



VaLIN 4.0: Program Impact Report

Prepared by:

Katy Fodchuk, Ph.D.
Executive Director of Organizational Development

Judy Hu, Ph.D.
Organizational Development Consultant



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Introduction to VaLIN 4.0 and Program Impact

The Virginia Learning Innovation Network (VALIN) will convene its Cohort 4.0 from July 2022 to June 2023. Facilitated by Commonwealth Learning Partnership and affiliated Partners, VALIN provides the ecosystem and resources to enable up to 180 education leaders from every region of the Commonwealth to augment their leadership capacity through facilitated, application-based activities. Aligned to the Profile of a Virginia Graduate and other frameworks prioritized by VDOE and the Commonwealth Learning Partnership, VALIN will provide expanded opportunities for professional collaboration and networking within a vibrant communities of practice model. For the first time, this VALIN Cohort will produce and share outputs on a quarterly cycle to promote active participation in local and national conferences and document incremental growth in select [National Education Leadership Program \(NELP\) Preparation Standards for District Leaders](#) developed by the National Policy Board for Educational Administration (NPBEA).

Coaching Process for 2022-2023

After a successful summer soft launch, the scaled implementation of VALIN Cohort 4.0 begins in September 2022. Coaches are assigned regional participant teams, who collaborate around the formulation of NELP-aligned professional goals and a personalized leadership learning plan. Within their respective plans, Virginia education leaders will identify one contribution per quarter (fall, winter, spring and summer) they will commit to fulfilling through their involvement within their selected initiative. As a minimum requirement in the fall quarter, all individuals must complete and share the NELP Progression Reflection (see below) including competency-based assessment and aligned growth goals. Additionally, teams must complete and share leadership learning plans.

Metrics Design

NELP Standards of Focus

In the VaLIN 4.0 participants' applications, they specified specific project work, goals, and areas in which they wanted to build capacity during the program. Analysis of their feedback informed selection of five of the ten NELP standards that would best support goals and development. All overview descriptions are excerpted from the NELP Preparation Standards for District Leaders (NPBEA, 2018) with corresponding page citations.

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership 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, equity, diversity, digital citizenship, and community. (p.11)

Standard 3: Equity, Inclusiveness and Cultural Responsiveness

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 develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. (p.14)

Standard 4: Learning and Instruction

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 evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (p.17)

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. (p.20)

Standard 6: Operations and Management

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 develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (p.23)

NELP Progression Reflection Development

VaLIN 4.0 division group participants (education leaders who submitted group project applications) and individual participants (education leaders who submitted individual applications) identified projects and areas of focus for participation in the cohort. ALP conducted an analysis of participants' projects and focus areas to determine NELP standards that would support the cohorts' work. In addition, changes to the NELP Standards proficiency levels were adapted to better meet coaching cycle feedback and participant needs.



NELP Proficiency Scale Adaptations and Validation

NPBEA designed a “Candidate Assessment Rubric,” to serve as an evaluation resource for district educational leader programs. We used this as a resource but made some key adaptations to serve the VaLIN 4.0 program evaluation needs. Specifically, Advanced Learning Partnerships conducted a validation study to adapt the NELP standards to be competency-based, with progressive proficiency levels, in order to better facilitate cohort members’ self-reflections.

NBPEA’s rubric also tended to combine unique knowledge, skills, and abilities into one standard description (e.g., design, evaluate, and communicate a strategic plan) making it difficult to tease out a participant’s discrete competencies in a given area. In these cases, we separated the unique competencies to allow for more targeted focus in participants’ self assessments.

The “Approaching” proficiency level in the NBPEA rubric was also adapted as NPBEA’s rubric only states what candidates are NOT doing. NELP Candidate Rubric specifies that “Approaching” level candidates possess understanding and content knowledge but no demonstrable actions or experiences that would be evidence of them possessing that knowledge. Because the scale name “Approaching” seems to indicate that the candidate is close to meeting the standard, we redesigned that proficiency description to include entry points for emerging leaders to identify their relative actions and experience with each standard.

We also added an entry-level proficiency scale: “Entry - No past experience and/or opportunities with this competency” so participants would also have the opportunity to indicate that they’ve had no opportunities/experiences with a given standard in this framework. Finally, NELP standards will also be converted to a Coaching Progression Reflection that will be administered at the end of the first, second, and third coaching cycles when participants submit their evidence of practice/project work.

Table 1. VaLIN - NELP Progression Reflection Proficiency Scales as compared to NELP Candidate Rubric Scales.

VaLIN - NELP Progression Reflection Scales	NELP Candidate Rubric Scales
Entry (1) - No past experience and/or opportunities with this standard or its components’ competencies.	N/A - not in NELP Rubric
Approaching (2) - Some experience assisting and/or supporting larger initiative(s) and efforts related to the standard at school or district level based on assigned work. Has begun applying	Level 1—Approaching: represents a level of developing performance in which there is evidence that the candidate meets some but not all of the component’s expectations. At this level, the candidate has developed content knowledge



VaLIN - NELP Progression Reflection Scales	NELP Candidate Rubric Scales
some content knowledge and understanding of some of the standards' components competencies.	and understanding, but there is not sufficient evidence of a candidate's ability for independent practice for all parts of the component expectations.
Practicing (3) - Experience implementing initiatives at the school and/or district level. Leverages teams and larger scope of influence. Regularly demonstrates and applies working content knowledge and understanding of most standards' components.	Level 2—Meets: represents a level of performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading in a school district context.
Facilitating (4) - Demonstrated leadership in building supporting systems and facilitating community, district, and schools' effective implementation of standards' components. Advanced application of content knowledge and understanding of district systems' design, evaluation, implementation, and ongoing improvement as it relates to the standard's focus area.	Level 3—Exceeds: Represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component's expectations by demonstrating his/her understanding and skills through effective leadership practice within a district context. This level represents exemplary practice for a candidate who is completing a district-level educational leadership preparation program and is ready to begin independently leading in a school district context.

NELP Competency Progression Validation Process

A team of six career education leaders (also VaLIN 4.0 coaches) made up the SME focus group. These group members had decades of experience as teachers, instructional coaches, principals, education researchers, and district leaders including director and executive director-level, assistant superintendent and superintendent. The SME group reviewed, provided feedback, and revisions on NELP competency progression.

Three iterative drafts based on SME group meetings, revisions, and discussions resulted in the final progression used in this program evaluation and as a common language in the education leader participants. [Appendix A: VaLIN- NELP Progression Reflection Scales](#) contains the adapted measures that were used by participants for self-reflection and coaches for project feedback in the VaLIN 4.0 cohort coaching cycles.



Measures

Program Learning Achievement

Program learning achievement will be measured by change in Self and Coach Assessments for the participants' NELP competency proficiency levels (for their quarterly competency of focus) and participant perceptions of NELP Goal Achievement (4 items via the VaLIN 4.0 Quarterly Reflection Survey in February and June). These items developed for the VaLIN 4.0 cohort to capture the participants' perception of their growth and practice towards the goal. VaLIN Coach's Assessment will be measured with 2 items via the VaLIN 4.0 Quarterly Reflection Survey. The items are developed to measure the coach's assessment of the level of participant's focused competency of practice for the quarter, demonstrated by a project, artifact, or evidence of progress.

Intention to pursue Superintendency (W&M)

Participants' intention to pursue the district superintendency was measured using four questions including, "I definitely intend to pursue Superintendency in the next 1-3 years", "I definitely intend to pursue Superintendency but later in my career," "I am considering the possibility of pursuing a superintendency but am not yet definite," and "I do not foresee myself pursuing a superintendency in my career." These items were developed by the program evaluation team in the School of Education at William & Mary in response to the Virginia Department of Education's expressed program outcome goal for a larger and more diverse pool of education leaders pursuing the superintendency.

Participants who agreed to the later two above items received follow up items during the midpoint (February) convening. These items were added in an effort to capture more diverse workforce promotional pathways outside of the superintendency:

Are there other leadership positions in your district that you are interested in pursuing? If so, please select the role that best fits your ultimate career goals.

- District Departmental Director
- District Executive Director
- Superintendent Cabinet (Associate or Deputy Superintendent, Chief Financial Officer, Chief Technology Officer, etc.)
- District Coordinator, Supervisor, or Specialist
- Other (Please Specify)

Drivers for Pursuing the Superintendency

To measure the extent to which participation in the program professional development opportunities influenced participants to pursue the superintendency, each professional development experience (e.g., convenings, standards-based professional learning sessions, etc.) was listed in a matrix. Participants



completed a 5-point Likert rating scale ranging from “Not Positively” to “Very Positively” to rate each session based on these questions: “For the VALIN 4.0 initiative, to what degree did the activities below contribute positively to your interest in pursuing the superintendency?” “For the VALIN 4.0 initiative, to what degree did the activities below contribute positively to developing your sense of self-efficacy in meeting the responsibilities and demands of the superintendency?”

Perceptions of Community of Practice

Items for Perceptions of VaLIN Community of Practice were adapted from Wan (2020)’s scale that measured teacher perceptions of professional learning communities (PLCs). Items were adapted to reflect district educational leaders work in PLCs and distinguished as “Community of Practice” as that was the term used for PLC in VaLIN 4.0. These items were administered in the quarterly reflection surveys for the February mid-point reflection and the June final reflection. They were not administered in September as participants were just beginning the Community of Practice and would have been unable to respond to the items.

- Please select the extent to which you agree with the following statements. In this Valin Community of Practice, we...
 - learn and practice ways to build shared responsibility for student learning in our schools and districts.
 - learn about school and/or district-wide instructional strategies for building student confidence in their learning endeavors
 - learn about design of school and/or district-wide student achievement goals
 - have opportunities to share our evidence-based approaches to improve our practice as education leaders¹
 - share our approaches for collecting and integrating relevant data into our decision making
 - share our process for experimenting and innovating in our practice as education leaders
 - have opportunities to reflect on our learning with one another
 - collaborate in finding opportunities to improve our districts
- Based on your involvement with your VaLIN Community of Practice please indicate the extent to which you agree with the following statements.
 - I feel supported by my community of practice to explore my influence in important district decision-making opportunities
 - Through my participation in the VaLIN community of practice, we are proactively working to address important needs of our district
 - Our community of practice shares the responsibility and recognition for our collective work in VaLIN
 - In my VaLIN community of practice, we maintain a supportive and inclusive culture with shared leadership responsibilities

Standards/Competency-Focused PL Experiences (Online)

¹ This item was added to the quarterly reflection survey at February and June 2023 reflection stages.



