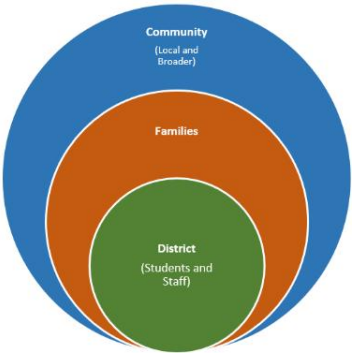
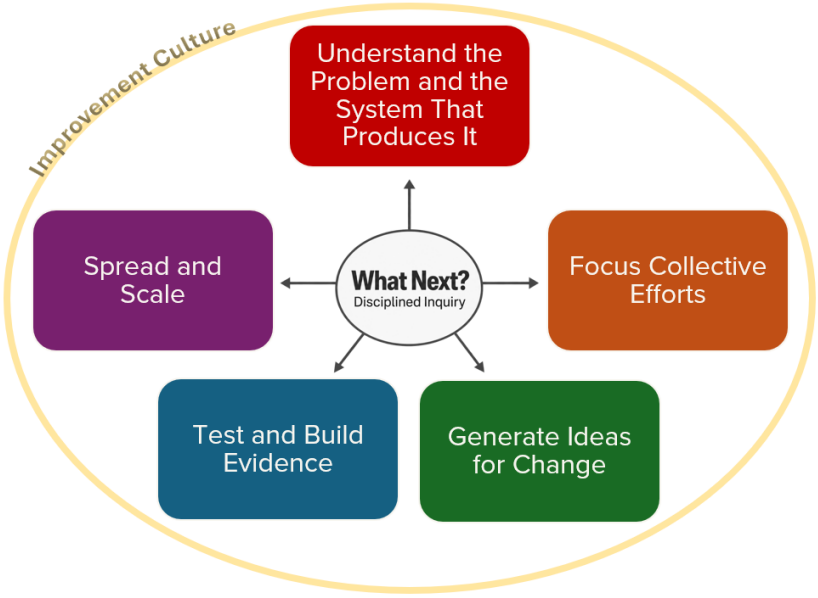
EDLE 6845: School District Community and Public Relations Marci Shepard, PhD, EdD Assessment for NELP 5.1, 5.2, 5.3

Understand and Improve Engagement and Communication with District, Families, and Community



In this project, you will develop a district and community profile to understand the district, families, and community. You will explore the relationships, communication, collaboration, and engagement within the district and between the district, families, and the local and broader communities. You will find and explore information and data from a variety of sources. Once you have gathered and analyzed information through a profile and communication audit and then conducted a needs assessment, you will better understand the district, families, and community. You will then develop a plan for improved communication and partnerships within the district, with families, and with the community (local and broader) to promote the current and future success and well-being of each student and adult.

Throughout the portfolio, use *Where the Science of Improvement Meets the Heart of Leadership: Leading Equity-Focused School and District Improvement* (Shepard, 2026) as well as Support Materials and Appendix 2 to complete the applicable improvement tools.



5-Phases (The Carnegie Foundation for the Advancement of Teaching, 2018). Used with permission.
Improvement Culture (Shepard, 2026)

Part 1: Understand the System: District, Families, and Community

District and Community Profile (NELP 5.3.1)

Use a variety of data sources to understand the district, families, and community. Provide context for the study by gathering and considering a variety of data, including interviews with diverse stakeholders. Pay attention to trend data when you can get it, as it helps you plan for the future. Some examples of data to gather, understand, and analyze are below. Please include any other data and information that is relevant to your context.

