**NELP District Standards Institution/Program:**

Clinical Plan

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| **Primary or Potential Clinical Experiences/Projects:** What field-based opportunities provide experience with leading, facilitating, and making decisions? What opportunities do candidates have to interact directly with school and/or district staff, students, families, and community leaders?**Clinical Settings:** Types of Schools/District Environments; Interactions with individuals/organizations; Diversity considerations**Evidence:** What evidence will be collected to determine success? |

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| **NELP #1: Mission, Vision, and Improvement**1.1 – Collaboratively design, communicate, and evaluate a district mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.1.2 – Lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation. |
| **Primary or Potential Clinical Experiences/Projects** | **Clinical Settings** | **Evidence** |
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| **NELP #2: Ethics and Professional Norms**2.1 – Reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school culture.2.2 – Evaluate and advocate for ethical and legal decisions.2.3 – Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. |
| **Primary or Potential Clinical Experiences/Projects** | **Clinical Settings** | **Evidence** |
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| **NELP #3: Equity, Inclusiveness, and Cultural Responsiveness**3.1 – Evaluate, cultivate, and advocate for a supportive and inclusive district culture.3.2 – Evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.3.3 – Evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff. |
| **Primary or Potential Clinical Experiences/Projects** | **Clinical Settings** | **Evidence** |
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| **NELP #4: Learning and Instruction**4.1 – Evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.4.2 – Collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.4.3 – Design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.4.4 – Design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district. |
| **Primary or Potential Clinical Experiences/Projects** | **Clinical Settings** | **Evidence** |
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| **NELP #5: Community and External Leadership**5.1 – Represent and support district schools in engaging diverse families in strengthening student learning in and out of school.5.2 – Understand, engage, and effectively collaborative and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.5.3 – Communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. |
| **Primary or Potential Clinical Experiences/Projects** | **Clinical Settings** | **Evidence** |
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| **NELP #6: Operations and Management**6.1 – Develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.6.2 – Develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.6.3 – Develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity. |
| **Primary or Potential Clinical Experiences/Projects** | **Clinical Settings** | **Evidence** |
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| **NELP #7: Policy, Governance, and Advocacy**7.1 – Represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision.7.2 – Design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.7.3 – Evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.7.4 – Evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level. |
| **Primary or Potential Clinical Experiences/Projects** | **Clinical Settings** | **Evidence** |
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