Facilitator effectiveness will be measured with 5 out of the 14 items from ALP Partnership Feedback Survey (PFS) items, and they are aligned with Kirkpatrick's Level 1 Impact for Reaction.

Change in understanding will be calculated by taking the difference between 2 ALP Partnership Feedback Survey (PFS) items, which measure participants' perceived understanding before and after attending the professional learning session. These 2 items were aligned with Kirkpatrick's Level 2 Impact for Learning.

Change in application will be calculated by taking the difference between 2 ALP Partnership Feedback Survey (PFS) items, which measure participants' perceived application frequency before and anticipated application after attending the professional learning session. These 2 items were aligned with Kirkpatrick's Level 3 Impact for Application.

All Measures are listed in [Appendix B: Program Survey Measures](#).



Data Collection

Participants

The VaLIN 4.0 Cohort received a total of 117 applications.² There were 18 team leads, 82 team members and 12 independent participants, representing 29 Virginia school districts. Participants were at the job levels of Director ($n = 28$; 24%), Principal ($n = 28$; 24%), Superintendent ($n = 5$, 4.2%), and Chief ($n = 4$, 3.4%), among others.

To optimize the cohort participants' experiences, two distinctive participant grouping methods were applied, i.e., geographic regions and NELP standards. First, to streamline the reflection cycle processes and communications, participants were assigned to 6 coaching groups based on their districts' geographic regions and coaching delivery methods; namely, Central Virginia (12 districts), Hybrid-Valley & Northern Neck (10 districts), Hybrid-Valley & Western Virginia (8 districts), Tidewater (7 districts), Northern Virginia (5 districts), and Hybrid-Central Virginia & Northern Neck (1 district). Additionally, to ensure alignments between coaches' expertise and participants' interests in different NELP standards, participants were also assigned with NELP standards coaches for goal-setting, reflection, and coaching feedback purposes.

It is important to note that although regional coaches and NELP standards coaches serve different functions, they were *not* staffed in a hierarchical manner (e.g., NELP standards coaches nested within a regional coach, or vice versa). Rather, some participants may have the same coach serving as both their regional coach and NELP standards coach, while other participants may have two different coaches, one as regional coach and another one as NELP standards coach.

² Here is the link to [VaLIN 4.0 Participants Master List](#).



Data Collection Timeline

We conducted program baseline, mid-point, and outcome data collection to allow for longitudinal repeated-measures analysis that informed program implementation and adjustments as well as overall impact. Below are all the events and data collection time points.

VaLIN 4.0 - Events and Data Collection	
September 20, 2022: Cohort 4.0 Onsite Kickoff	
• Demographics • VaLIN-NELP Progression Reflection: Reflect on all 5 Standards and select 1 standard/competency for focus in Fall/Winter Cycle. • Documentation of aligned SMART GOAL • W & M Baseline Measures : Intent to pursue superintendency and self-efficacy as relates to experience at the Sept Cohort Kickoff • Time to Complete: 45 minutes	
Fall PL Experiences - Standard/Competency Focused	
• Kirkpatrick - Learning and application; and org impact • Shortened PFS - no more than 5-7 minutes	
November 17, 2022: Fall Online Convening	
• W & M Mid-point Measures: Intent to pursue superintendency and self-efficacy as relates to experience at Fall PL Events • Perception of VaLIN PLCs - Student Learning, Reflective Dialogue and Shared Leadership • (survey no more than 10 minutes)	
Winter PL Experiences - Standard/Competency Focused	
• Kirkpatrick - Facilitator Reaction; Learning and application; and org impact (PFS)³ • (3-5 minutes)	
February 17, 2023: Winter Onsite Convening	
• VaLIN-NELP Self Assessment - Progression Reflection - Reflect on Growth over Fall/Winter cycle select new standard/competency for focus in Spring Cycle or keep working on current. • Documentation of aligned SMART GOAL • W & M Midpoint Measures: Intent to pursue superintendency and self-efficacy as relates to experience at the Sept Cohort Kickoff • Perceptions of PLCs	

³ These Kirkpatrick model-related measures were administered at the Fall 2022 Standards based PL Sessions. These events had low attendance. We will not repeat them in Onsite Convening surveys (Sept, Feb, and June) as the NELP competency reflection is a better measure and participants can select the specific focus standard/competency on which they were working.



VaLIN 4.0 - Events and Data Collection	
Kirkpatrick Understanding and Application	
Regional Coach Feedback: Due March 10	
Coaches complete individual-level project-progress assessment and qualitative feedback on strengths and next steps.	
Spring PL Experiences - Standard/Competency Focused	
Kirkpatrick - Facilitator Reaction; Learning and application; and org impact (PFS)	
April 13, 2023: Spring Virtual Convening	
- Share goal progress and receive oral feedback from regional team and coach - Upload any new artifacts and answer 3 goal progress questions (3 minutes) - W & M Mid-point 2 Measures (TBD): Intent to pursue superintendency and self-efficacy as relates to experience at Winter PL Events	
Late Spring Webinars - Standard Focused	
Kirkpatrick - Facilitator Reaction; Learning and application; and org impact (PFS)	
June 28, 2023: Summer Onsite Convening	
- VaLIN-NELP Progression Reflection (5 Standards) - Goal Progress - W & M Final Measures (TBD): Intent to pursue superintendency and self-efficacy as relates to Spring PL experiences at the June Convening Experience - Perception of VaLIN PLCs (final) - Perception of Regional Coach effectiveness 45 minutes - 1 hour	
Regional Coach Feedback: Due July 29	
Coaches complete individual-level project-progress assessment and qualitative feedback on strengths and next steps.	

Summary of Participants' Demographics at each Time Points

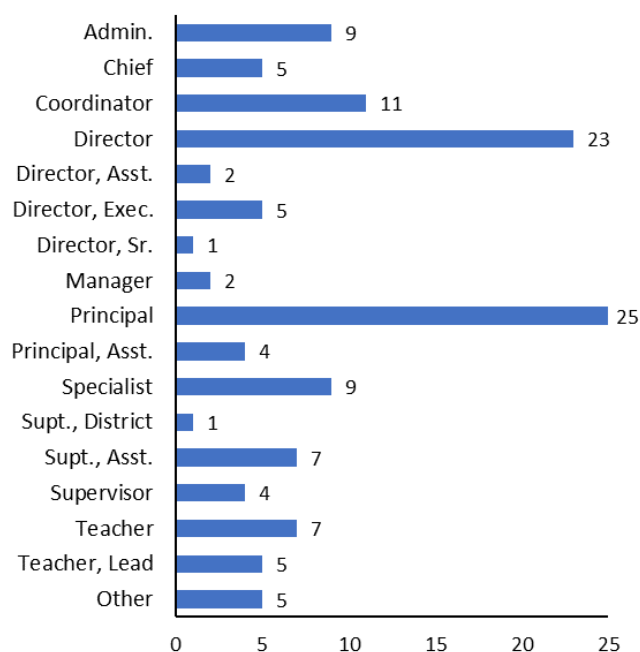
Baseline Reflection (Onsite Kickoff Event)

- **Valid Sample Size:** $N = 125$
- **Divisions** (n in parentheses):

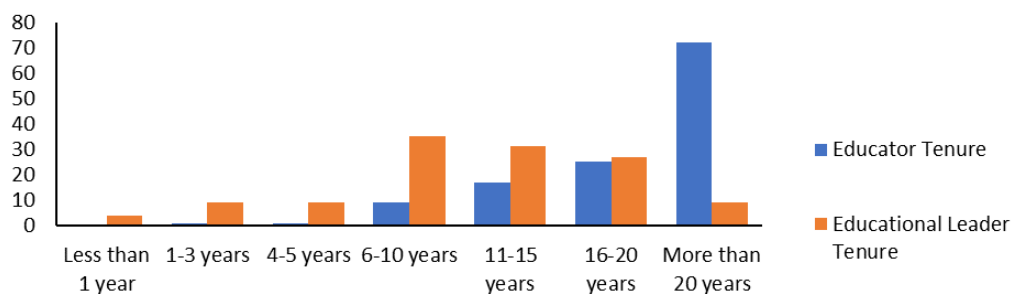
Campbell (1)	Charlottesville (2)	Chesterfield (7)	Cumberland (5)	Danville (3)
Fairfax (11)	Franklin (7)	Fredericksburg (5)	Gloucester (1)	Henrico (5)
Loudoun (4)	Louisa (7)	Manassas Park (6)	Nelson (9)	Newport News (5)
Norfolk (2)	Orange (1)	Petersburg (1)	Portsmouth (1)	Powhatan (7)
Prince George (1)	Richmond (1)	Roanoke (7)	Rockingham (1)	Salem (7)
Southampton (4)	Stafford (7)	Virginia Beach (7)		

- **Job Levels** (n in parentheses):

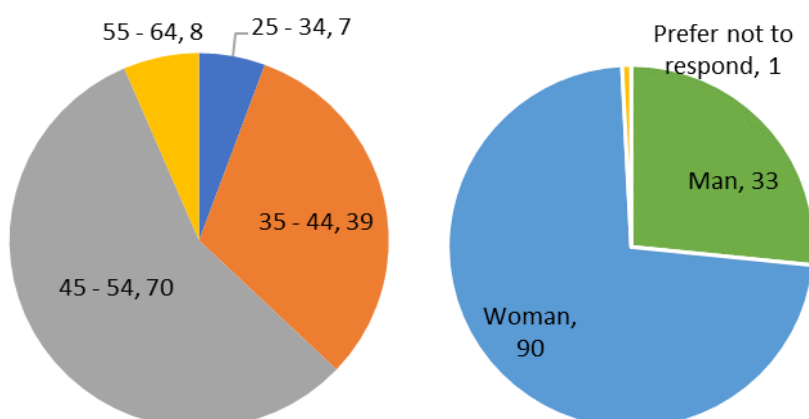
Frequency of Participants in each Job Level



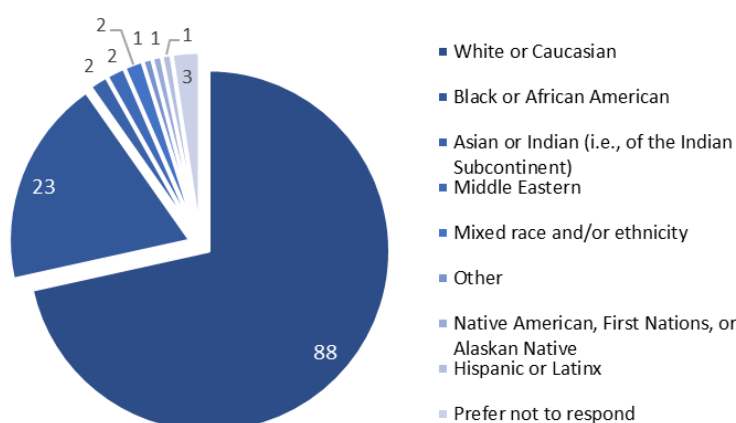
- **Educator Tenure and Educational Leader Tenure:**