- **District data examples:** Geographic size of the district, district boundaries and maps, bus routes, finance data, number of employees (admin, certificated, classified), organization chart, policies, interagency groups,

educational partners (including services integrated into schools), programs, perception data, OnePlan, schools (names, history)., academic and non-academic programs, achievement data and School Report Card, parent groups, floor maps with room numbers and locations of programs, master schedules and bell schedules, handbooks, perception data, student demographics, longitudinal enrollment, achievement, attendance, participation in programs

- **Family, Community, and Broader Constituents Examples:** Population, socio-economic data, diversity, employment, industry, tax base, level of education, growth, key attractions, events and festivals, community groups, faith groups, civic and service organizations, programs, local and state elected officials

Part 2: Understand the System: Communication Audit (NELP 5.1, 5.2, 5.3)

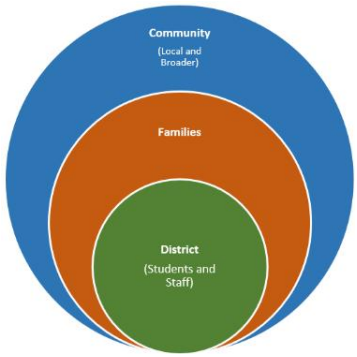
Next, your clear, evidence-based understanding of the district system (Part 1) will include how staff, families, and communities experience communication, collaboration, and engagement across the whole district (Part 2).

This communication audit is designed to help you ***see the system*** - how the district communication and engagement system currently operates, not to evaluate effectiveness or propose solutions yet. Your goal is to identify patterns, gaps, and inconsistencies that will inform later planning. Get curious (not jumping to solutions).

As you complete Sections A–C, pay attention to where messages align or fragment across stakeholder groups, and how district-level systems support or constrain coherence across schools and communities.

The findings from this communication audit will serve as evidence for identifying gaps between current reality and desired conditions in Part 3. You will use this analysis when determining priorities for district improvement.

Section A: Assess - Engage, Collaborate, and Communicate in the District (Students and Staff) (NELP 5.2)



Use a variety of data sources. 5.3.1 Include the following as you analyze the state and attitudes of collaboration and communication with students and staff.

- Describe students and staff, and identify groups and how the district collaborates and communicates with them. 5.2.2
- List and analyze the regular, two-way communication with students and staff. 5.2.3
- Describe communication for oral, written, and digital distribution (including social media) targeted to students and staff. 5.2.4
- Synthesize how the district engages students and staff in district efforts. 5.2.5

Section B: Assess - Engage, Collaborate, and Communicate with Families (NELP 5.1)

Use a variety of data sources. 5.3.1 Include the following as you analyze the state and attitudes of family engagement in the district.

- Describe efforts of district schools in engaging diverse families in strengthening student learning in and out of school. 5.1.2
- Explain how the district makes decisions about when and how to engage families. 5.1.3

Section C: Assess - Engage, Collaborate, and Communicate with the Community and Broader Constituents (5.2, 5.3)

Use a variety of data sources. 5.3.1 Include the following as you analyze the state and attitudes of collaboration and communication with the community.

- Identify diverse community groups, partners, and other constituencies and how the district collaborates with them. 5.2.2
- List and analyze the regular, two-way communication with community members, partners, and other constituencies. 5.2.3
- Describe communication for oral, written, and digital distribution (including social media) targeted to a diverse stakeholder community. 5.2.4

- Synthesize how the district engages community members, partners, and other constituents in district efforts. 5.2.5
- Characterize how the district cultivates collaborative relationships with district constituencies. 5.3.3
- Analyze methodologies and the extent the district develops oral, written, and digital (including social media) communications targeted to the broader external organizational, community, and political contexts 5.3.4

Note: At least one data source in this section must include direct input from someone *experiencing the system* firsthand (e.g., a family member, community partner, district staff member, or student), collected through an interview, conversation, or listening protocol. This aligns with the **empathy interview** practices introduced in Chapter 6 and Appendix 2.7.

Part 3: Focus Collective Efforts: Needs Assessment of the District, Families, and Community (5.3.1)

Use what you learned from creating a District Profile (Part 1) and Communication Audit (Part 2) to develop a collective focus based on district needs.

Your focus should reflect strategic prioritization, not an exhaustive list of issues. Focus on the gaps that most significantly impact district, families, and community communication, collaboration, and engagement.

From Part 1 (NELP 5.1, 5.2, 5.3): Use data and information to determine the needs to collaborate, communicate, and engage with each of the following groups: 5.3.1

- District
- Families
- Community (local and broader)

For each group:

- Identify the vision-implementation gaps (Shepard, 2026) – different between the current reality (what is) and vision (desired conditions).
    - Provide data, information, or evidence to justify why the area emerged as a need.

