion of learning systems that grows out of shared mission, vision and core values of schools**

Element 4.2 **misses PSEL emphasis on personalization and differentiation and the love of learning.**

Element 4.3. Misses the emphasis of PSEL standard 4f on assessments consistent with knowledge of child learning and development.

5. Change the title from “Community and External leadership” to Leadership for School and Community Engagement.

The standard and elements **should emphasize collaboration that is meaningful, reciprocal and mutually beneficial.**

Element 5.1 should pull in more of the language from PSEL 8c and **focus on “engage consistently” rather than “maintain”**

Element 5.2 should be replaced with the language of PSEL 8e and 8f

Element 5.3 should be about “collaboration” not “partnerships” which is narrower and should be replaced with the language from 8d.

Element 5.4 should include standard elements PSEL 8h and 8i and **add at the end “guided by a commitment to equity.”**

6. The standard should have an element that focuses primarily on fiscal management (combining PSEL elements c and d) and another that emphasizes governance and relationships among schools and with the district (add in PSEL elements 9i, 9j, 9L)

7. Generally, the focus is more bureaucratic and top-down/command control than PSEL standards 6 and It focuses too much on management, rather than leadership and top down evaluation, rather than mutual accountability, collaboration and collegial feedback.

Element 7.1 Focus needs to be on professional community, not managing personnel.

Element 7.2. Misses the emphasis of PSEL 7b of empowering and entrusting teachers and creating more inclusive professional culture.

Element 7.3. Misses PSEL 7g, emphasis on collaborative professional learning and PSEL 7h—faculty-initiated improvement

Element 7.4 misses PSEL 7 d, e, f with a focus on mutual accountability and collegial feedback.

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