- **Age, Gender** (Category Label, frequency):



- **Race/Ethnicity** (Category Label, frequency):



Fall Online Convening

- **Valid Sample Size:** $N = 12$

- **Divisions** (n in parentheses):

Campbell (1)	Franklin (3)	Gloucester (1)	Henrico (1)	Manassas Park (1)
Roanoke (3)	Salem (1)	Stafford (1)		

- **Job Levels** (n in parentheses):

Administrator (3)	Director (2)	Executive Director (2)	Principal (3)
Specialist (1)	Assistant Superintendent (1)		

- **Educator Tenure and Educational Leader Tenure:**

	6-10 Years	11-15 Years	16-20 Years	More than 20 Years
Educator Tenure	1	1	3	7
Educational Leader Tenure	6	2	3	1



- **Age:** (*n* in parentheses):
35 - 44 (4) 45 - 54 (7) 55 - 64 (1)
- **Race:** (*n* in parentheses):
White or Caucasian (4) Black or African American (7) Missing (1)

Winter PL Experience

- **Valid Sample Size:** *N* = 6
- **Divisions** (*n* in parentheses):
Cumberland (1) Danville (1) Franklin (1) Norfolk (1) Missing (2)
- **Job Levels** (*n* in parentheses):
Chief (1) Director (2) Senior Director (1) Missing (2)
- **Educator Tenure and Educational Leader Tenure:**

	16-20 Years	More than 20 Years	Missing
Educator Tenure	0	4	2
Educational Leader Tenure	3	1	2
- **Age:** (*n* in parentheses):
45 - 54 (3) 55 - 64 (1) Missing (2)
- **Race:** (*n* in parentheses):
White or Caucasian (2) Black or African American (2) Missing (2)

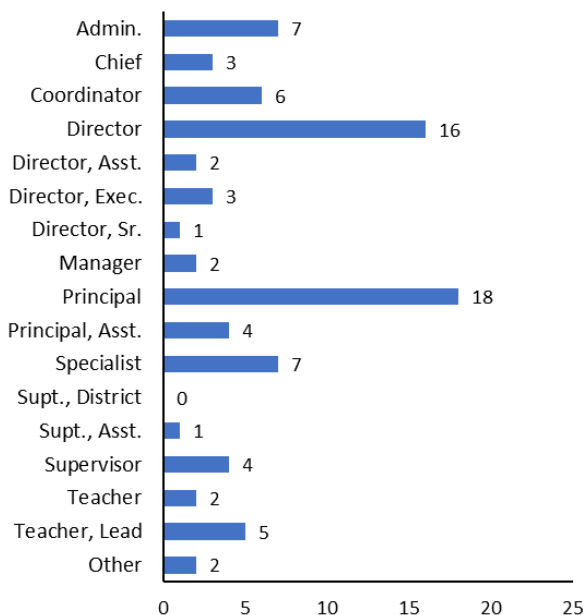
Midpoint Reflection - Winter Onsite Convening

- **Valid Sample Size:** *N* = 85
- **Divisions** (*n* in parentheses):

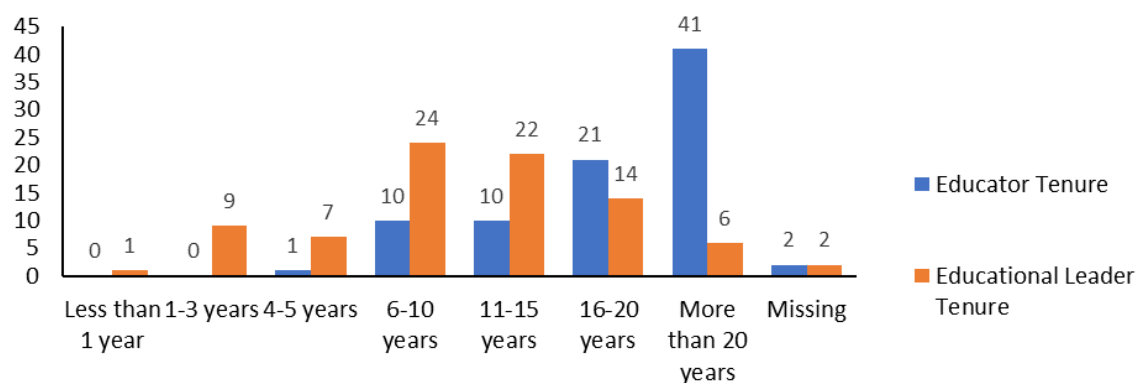
Campbell (1)	Charlottesville (2)	Chesterfield (6)	Danville (3)	Fairfax (6)
Franklin (4)	Fredericksburg (4)	Gloucester (1)	Greenville (1)	Henrico (2)
Loudoun (2)	Louisa (6)	Manassas Park (5)	Nelson (6)	Newport News (2)
Norfolk (2)	Orange (1)	Petersburg (1)	Portsmouth (1)	Powhatan (4)
Richmond (1)	Roanoke (5)	Rockingham (1)	Salem (2)	Southampton (3)
Stafford (5)	Virginia Beach (6)	Missing (2)		
- **Job Levels:**



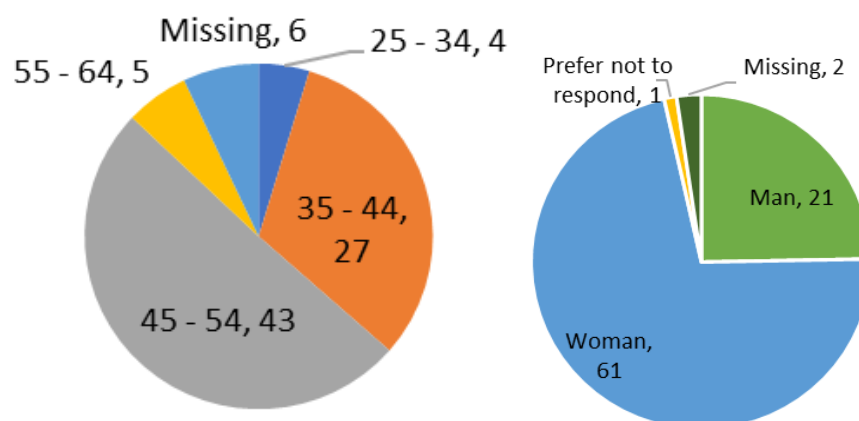
Frequency of Participants in each Job Level



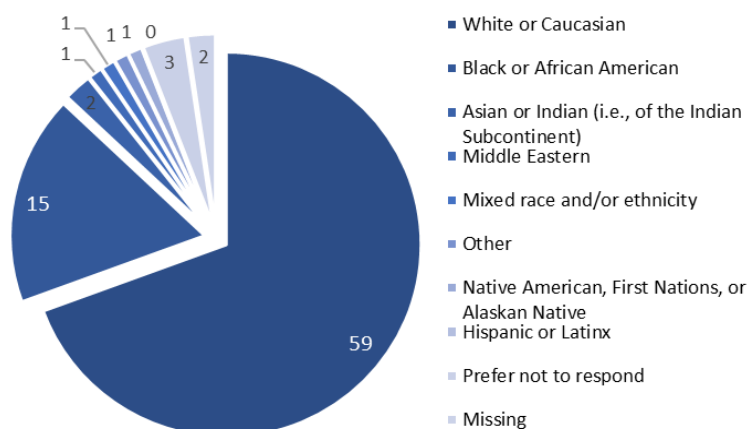
• **Educator Tenure and Educational Leader Tenure:**



• **Age, Gender** (Category Label, frequency):



- **Race/Ethnicity** (Category Label, frequency):



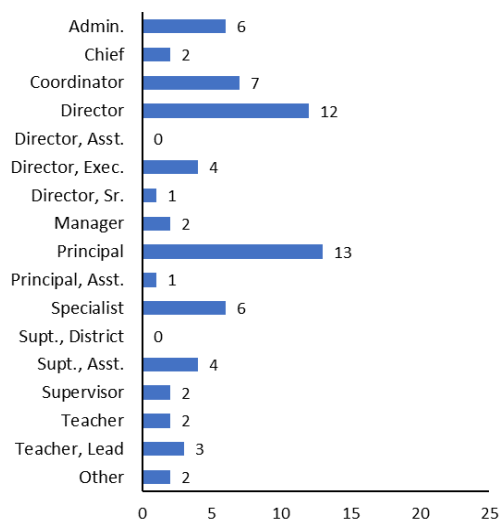
Final Reflection - Summer Onsite Convening

- **Valid Sample Size:** $N = 71$
- **Divisions** (n in parentheses):

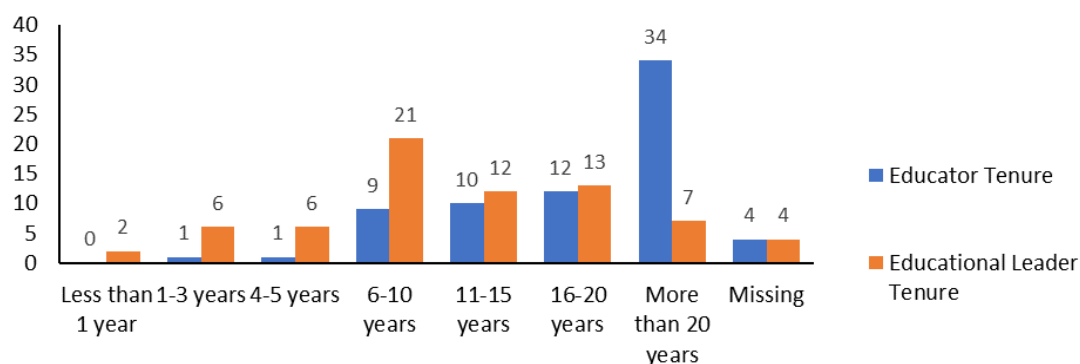
Campbell (1)	Chesterfield (7)	Cumberland (1)	Fairfax (2)	Franklin (4)
Fredericksburg (5)	Gloucester (3)	Greenville (1)	Loudoun (2)	Louisa (3)
Manassas Park (6)	Nelson (3)	Newport News (1)	Norfolk (1)	Orange (1)
Petersburg (1)	Portsmouth (1)	Powhatan (2)	Prince George (1)	Richmond (1)
Roanoke (4)	Rockingham (1)	Salem (2)	Southampton (4)	Stafford (4)
Virginia Beach (5)	Missing (4)			