**You may choose to use a table for this part. These needs will be fleshed out in the following section.*

Part 4: Change Ideas and Plan to Engage, Collaborate, and Communicate with the District, Families, and Community

Use information from understanding the system (the profile and communication audit) and identified focus (needs assessment) to develop a plan to lead improved collaboration, communication, and engagement with the district, families, and community. Include a change idea with action steps for each section of the plan.

Your plan should clearly trace back to the priority needs identified in Part 3. Do not introduce new focus areas that were not grounded in your data and needs assessment.

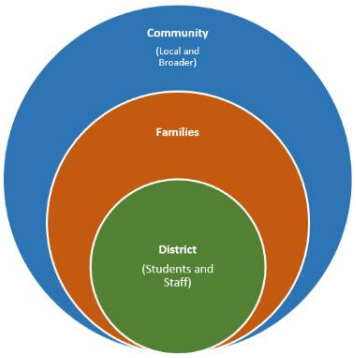
Identify your **change ideas**. The strategies you select in Part 4 should be informed by:

- Improvement science principles (Chapters 4-6)
- Leadership strategies (Chapters 7–10)
- Insights from articles and resources

Note: You are not expected to include every possible strategy. Instead, justify why the strategies you selected are the right leverage points for your district context.

**You may choose to use a table for this part.*

Section A: Plan to Engage, Collaborate, and Communicate with the District (5.2)



Use data and analysis from the District and Community Profile, Communication Audit, and Needs Assessment to develop a plan to understand, engage, collaborate, and communicate with, through oral, written, and digital means, to benefit learners, schools, and the district as a whole.

- Specifically include how you will develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies. 5.2.1
- Include improvements to comprehensive and systematic communication and engagement structures within the district.
- Share how you will know if this change is an improvement (learning from PDSAs).

Section B: Plan to Engage, Collaborate, and Communicate with Families (5.1)

Use data and analysis from the District and Community Profile, Communication Audit, and Needs Assessment to develop a plan to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families to benefit learners, schools, and the district as a whole. Also, represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

- Specifically include how you will represent the district and schools, including sharing data and information. 5.1.1
- Include improvements to comprehensive and systematic communication and engagement structures with families.
- Share how you will know if this change is an improvement (learning from PDSAs).

Section C: Plan to Engage, Collaborate, and Communicate with the Community and Broader Constituents (5.2, 5.3)

Use data and analysis from the District and Community Profile, Communication Audit, and Needs Assessment to develop a plan to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole. Also, develop a plan to understand, engage, and effectively collaborate and communicate with the larger organizational community and political context, and cultivate relationships with business, civic, and policy community members to support their advocacy for district, school, student, and community needs.

- Specifically include how you will develop a plan for accessing resources that address district needs. 5.3.2
- Specifically include how you will advocate for district and community needs. 5.3.5
- Include improvements to comprehensive and systematic communication and engagement structures across the community and broader constituents.
- Share how you will know if this change is an improvement (learning from PDSAs).

Performance Rubric:
Understand and Improve Engagement, Collaboration, and Communication with District, Families, and Community

Part 1: Understand the System - District, Families, and Community (5.3.1)

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to 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.			
Component	Developing	Target	Advanced
ELS 5.3.1 Conduct a needs assessment of the district, school, students, and community Gather data and create a profile to prepare to conduct a needs assessment	Candidate **creates a profile** by gathering **limited** data on the district, families, **and** community, or candidate gathers a **variety** of data on the district, families, **or** community.	Candidate creates a profile by gathering **diverse** data on the district, families, **and** community (local and broader).	Candidate creates a **comprehensive** profile by gathering diverse data on the district, families, and community (local and broader), **including trend data that can help prepare for the future.**

Part 2: Understand the System - Communication Audit (5.2)

Part 2, Section A: Engage, Collaborate, and Communicate in the District (Students and Staff) (5.2)