- **Job Levels:**

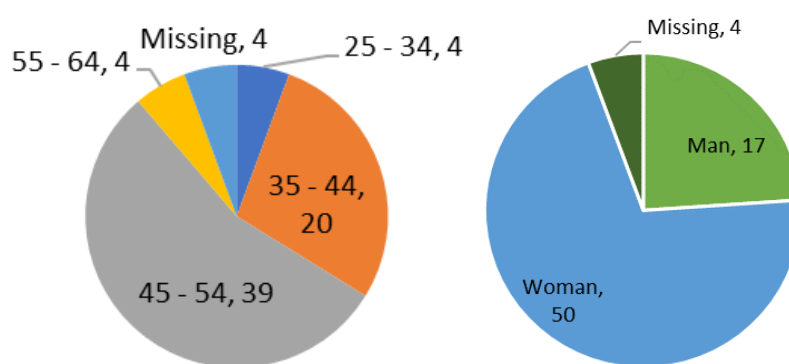
Frequency of Participants in each Job Level



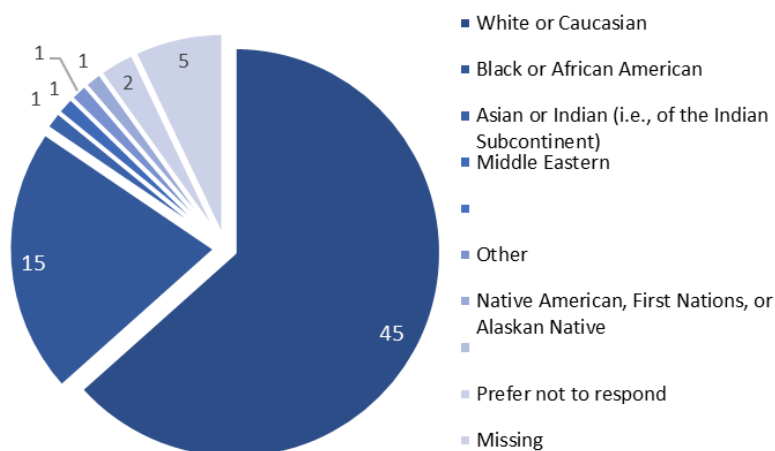
• **Educator Tenure and Educational Leader Tenure:**



• **Age, Gender** (Category Label, frequency):



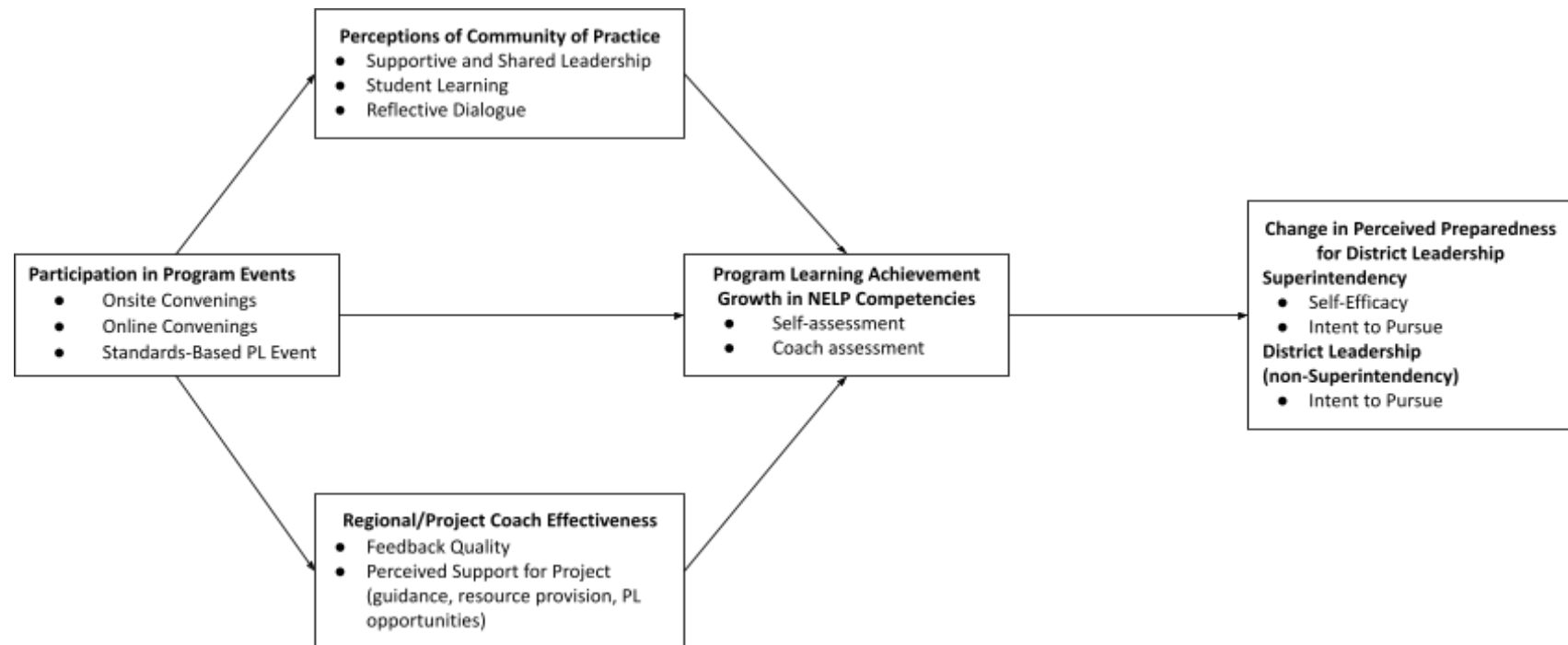
• **Race/Ethnicity** (Category Label, frequency):



Analysis and Reporting

ALP's program evaluation measures will be used both formatively (to inform professional learning design and implementation) and summatively (to demonstrate impact). Below is a figure of the Program Evaluation Model.

Figure 1. VaLIN 4.0 Program Evaluation Model



Note. Please see hypotheses below for more details.



Formative Analyses: Inform Program Implementation

To inform program implementation, formative analysis was conducted throughout the cohort experience. We created the **VaLIN 4.0 Reflection Cycle Dashboard**, which provides data visualizations for real time data, both quantitative (numeric) and qualitative (textual) data. The dashboard can be used for coaches to inform their practices and program implementation in various ways, including but not limited to:

- Understand the demographic and professional composition of the participants, e.g., coaching region, school district, years of experience (educator, and educational leadership), job level, age, gender, and race/ ethnicity.
- Track and reflect on participant's goal-setting journey for their NELP standard of focus.
- Track and reflect on participant's self-assessment and coach's assessment on their NELP competencies.
- Track and reflect on participant's goal achievement (self-assessment), self-efficacy, and reflection on practice.
- Track and reflect on participants' rating on their coach's feedback quality.

In addition to the dashboard, formative analyses were conducted at the conclusion of all VaLIN 4.0 events.

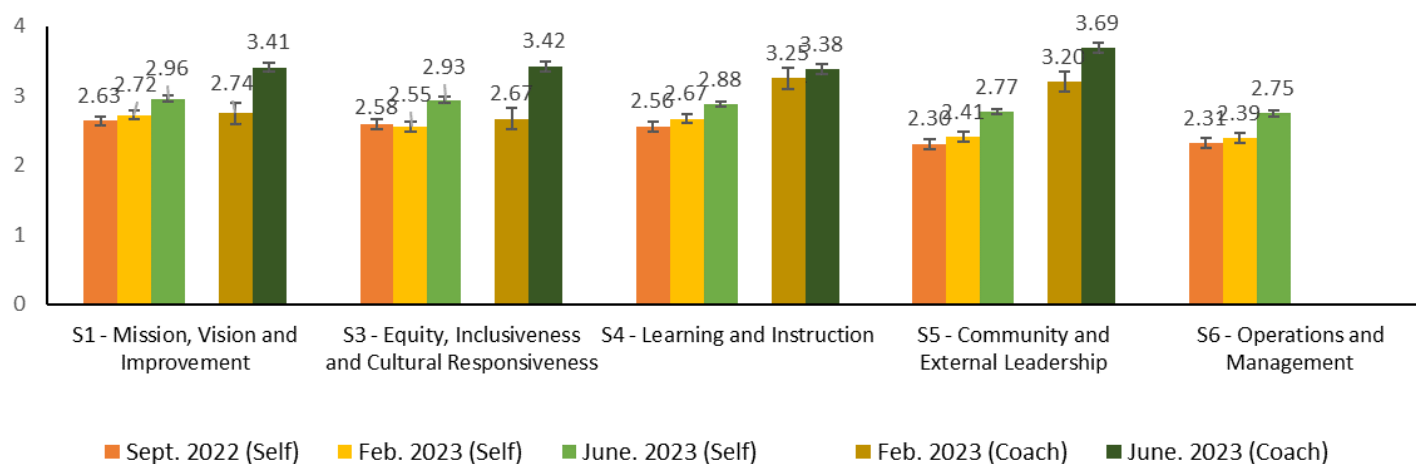
Assessment on NELP Competencies

Compare self- versus coach reflection ratings on NELP Standards across time points. Below is a bar chart that summarizes these results.

- Longitudinal survey design tends to suffer from participant attrition. The sample size for cohort participants dropped from 125 (Sept 2022), 85 (Feb 2023), to 71 (June 2023). Actual sample sizes that were validly included for computing each value varied slightly: 115-122 (Sept 2022), 78-82 (Feb 2023), 61-62 (June 2023).
- Note that coaches reflected on the chosen Standard of Focus and relevant artifacts or projects. Since no participants chose to focus on Standard 6, hence there was no data shown on coach reflection for Standard 6.
- Generally, from both self-reflection and coach reflection, we observed a growth pattern throughout all the critical stages.



NELP Standards Self- and Coach Reflection Ratings Across Time Points



Goal-Setting Journey for NELP Standard of Focus

During September 2022 Onsite Kickoff and midpoint reflection, participants were asked to choose one NELP Standard to focus on practicing in their projects. Specifically, we used the SMART goal strategy to guide them through determining how they were going to practice for a particular standard.

- Specifically, we found that Standard 4: Learning and Instruction was the most highly chosen focus across all five standards, followed by Standard 1: Mission, Vision, and Improvement.