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate 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.			
Component	Developing	Target	Advanced
ELS 5.2.2 Collaborate with diverse community members, partners, and other constituencies Focus: District (students and staff)	Candidate **uses limited data sources** to **generally analyze** the state and attitudes of collaboration and communication with students and staff.	Candidate uses a **variety** of data sources (incorporating stakeholder perspectives) to **critically analyze** the state and attitudes of collaboration and communication with students and staff.	Candidate uses a variety of data sources (incorporating stakeholder perspectives) to critically **and comprehensively** analyze the state and attitudes of collaboration and communication with students and staff. **Candidate uses analysis of the state and attitudes of collaboration of students and staff.**
ELS 5.2.3 Foster regular, two-way communication with community members, partners, and other constituencies Focus: District (students and staff)	Candidate **uses limited data sources** to **generally analyze** periodic, one-way communication **to** students and staff.	Candidate uses a **variety** of data sources **critically analyze regular**, **two-way** communication **with** students and staff.	Candidate uses a variety of data sources to critically **and comprehensively** analyze regular, two-way communication with students and staff, **including targeted groups of diverse students and staff. Candidate uses analysis of the state and attitudes of communication of students and staff.**
ELS 5.2.4 Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community Focus: District (students and staff)	Candidate **uses limited data sources** to **generally** analyze communication for oral, written, **or** digital distribution to students and staff.	Candidate uses a **variety** of data sources to **critically analyze** communication for oral, written, **and** digital distribution targeted to students and staff.	Candidate uses a variety of data sources to critically **and comprehensively** analyze communication for oral, written, and digital distribution to students and staff, **including targeted groups of diverse students and staff. Candidate uses analysis of the state and attitudes of communication modalities of students and staff.**
ELS 5.2.5 Engage community members, partners, and other	Candidate **uses limited data sources** to **generally analyze** the	Candidate uses a **variety** of data sources to **critically analyze** the	Candidate uses a variety of data sources to critically **and comprehensively** analyze

constituents in district efforts Focus: District (students and staff)	engagement of students and staff in district efforts.	engagement of students and staff in district efforts.	engagement of students and staff, **including targeted groups of diverse students and staff**, in district efforts. **Candidate uses analysis of the state and attitudes of engagement of students and staff.**

Part 2, Section B: Engage, Collaborate, and Communicate with Families (5.1)

NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.			
Component	Developing	Target	Advanced
ELS 5.1.2 Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school	Candidate uses **limited data sources** to **generally analyze** the support of efforts of district schools in engaging families in school.	Candidate uses a **variety** of data sources (incorporating stakeholder perspectives) to **critically analyze** the support of efforts of district schools in engaging **diverse** families in **strengthening student learning in and out of** school.	Candidate uses a variety of data sources (incorporating stakeholder perspectives) to critically **and comprehensively** analyze the support of efforts of district schools in engaging diverse families in strengthening student learning in and out of school. **Candidate uses analysis of the state and attitudes of engagement of families in strengthening student learning.**
ELS 5.1.3 Make decisions about when and how to engage families	Candidate uses **limited data sources** to **generally analyze** how the district makes decisions about when **or** how to engage families.	Candidate uses a **variety** of **data sources** (incorporating stakeholder perspectives) to **critically analyze** how the district makes decisions about **specifically** when **and** how to engage families.	Candidate uses a variety of data sources (incorporating stakeholder perspectives) to critically analyze how the district makes decisions about specifically when and how to engage families. **The candidate uses analysis of the state and attitudes of families about when and how they are engaged.**

Part 2, Section C: Engage, Collaborate, and Communicate with the Community (5.2) and Broader Constituents (5.3)

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate 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.			
Component	Developing	Target	Advanced
ELS 5.2.2 Collaborate with diverse community members, partners, and other constituencies Focus: Community (local and broader)	Candidate **uses limited data sources** to **generally analyze** the state and attitudes of collaboration and communication with community.	Candidate uses a **variety** of data sources (incorporating stakeholder perspectives) to critically analyze the state and attitudes of collaboration and communication with the **diverse** community.)	Candidate uses a variety of data sources (incorporating stakeholder perspectives) to critically **and comprehensively** analyze the state and attitudes of collaboration and communication with diverse community. **Candidate uses analysis of the state and attitudes of community.**
ELS 5.2.3 Foster regular, two-way communication with community members, partners, and other constituencies Focus: Community (local)	Candidate **uses limited data sources** to **generally analyze** periodic, one-way communication **to** community.	Candidate uses a **variety** of data sources **critically analyze regular**, **two-way** communication **with diverse** community.	Candidate uses a variety of data sources to critically **and comprehensively** analyze regular, two-way communication diverse community. **Candidate uses analysis of the state and attitudes of communication of diverse community.**

ELS 5.2.4 Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community Focus: Community (local)	Candidate **uses limited data sources** to **generally** analyze communication for oral, written, **or** digital distribution to community.	Candidate uses a **variety** of data sources to **critically analyze** communication for oral, written, **and** digital distribution targeted to **diverse** community.	Candidate uses a variety of data sources to critically **and comprehensively** analyze communication for oral, written, and digital distribution to diverse community**. Candidate uses analysis of the state and attitudes of communication modalities of diverse community.**
ELS 5.2.5 Engage community members, partners, and other constituents in district efforts Focus: Community (local)	Candidate **uses limited data sources** to **generally analyze** the engagement of community in district efforts.	Candidate uses a **variety** of data sources to **critically analyze** the engagement of **diverse** community in district efforts.	Candidate uses a variety of data sources to critically **and comprehensively** analyze engagement of diverse community. **Candidate uses analysis of the state and attitudes of engagement of diverse community.**

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to 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.			
Component	Developing	Target	Advanced
ELS 5.3.3 Cultivate collaborative relationships with district constituencies Focus: Community (broader)	Candidate uses **limited data sources** to **generally analyze** the district's cultivation of collaborative relationships with district constituencies.	Candidate uses **a variety** of data sources to **critically analyze** the district's cultivation of collaborative relationships with **key and diverse** district constituencies.	Candidate uses a variety of data sources to critically analyze the district's cultivation of collaborative relationships with key and diverse district constituencies. **The candidate uses analysis of the state and attitudes of collaborative relationships of the broader community.**
ELS 5.3.4 Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts Focus: Community (broader)	Candidate uses **limited data sources** to **generally analyze** the district's oral, written, **or** digital communications to the larger organizational, community, **or** political contexts.	Candidate uses a **variety** of data sources to **critically analyze** the oral, written, **and** digital communications **targeted on** the larger organizational, community, **and** political contexts.	Candidate uses a variety of data sources to critically analyze the oral, written, and digital communications targeted on the larger organizational, community, and political contexts. **The candidate uses analysis of the state and attitudes on communication modalities on the broader community.**

Part 3: Focus Collective Efforts - Needs Assessment of the District, Families, and Community (5.3.1)

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to 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.			
Component	Developing	Target	Advanced
ELS 5.3.1 Conduct a needs assessment of the district, school, students, and community	Candidate conducts a needs assessment **using limited sources** to determine the **aggregate** needs of the district, families, and community. The candidate identifies the gaps between the current reality (what is) and vision (desired conditions).	Candidate conducts a needs assessment using a **variety of sources** to determine needs **to collaborate, communicate, and engage** with **each** of the following groups: District, families, and community. **For each group**, the candidate identifies the gaps between the current reality (what is) and vision (desired conditions).	Candidate conducts a needs assessment using a variety of sources to determine needs to collaborate, communicate, and engage with each of the following groups: District, families, and community. For each group, the candidate identifies the gaps between the current reality (what is) and vision (desired conditions). **The candidate provides data,**

			information, or evidence to justify why the area emerged as a need.

Part 4: Change Ideas and Develop A Plan to Engage the District, Families, and Community (5.1, 5.2, 5.3)

Part 4, Section A: Plan to Engage, Collaborate, and Communicate with the District (5.2)