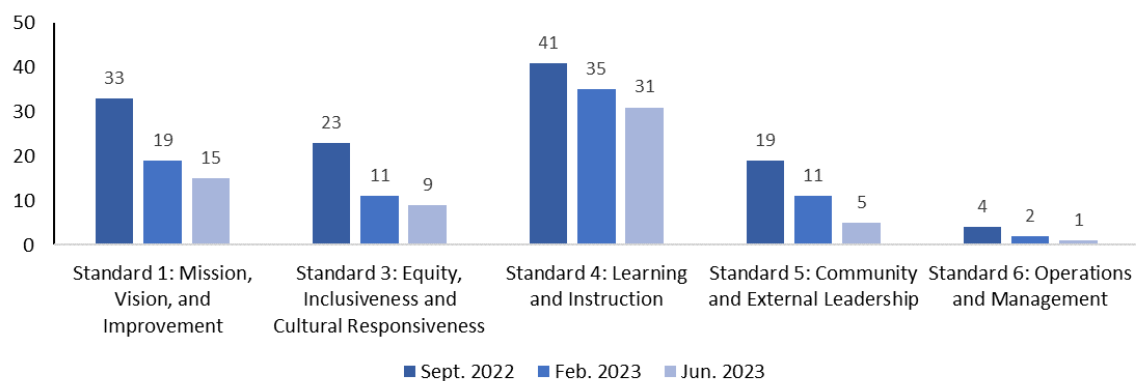
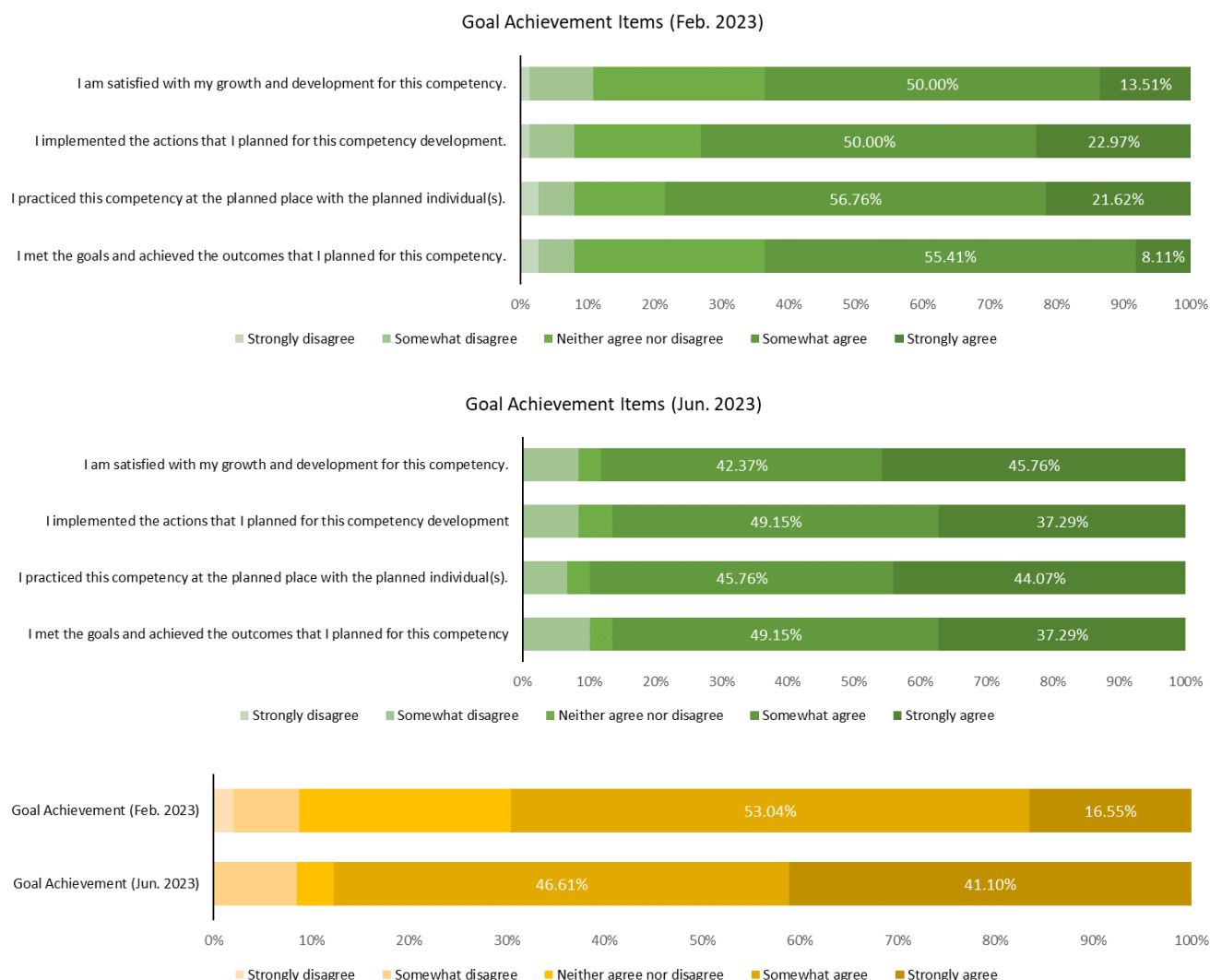


Figure X. Frequency of Standard of Focus across three time periods.

In addition, we also assessed participants' perceptions of goal achievement at Midpoint and Final Reflection stages.

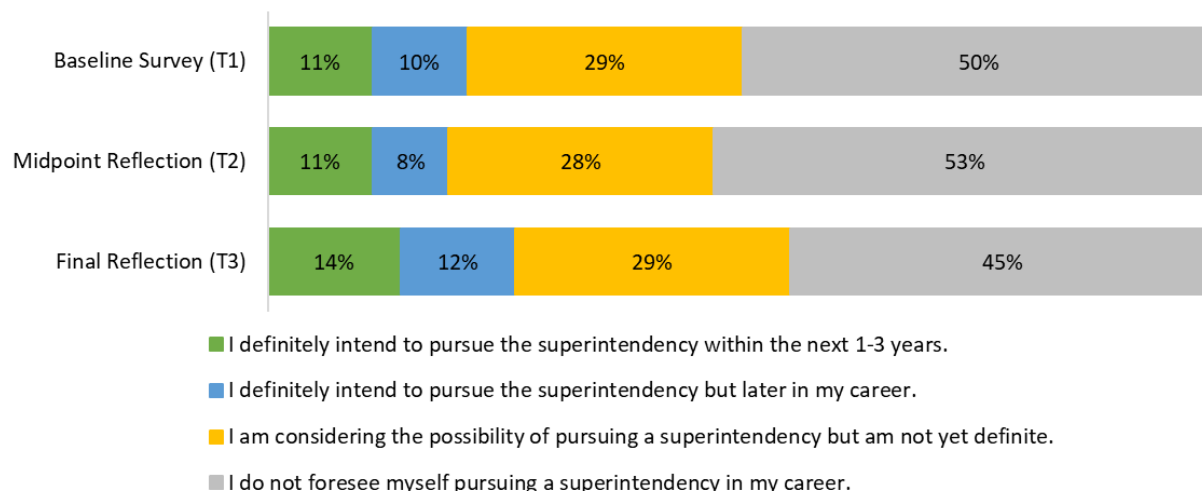
- **Goal Achievement:** On average, about 70% participants reported they agreed or strongly agreed that they had achieved their goals they set for learning and practicing with their NELP standard of focus in February 2023; this percentage increased to 88% at the June 2023 final reflection stage (see figure below for detailed descriptive statistics).



Intent to Pursue Superintendency or Other Leadership Positions

Superintendency

- Participants were asked whether they intended to pursue superintendency in the future. We found that about 50% indicated they have some levels of intention to pursue superintendency; some indicated in the next 1-3 years, some indicated later in career, and others considered the possibility but unsure about when.



Other Leadership Positions

- In addition to Superintendency, cohort participants are also interested in pursuing a variety of other leadership positions. Below, we showed several categories of roles that cohort participants were interested in and thought it fit with their career path.
- [Note. Larger font represents more participants choosing it as their interested position.]

Feb. 2023



June 2023

Lead Teacher
 District Executive Director
 School-Level Administrator
 Superintendent Cabinet
 District Departmental Coordinator or Specialist
 District Departmental Director

PL Sessions Contributing to Interest and Self-efficacy in Pursuing Superintendency

We further captured the extent to which PL session contributed positively to participants' **interest** and **self-efficacy** in pursuing superintendency across different reflection stages.

- The sample size for survey participation varied across three time points: 11 (Nov 2022), 75 (Feb 2023), to 62 (June 2023). Due to low attendance to November professional learning, please interpret the descriptive statistics with caution.
- Overall, the interest and self-efficacy sustained at a moderately high level.

To what extent did Professional Learning Sessions contribute *positively* to 1) **Interest** in pursuing superintendency and 2) **self-efficacy** in meeting responsibilities and demands of superintendency?

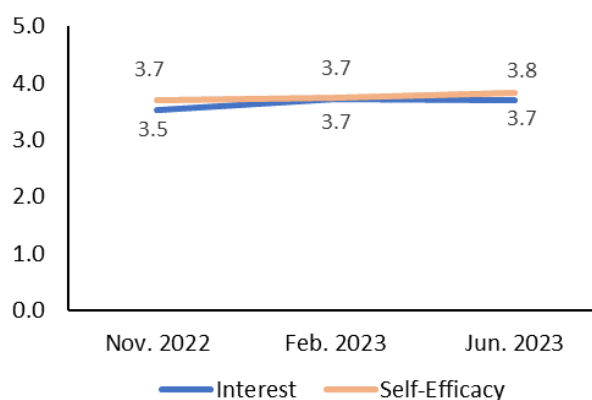


Figure X. Average levels of interest and sense of self-efficacy in pursuing superintendency across three reflection stages.

- We also broke down the contribution to interest and self-efficacy by response options for each reflection stage and the professional learning sessions (see tables below). The question is: *To what extent did each professional learning session contribute positively to interest and self-efficacy in pursuing superintendency?*

- Generally, we can conclude that more than **60%** of respondents at each reflection stage said that these PL sessions contributed somewhat positively, positively, or very positively to their interest or self-efficacy in pursuing superintendency. (see Tables below for summary statistics).

Activities contributing to interest in pursuing the superintendency						
<i>Professional Learning Sessions</i>	Response Timepoint (n)	<i>Not positively</i>	<i>No real effect</i>	<i>Somewhat positively</i>	<i>Positively</i>	<i>Very positively</i>
Sept. 19-20: VaLIN Program Launch	Nov. 2022 (11)	0.00%	18.18%	27.27%	36.36%	18.18%
	Feb. 2023 (74)	1.35%	21.62%	6.76%	37.84%	32.43%
	Jun. 2023 (64)	3.13%	25.00%	6.25%	32.81%	32.81%
Oct. 19-20: High Quality Student Experiences	Nov. 2022 (5)	0.00%	40.00%	0.00%	40.00%	20.00%
	Feb. 2023 (41)	0.00%	21.95%	9.76%	36.59%	31.71%
	Jun. 2023 (45)	0.00%	37.78%	4.44%	31.11%	26.67%
Oct. 26-27: Building Professional Capacity	Nov. 2022 (6)	0.00%	33.33%	0.00%	50.00%	16.67%
	Feb. 2023 (39)	0.00%	20.51%	10.26%	43.59%	25.64%
	Jun. 2023 (45)	0.00%	35.56%	4.44%	24.44%	35.56%
Nov. 1-2: Supportive Organization for Learning	Nov. 2022 (4)	0.00%	50.00%	0.00%	25.00%	25.00%
	Feb. 2023 (29)	0.00%	27.59%	13.79%	24.14%	34.48%
	Jun. 2023 (40)	0.00%	40.00%	5.00%	30.00%	25.00%
Nov. 9-10: Connecting with External Partners	Nov. 2022 (4)	0.00%	50.00%	0.00%	0.00%	50.00%
	Feb. 2023 (33)	0.00%	27.27%	12.12%	24.24%	36.36%
	Jun. 2023 (43)	0.00%	39.53%	6.98%	20.93%	32.56%
Nov. 14-15: Establishing and Conveying a Vision	Nov. 2022 (4)	0.00%	50.00%	0.00%	0.00%	50.00%
	Feb. 2023 (30)	0.00%	26.67%	10.00%	33.33%	30.00%
	Jun. 2023 (42)	0.00%	38.10%	7.14%	28.57%	26.19%
Nov. 17: Online Fall Convening	Nov. 2022 (0)	0.00%	0.00%	0.00%	0.00%	0.00%
	Feb. 2023 (46)	0.00%	26.09%	8.70%	34.78%	30.43%
	Jun. 2023 (45)	2.22%	37.78%	6.67%	20.00%	33.33%

Activities contributing to sense of self-efficacy in pursuing the superintendency						
<i>Professional Learning Sessions</i>	Response Timepoint (n)	<i>Not positively</i>	<i>No real effect</i>	<i>Somewhat positively</i>	<i>Positively</i>	<i>Very positively</i>
Sept. 19-20: VaLIN Program Launch	Nov. 2022 (11)	0.00%	18.18%	9.09%	36.36%	36.36%
	Feb. 2023 (74)	1.35%	14.86%	12.16%	45.95%	25.68%
	Jun. 2023 (60)	1.67%	20.00%	10.00%	28.33%	40.00%
Oct. 19-20: High Quality Student Experiences	Nov. 2022 (5)	0.00%	40.00%	0.00%	40.00%	40.00%
	Feb. 2023 (38)	0.00%	15.79%	18.42%	42.11%	23.68%
	Jun. 2023 (38)	2.63%	28.95%	13.16%	26.32%	28.95%
Oct. 26-27: Building Professional Capacity	Nov. 2022 (6)	0.00%	33.33%	0.00%	33.33%	33.33%
	Feb. 2023 (37)	0.00%	18.92%	24.32%	40.54%	16.22%
	Jun. 2023 (40)	2.50%	22.50%	10.00%	25.00%	40.00%
Nov. 1-2: Supportive Organization for Learning	Nov. 2022 (4)	0.00%	50.00%	0.00%	0.00%	50.00%
	Feb. 2023 (32)	0.00%	21.88%	18.75%	34.38%	25.00%



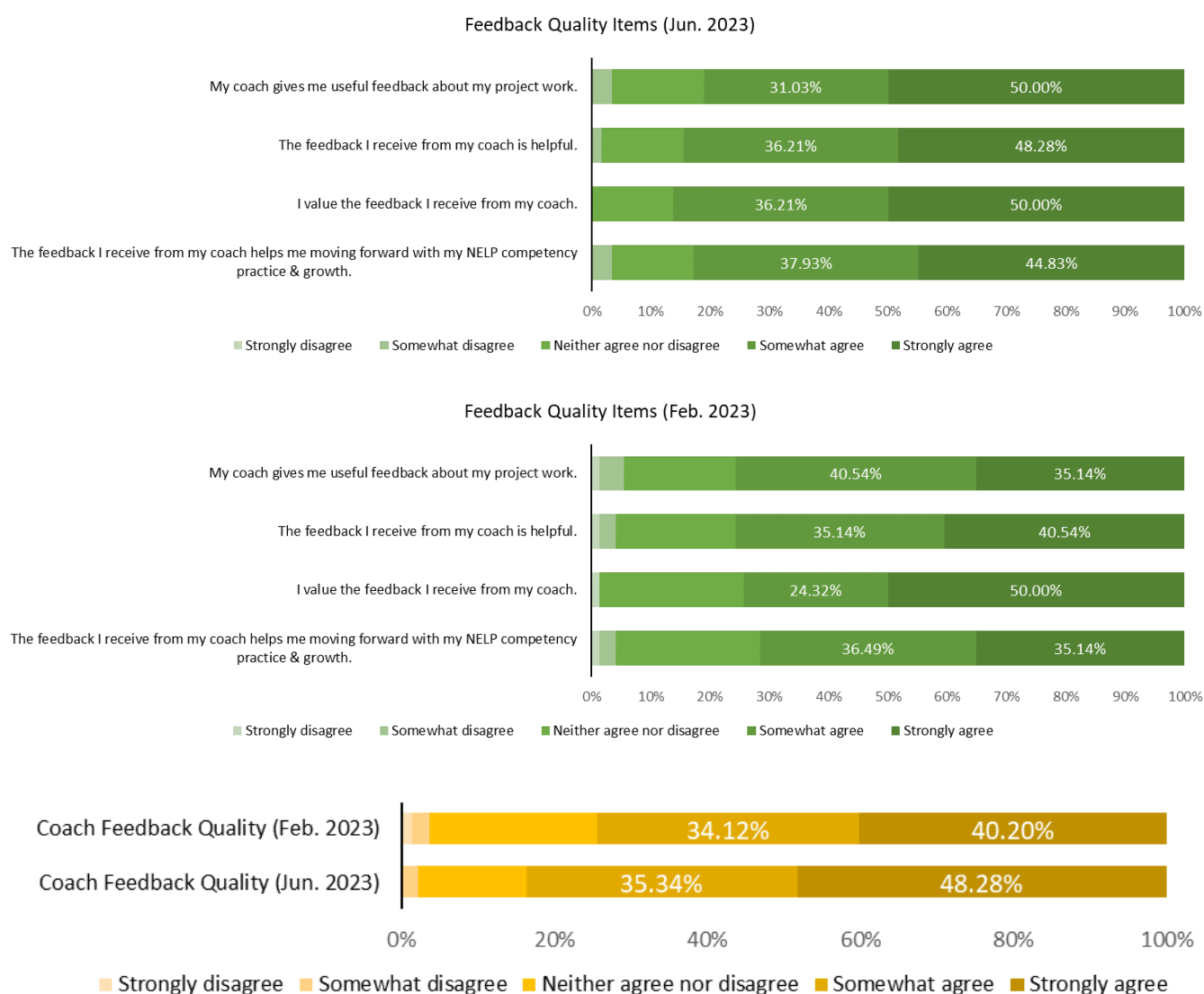
	Jun. 2023 (35)	2.86%	25.71%	11.43%	25.71%	34.29%
Nov. 9-10: Connecting with External Partners	Nov. 2022 (4)	0.00%	50.00%	0.00%	0.00%	50.00%
	Feb. 2023 (34)	0.00%	23.53%	14.71%	41.18%	20.59%
	Jun. 2023 (36)	2.78%	27.78%	13.89%	19.44%	36.11%
Nov. 14-15: Establishing and Conveying a Vision	Nov. 2022 (4)	0.00%	50.00%	0.00%	0.00%	50.00%
	Feb. 2023 (31)	0.00%	22.58%	12.90%	41.94%	22.58%
	Jun. 2023 (34)	2.94%	26.47%	11.76%	26.47%	32.35%
Nov. 17: Online Fall Convening	Nov. 2022 (0)	0.00%	0.00%	0.00%	0.00%	0.00%
	Feb. 2023 (43)	0.00%	16.28%	13.95%	46.51%	23.26%
	Jun. 2023 (42)	2.38%	28.57%	9.52%	19.05%	40.48%

Coach Feedback Quality

- We asked participants to reflect on the feedback they received from coaches on their projects and learning. Generally, we found participants perceived coaches' feedback to be valuable and helpful.
- 74% in February 2023, and 84% in June 2023 of responses reported either agree or strongly agree that coaches' feedback are valuable, helpful, and meaningful in the NELP competency practice and growth.⁴

⁴ Item 5 of feedback quality scale was a negatively-worded item, which might have caused confusion among participants. The response pattern for this item looked somewhat bipolar, and lowered the scale reliability. Thus, we did not include this item in reporting of summary statistics.





Milestones and Summative Analyses: Demonstrate Program Impact

Hypotheses Testing

To demonstrate program impact via summative analyses, three hypotheses were developed to test the VaLIN 4.0 Program Evaluation Model (see Figure 1).

Hypothesis 1: Assessment of NELP competency proficiency significantly increases over the course of the VaLIN 4.0 program.