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate 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.			
Component	Developing	Target	Advanced
ELS 5.2.1 Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies	Candidate develops a plan that **loosely** addresses the priority gaps identified in the needs assessment and **somewhat** aligns communication, collaboration, engagement, **or** advocacy strategies in the district. Candidate develops a plan to improve understanding of students and staff. **The plan includes professional development for all staff.**	Candidate develops an **evidence-informed** plan that **addresses** the priority gaps identified in the needs assessment and **aligns** communication, collaboration, engagement, **and** advocacy strategies **across** the district. **Plan demonstrates strategic prioritization rather than exhaustive coverage.** Candidate develops a plan to improve **systems and processes designed to support** understanding of **diverse** students and staff. The plan includes professional development for all staff **as well as differentiated support for targeted individuals as needed.**	Candidate develops a **coherent**, evidence-informed plan that **directly** addresses the priority gaps identified in the needs assessment and aligns communication, collaboration, engagement, and advocacy strategies across district, **family, and community contexts.** Plan demonstrates strategic prioritization rather than exhaustive coverage. Candidate develops a plan to improve systems and processes designed to support understanding of diverse students and staff. The plan includes professional development for all staff as well as differentiated support for targeted individuals as needed. **The plan embeds ongoing monitoring of changing needs and effectiveness of the systems and processes through two-way feedback loops with students and staff and adjusts as needed.**

Part 4, Section B: Plan to Engage, Collaborate, and Communicate with Families (5.1.1)

NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.			
Component	Developing	Target	Advanced
ELS 5.1.1 Represent the district and its schools	Candidate develops a plan that **loosely** addresses the priority gaps identified in the needs assessment and **somewhat** aligns communication, collaboration, engagement, **or** advocacy strategies with **some** families. The candidate develops a plan to represent the district and its schools, **reflecting families**. The candidate shares **selected data** and information with **selected groups** to	Candidate develops an **evidence-informed** plan that **addresses** the priority gaps identified in the needs assessment and **aligns** communication, collaboration, engagement, **and** advocacy strategies **across** families. **Plan demonstrates strategic prioritization rather than exhaustive coverage.** The candidate develops a plan to represent the district and its schools, reflecting **diverse** families.	Candidate develops a **coherent**, evidence-informed plan that **directly** addresses the priority gaps identified in the needs assessment and aligns communication, collaboration, engagement, and advocacy strategies across **district,** family, **and community contexts.** Plan demonstrates strategic prioritization rather than exhaustive coverage. The candidate develops a plan to represent the district and its

	tell their story when they represent the district, **reflecting families**.	The candidate **transparently** shares **diverse** data and information **across the district in understandable and accessible ways** to tell their story when they represent the district, reflecting **diverse** families.	schools, reflecting diverse families. The candidate transparently shares diverse data and information across the district **and outside the district** in understandable and accessible ways to tell their story when they represent the district, reflecting diverse families.

Part 4, Section C: Plan to Engage, Collaborate, and Communicate with the Community (5.2) and Broader Constituents (5.3)

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate 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.			
Component	Developing	Target	Advanced
ELS 5.2.1 Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies	Candidate develops a plan that **loosely** addresses the priority gaps identified in the needs assessment and **somewhat** aligns communication, collaboration, engagement, **or** advocacy strategies with **some** communities **o**r parts of the community. Candidate develops a plan to improve district personnel's understanding of diverse families, community members, partners, or other constituencies. **The plan includes professional development for all staff.**	Candidate develops an **evidence-informed** plan that **addresses** the priority gaps identified in the needs assessment and **aligns** communication, collaboration, engagement, **and** advocacy strategies **across communities and the whole community.** **Plan demonstrates strategic prioritization rather than exhaustive coverage.** Candidate develops a plan to improve **systems and processes designed to support** district personnel's understanding of diverse families, community members, partners, and other constituencies. The plan includes professional development for all staff **as well as differentiated support for targeted groups and individuals as needed.**	Candidate develops a **coherent**, evidence-informed plan that **directly** addresses the priority gaps identified in the needs assessment and aligns communication, collaboration, engagement, and advocacy strategies across **district, family, and** community contexts. Plan demonstrates strategic prioritization rather than exhaustive coverage. Candidate develops a plan to improve systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies. The plan includes professional development for all staff as well as differentiated support for targeted groups and individuals as needed. **The plan embeds ongoing monitoring of changing needs and effectiveness of the systems and processes through two-way feedback loops with community input and adjusts as needed.**