→ Hypothesis 1 was tested using within-subjects MANOVA with all five NELP competency proficiencies as dependent variables and time (baseline, mid-point reflection, final reflection) as

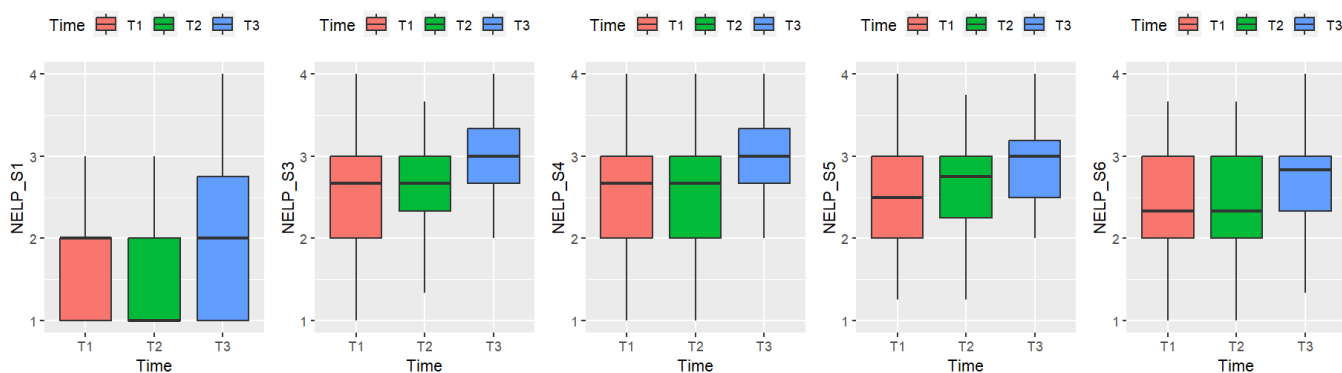


the independent variable. Results showed that there was a significant change in the combination of NELP competency proficiency across time (Wilk's lambda = .592, $p < .001$, $\eta^2 = .23$).

Post-hoc tests of each NELP competency showed that all five competencies showed significant increase across three timepoints (except that Standard 1 was about marginally significant; see statistics reporting in the table below).

NELP Competency	Statistic
Standard 1: Mission, Vision and Improvement	$F(2, 86) = 2.98, p = .056, \eta^2 = .03$
Standard 3: Equity, Inclusiveness and Cultural Responsiveness	$F(2, 84) = 8.71, p < .001, \eta^2 = .09$
Standard 4: Learning and Instruction	$F(2, 86) = 4.69, p = .012, \eta^2 = .04$
Standard 5: Community and External Leadership	$F(2, 82) = 18.50, p < .001, \eta^2 = .14$
Standard 6: Operations and Management	$F(2, 80) = 10.93, p < .001, \eta^2 = .12$

Below, we showed five boxplots for each of the NELP competencies. Red box represents baseline reflection, the green box represents midpoint reflection, and the blue box represents final reflection.

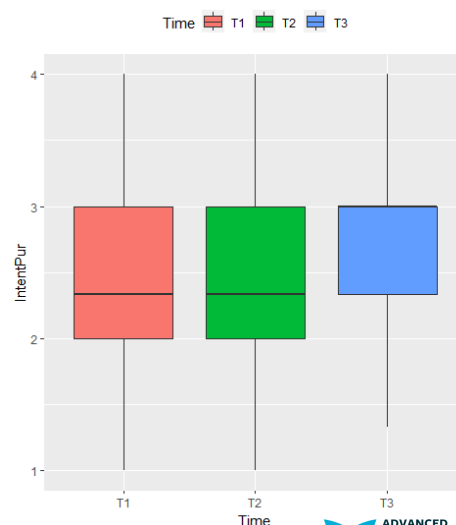


Hypothesis 2: The intent to pursue superintendency significantly increases over the course of the VaLIN 4.0 program.

→ Hypothesis 2 was tested using within-subjects ANOVA and the results showed that VaLIN participants demonstrated a significant increase in intent to pursue superintendency, $F(2, 80), 10.93, p < .001, \eta^2 = .12$. We see a significant increase in the final reflection stage. See the figure to the right.

Hypothesis 3: The increase in NELP competency proficiency is associated with increase in the intent to pursue superintendency.

→ We explored whether the increase in NELP competency proficiency was associated with increased intent to pursue



superintendency. Latent growth curve modeling was conducted to examine 1) whether each of the five NELP competency and intent to pursue superintendency had significant increasing slope over the three timepoints, 2) whether there were significant association between (a) overall levels of NELP competencies and overall level of intent to pursue superintendency and (b) the slopes of NELP competencies and the slope of intent to pursue superintendency.

Results showed that the slopes (rate of increase) were significant for NELP Standard 3 ($b = .15$, $SE = .05$, $p = .002$), Standard 4 ($b = .11$, $SE = .05$, $p = .026$), Standard 5 ($b = .27$, $SE = .05$, $p < .001$), and Standard 6 ($b = .25$, $SE = .07$, $p < .001$), but not for NELP standard 1 ($b = .07$, $SE = .05$, $p = .131$). However, we did not find a significant association between the slopes (rate of increase) of any of the NELP competencies and the slope (rate of increase) of intent to pursue superintendency.

Multilevel modeling showed that NELP Standard 3 ($b = .28$, $SE = .07$, $p < .001$), Standard 5 ($b = .17$, $SE = .08$, $p = .029$), and Standard 6 ($b = .27$, $SE = .07$, $p < .001$) was significantly associated with increase in intent to pursue superintendency. (*Note.* We were unable to model random slopes due to small sample size).

Hypothesis 4: a) Perceptions of the professional learning community and b) coaches' feedback quality are positively associated with all five NELP competencies.

Hypothesis 5: a) Perceptions of the professional learning community and b) coaches' feedback quality are positively associated with goal achievement.

- We conducted path analysis to test whether perception of professional learning community (PLC), represented by three dimensions (collective focus on student learning, reflective dialogue, and shared and supportive leadership) and coaches' feedback quality [reported at Midpoint Reflection in Feb. 2023) contributed to the development of NELP competencies, as well as perceived goal achievement (reported at Final Reflection in June 2023). We found that only shared and supportive leadership played an important role in improving NELP competencies. It was shown to be significantly associated with increased NELP Standard 1 ($b = .44$, $SE = .19$, $p = .017$), NELP Standard 3 ($b = .55$, $SE = .18$, $p = .002$), Standard 5 ($b = .47$, $SE = .24$, $p = .048$), Standard 6 ($b = .72$, $SE = .21$, $p < .001$).
- Additionally, we also found that shared and supportive leadership ($b = .81$, $SE = .25$, $p = .001$) and coaches' feedback quality ($b = .40$, $SE = .15$, $p = .008$) were significantly associated with higher levels of reported goal achievement.

Conclusions

- Participation in VaLIN 4.0 contributed to improvement in all five NELP competencies.
- Teaching and Instruction and Mission, Vision, and Improvement are primary focus among cohort participants.
- Coaches' Feedback on NELP competencies demonstrated that were significant improvements between February and June of 2023.



- Majority cohort participants agreed that they have achieved their NELP competency-related goals and their coaches' feedback is of high quality.
- Cohort participants are interested in a variety of leadership positions in addition to superintendency, such as district departmental directors, school-level administrators.
- Majority respondents at each reflection stage said that these PL sessions contributed somewhat positively, positively, or very positively to their interest or self-efficacy in pursuing superintendency.
- Professional learning community characterized by Shared and supportive leadership revealed to be a key driver of multiple NELP competencies.

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Appendix A: VaLIN-NELP Progression Reflection

NELP Standard 1 Competency Progression - Mission, Vision, and Improvement

Participant Instructions:

Please indicate the description that best captures your current experience with this NELP standard:

Entry (1) - Little to no past experience and/or opportunities with this competency.

NELP Standard 1 - Mission, Vision and Improvement - 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 collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.		
Approaching (2)	Practicing - Meets (3)	Facilitating - Exceeds (4)
1.1 Mission and Vision Design & Communication		
Assists in school and/or district-team level efforts in the design of a mission and vision that includes one or more of the following with consideration for including elements of data use, technology, values, equity, diversity, digital citizenship, and/or community by: • Providing feedback on school and/or district team needs; • Identifying possible changes to improve school or district team direction and mission. • Advocates for schools and/or the district's mission and vision by communicating it to colleagues and applying it in own work.	Designs a mission and vision for a school, major initiative, and/or district that includes one or more of the following elements of data use, technology, values, equity, diversity, digital citizenship, and/or community by • Collaborating with key colleagues and stakeholders to identify shared vision, direction, and needs; • Aligning mission and vision to larger district, state, and/or national policies and research-based best practices in above elements. • Championing the school's and/or district's mission and vision through integration of a communication plan that reaches targeted stakeholders in the school and/or district community.	Leads school/district teams in the effective design and implementation of a mission and vision with purposeful considerations for data use, technology, values, equity, diversity, digital citizenship, and community by: • Building a shared vision, direction, and needs assessment across district/school leaders and a diverse representation of key stakeholders; • Aligning mission and vision to larger state and national policies and research-based best practices in above elements. • Overseeing implementation of a communications system that integrates targeted communication modes (website, social media, events, etc.) of district mission and vision to reach diverse district and community stakeholders (educators, staff, students, parents, surrounding community organizations, etc.).
Standard 1.2 - Strategic Planning		
Supports school and/or district-team level efforts in the design of	Designs a school and/or components of a district strategic plan including	Leads in the effective design and implementation of a comprehensive



NELP Standard 1 - Mission, Vision and Improvement - 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 collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Approaching (2)	Practicing - Meets (3)	Facilitating - Exceeds (4)
a strategic plan's values and priorities by providing review and feedback for strategy within scope of influence.	goals, objectives, and strategy through collaboration with school/district teams that will lead and implement strategy.	district strategic plan including goals, objectives, strategy, that reflects mission, vision, and values through research-based best practices in strategy design and implementation and engagement of diverse stakeholders to integrate community values and priorities.
Standard 1.3 - Continuous Improvement and Strategic Impact		
Supports implementation of a school and/or components of a district's strategy for continuous improvement by: • participating in components of a research-based process for strategic planning; • assisting one or more components of an improvement process (i.e., data collection, diagnosis, design, implementation, and evaluation).	Guides implementation of a school and/or components of a district's strategy for continuous improvement by: • facilitating components of a research-based process for strategic planning; • Implementing one or more components of an improvement process (i.e., data collection, diagnosis, design, implementation, and evaluation); • identification of key performance indicators (KPIs) for strategy's impact on strategic goal attainment • and providing key feedback to the implementation team on improvement progress.	Leads and builds capacity of school and district leaders to effectively implement strategy for continuous improvement by: • guiding leaders in a sound and research-based process for strategic planning, • developing and implementing an improvement process that includes ongoing data collection, diagnosis, design, implementation, and evaluation; • integration of an evaluation system including valid measurement of the impact of strategy on measurable objectives, KPIs, and goal achievement through collaboration with stakeholders in data collection, diagnosis, and continuous improvement of strategy implementation.

NELP Standard 1 Competency Progress - Coach Feedback Instructions:

Please indicate the description that best fits the participant's work and contributions toward the project:

Entry (1) - Project work demonstrates limited understanding, application, and/or opportunities to build the competency.