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to 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.			
Component	Developing	Target	Advanced
ELS 5.3.2 Develop a plan for accessing resources that addresses district needs	Candidate develops a plan to **communicate with the broader organizational, political, business, and civic community** to access resources that address needs **as they arise.**	Candidate develops a plan to **proactively identify district needs** and communicate with the broader organizational, political, business, and civic community to access resources that will address those district needs.	Candidate **engages stakeholders in determining district needs and generating ideas and outreach** with broader organizational, political, business, and civic community to access resources that will address those district needs.
ELS 5.3.5 Advocate for district and community needs	Candidate advocates for district needs through multiple modalities (oral, written, and digital) to the broader organizational, political, business, and civic community.	Candidate advocates for district **and community** needs through multiple modalities (oral, written, and digital) to the broader organizational, political, business,	Candidate advocates for district and community needs through multiple modalities (oral, written, and digital) to the broader organizational, political, business, and civic community, using district

		and civic community, **using district data to tell their story.**	**and community** data to tell their story. **Candidate has a system for ongoing feedback and reflection from the broader community to assess the effectiveness of advocacy efforts and adjust as needed.**

NELP Standard 5: Community and External Leadership

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.	
Content Knowledge: Program provides evidence of candidate knowledge of:	Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to:
CK 5.1.1 Research on the role of families in supporting student learning in and out of school	ELS 5.1.1 Represent the district and its schools
CK 5.1.2 Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school	ELS 5.1.2 Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school
	ELS 5.1.3 Make decisions about when and how to engage families

NELP Standard Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate 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.	
Content Knowledge: Program provides evidence of candidate knowledge of:	Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to:
CK 5.2.1 Research on student, family, and community diversity	ELS 5.2.1 Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies
CK 5.2.2 Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success	ELS 5.2.2 Collaborate with diverse community members, partners, and other constituencies
CK 5.2.3 Effective practice for communicating through oral, written, and digital means	ELS 5.2.3 Foster regular, two-way communication with community members, partners, and other constituencies
CK 5.2.4 Strategies for understanding and engaging district constituents	ELS 5.2.4 Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community
CK 5.2.5 Governance and decision-making processes that support family-school communications and engagement	ELS 5.2.5 Engage community members, partners, and other constituents in district efforts

NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to 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.	
Content Knowledge: Program provides evidence of candidate knowledge of:	Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to:
CK 5.3.1 Research on the importance and implications of social, cultural, economic, legal, and political contexts	ELS 5.3.1 Conduct a needs assessment of the district, school, students, and community
CK 5.3.2 Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community	ELS 5.3.2 Develop a plan for accessing resources that addresses district needs
CK 5.3.3 Strategies for cultivating relationships with members of the business, civic, and policy community	ELS 5.3.3 Cultivate collaborative relationships with district constituencies
CK 5.3.4 Public relations	ELS 5.3.4 Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts
CK 5.3.5 Educational advocacy	ELS 5.3.5 Advocate for district and community needs

AI Acknowledgement Statement

(Only required if AI was used)

Hillier's AI Literacy Framework	**Ethical Use of AI Tools**	**Knowledge of AI Affordances**	**Working Effectively with AI Tools**	**Evaluation of AI Output**	**Use and Integration into Practice**
Purpose	• Indicate AI-generated work • Disclose information source, purpose, and reason for use • Commit to prompt transparency • Maintain privacy and security	• Use a variety of relevant tools in authentic ways • Consider benefits and risks of the tools	• Leverage online tools • Refine prompts	• Own the quality and accuracy of your work • Mitigate risks such as hallucinations, false information, plagiarism, and biases	• Use GenAI when it adds value
Acknowledgement Statement Directions	Include: • AI tools used (e.g. Chat GPT, MS Copilot) • Purpose of use (e.g. generate ideas, create an outline, revise tone, edit) • Reason for use (e.g. save time, stimulate thinking, experiment for fun, feedback) • Prompt(s) used	Include: • What you learned from the tool	Include: • How you integrated the output with your own work	Include: • How you accounted for limitations, inaccuracies, ethics, and biases	Include • How it impacted or added value to your work
Student Response					

Created by Marci Shepard using the article A *proposed AI literacy framework (*Hillier, 2023)