Coaches' Project Progression Reflection		
NELP Standard 1 - Mission, Vision and Improvement - 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 collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.		
Approaching (2)	Practicing (3) - Meets	Facilitating (4)- Exceeds
Project demonstrates a basic understanding of the role and importance of a district's vision and mission and presents a plan for collaboratively designing a mission and vision.	Project demonstrates a working knowledge of the role and importance of a district's vision and mission and applies processes for evaluating and collaboratively designing a school's and/or key components of a district's strategic plan.	Demonstrates deep knowledge of the role and importance of a district's vision and mission as well as applied strategies and processes for evaluating and collaboratively designing an aligned strategic plan.
Demonstrates emerging experience and guided practice opportunities in the design, evaluation, and/or communication of a district mission and vision that reflects a core set of values and priorities.	Capable of independent practice in the design, evaluation, and communication of a district mission and vision that reflects a core set of community values and priorities.	Demonstrates leadership in the design, evaluation, communication, and effective implementation plan for a comprehensive district strategic plan which reflects a core set of community values and priorities.



Please indicate the description that best captures your current experience with this NELP standard:

Entry (1) - Little to no past experience and/or opportunities with this competency.

NELP Standard 3 - Equity, Inclusiveness and Cultural Responsiveness - 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 develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. ⁵		
Approaching	Practicing	Facilitating
3.1 -District Culture		
Supports school and/or district-team level efforts in the implementation of a school and/or components of a district's program or initiative to intentionally foster a positive and inclusive district culture based on awareness of needs within scope of influence	Designs and/or implements a school and/or components of a district's program or initiative to foster a positive and inclusive district culture through implementation of program components and championing benefits of change.	Leads design and implementation of systems that foster a positive and inclusive district culture through building the capacity of colleagues to integrate: • processes for evaluating current district culture along inclusive dimensions; • processes for identifying the unique cultures within the district and how to best serve their students and families; • organizational and cultural change leadership strategies; • communication and advocacy systems for inclusive cultures.
3.2 - Equitable Access to Resources		
Assists in the implementation of a school and/or district initiative to cultivate students' sense of safety and belonging and equitable access to educational opportunities and resources (e.g., instruction, teachers, facilities, interventions, relationships) by: • Implementing assigned procedures and initiative actions within scope of influence.	Implements a school and/or components of a district's initiative to cultivate students' sense of safety, belonging, and equitable access to educational opportunities and resources (e.g., instruction, teachers, interventions, facilities, relationships) through: • Identifying sources of bias and inequity in school and/or district; • Implementing procedures and key initiative actions; • and championing initiative goals to colleagues and community.	Facilitates district and school-level leadership teams in the effective integration of systems that foster equitable student access to safe and nurturing schools, educational opportunities and resources through integration of: • Evaluation systems that identify existing biases and inequities in educational resource allocation; • Procedures, guidelines, norms and values that address inequities and cultivate a sense of belonging and inclusive access to resources including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships • District and community-wide communication systems to advocate for changes.
3.3 - Instructional and Behavioral Practices		

⁵ A positive and inclusive district culture includes the following dimensions: fair, safe, healthy, caring, responsive, inclusive, and respectful.



NELP Standard 3 - Equity, Inclusiveness and Cultural Responsiveness - 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 develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.⁵

Approaching	Practicing	Facilitating
Supports a school and/or district initiative to integrate culturally responsive instruction and/or behavioral support practices by implementing assigned components of the initiative.	Implements a school and/or components of a district's initiative around culturally responsive instructional and behavioral support practices among teachers and staff by: • Evaluating the root cause of bias and inequity in the school/district; • Including the voices of those closest to the work and most impacted by the inequities; • Designing policies and procedures supportive of the initiative • Advocating for integration of best practices supporting the initiative.	Cultivates culturally responsive instructional and behavioral support practices by fostering district-wide leadership and instructional integration of best practices including: • evaluation of root causes of systemic bias and inequity, bias in current curricular resources, and gaps in resources' cultural representation; • Evaluating current teaching practices through the lens of cultural inclusivity and belonging; • integratingIncluding the voices of those closest to the work and most impacted by the inequities; • Design of policies and procedures that address biases and inequities in instruction and behavioral support • building teams of stakeholders who champion vision and advocate for change.

Please indicate the description that best fits the participant's work and contributions toward the project:

Entry (1) - Project work contributions demonstrates limited understanding, application, and/or opportunities to build this competency.

Coaches' Project Progression Reflection		
NELP Standard 3 - 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 develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture. ⁶		
Approaching (2)	Practicing (3) - Meets	Facilitating (4)- Exceeds
3.1 -District Culture		
Project demonstrates an awareness and intention to support an equitable and inclusive district culture through scope of influence.	Project demonstrates a working knowledge of designing and/or implementing a school and/or components of a district's program or initiative to foster a positive and inclusive district culture through implementation of program components and championing benefits of change.	Demonstrates deep knowledge of designing and implementing systems and building district and school leaders' capacity to foster a positive and inclusive district culture.
3.2 - Equitable Access to Resources		
Demonstrates emerging experience and guided practice opportunities to assist in the implementation of a school and/or district initiative to cultivate students' sense of safety and belonging and equitable access to educational opportunities and resources (e.g., instruction, teachers, facilities, interventions, relationships).	Capable of independent practice in implementing a school and/or components of a district's initiative to cultivate students' sense of safety, belonging, and equitable access to educational opportunities and resources (e.g., instruction, teachers, interventions, facilities, relationships).	Demonstrates leadership in the design, evaluation, communication, and the effective integration of systems that foster equitable student access to safe and nurturing schools, educational opportunities and resources (e.g., instruction, teachers, interventions, facilities, relationships).
3.3 - Instructional and Behavioral Practices		
Project contributions demonstrate potential to support a school and/or district initiative to integrate culturally responsive instruction and/or behavioral support practices by implementing assigned components of the initiative.	Project contributions demonstrates capacity to implement a school's and/or components of a district's initiative around culturally responsive instructional and behavioral support practices among teachers and staff.	Project demonstrate the capacity to implement culturally responsive instructional and behavioral support practices by fostering district-wide leadership and instructional integration of best practices.

⁶ A positive and inclusive district culture includes the following dimensions: fair, safe, healthy, caring, responsive, inclusive, and respectful.



Please indicate the description that best captures your current experience with this NELP standard:

Entry (1) - Little to no past experience and/or opportunities with this competency.

NELP Standard 4: Learning and Instruction (Represents 4.1, 4.2, and 4.3) 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 evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (p.17)		
Approaching	Practicing - Meets	Facilitating - Exceeds
4.1 - Curriculum and Technology Systems		
Supports a school's and/or components of a district's initiative for implementing high-quality curricula, technology integration and/or other services and supports for academic and non-academic student programs by: Applying assigned and related policies and procedures as it relates to assigned work and role.	Coordinates a school's and/or components of a district's initiative for implementing high-quality curricula, technology integration and/or other services and supports for academic and non-academic student programs by: - Contributing toward design of policies and procedures; - Evaluating existing curricula, technology and support services for student programs; - and/or implementing key components of curricula improvement plan.	Actively designs, evaluates, and implements a district-wide system for high-quality curricula, technology integration, and other services and supports for academic and non-academic student programs by : - Building capacity of district and school leaders to lead and implement key components of systems; - integration of clear and effective policies and procedures to embed systems; - and leading implementation of curricula quality and coordination improvement plans based on evaluation outcomes.
4.2 - Coaching and Professional Development Systems		
Supports a school's and/or components of a district's initiative for implementing effective support, coaching, and professional development systems for educators, educational professionals,	Coordinates a school's and/or components of a district's initiative for implementing effective support, coaching, and professional development systems for educators, educational professionals, and school and	Actively designs, evaluates, and implements effective support, coaching, and professional development systems for educators, educational professionals, and school and district leaders by embedding

and/or school and district leaders by: Implementing assigned support processes, components of coaching and/or professional development.	district leaders by: - Providing feedback and evaluation of key components of the system; - Coordinating team-level implementation of support processes, coaching, and/or professional development - Promoting reflection, digital literacy, improvement, and student success.	system components that include: - Ongoing evaluation and calibration of the coordination, coherence, and relevance the district's systems; - Promoting reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
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4.3 - Developmental and Culturally Responsive Assessment

Supports a school's and/or components of a district's developmentally appropriate, accessible, and culturally responsive system of assessments, data collection, management, and/or analysis through: Applying assessments and analysis tools with teachers that support instructional improvement, equity, student learning and well-being, and/or instructional leadership	Coordinates a school's and/or key components of a district's developmentally appropriate, accessible, and culturally responsive system of assessments, data collection, management, and analysis through: - Designing key formative and/or summative assessments, and/or structures for designing assessments, that support instructional improvement, equity, student learning and well-being, and/or instructional leadership - Managing components of assessment system evaluation, analysis, and/or calibration.	Leads the implementation of a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis through: - Facilitating the design of district-level formative and summative assessment systems that support instructional improvement, equity, student learning and well-being, and instructional leadership - Building district leader capacity in the management of ongoing evaluation, analysis, and calibration of coordinated and coherent assessment systems.
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4.4 - Develop & Implement Student Systems

Supports a school's and/or key components of a district's coordination of two or more of the following systems: curriculum, instruction, assessment, student services, technology and instructional resources by: Using data to monitor and improve curriculum,	Facilitates a school's and/or key components of a district's coordination of two or more of the following systems: curriculum, instruction, assessment, student services, technology and instructional resources by: Identifying strategies for the ethical use of data to monitor and improve curriculum,	Leads the development, integration, and implementation of coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources by designing systems and building qualified staff's to: integrate systems for the ethical use of data to monitor
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instruction, and/or assessment practices. • Participating in collaborations to bridge academic and non-academic programs.	instruction and/or assessment practices. • Bridging efforts of different teams and systems to improve coordination and coherence among academic and non-academic programs.	and continuously improve the district's curriculum, instruction, and assessment practices; • improving coordination and coherence among the district's academic and non-academic systems.
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Please indicate the description that best fits the participant's work and contributions toward the project:

Entry (1) - Project work contributions demonstrates limited understanding, application, and/or opportunities to build this competency.

Coaches' Project Progression Reflection		
NELP Standard 4: Learning and Instruction (Represents 4.1, 4.2, and 4.3) 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 evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership. (p.17)		
Approaching (2)	Practicing (3) - Meets	Facilitating (4)- Exceeds
4.1 - Curriculum and Technology Systems		
Demonstrates emerging experience and guided practice opportunities to assist in the implementation of a school and/or district initiative to	Project demonstrates a working knowledge of designing and/or implementing a school and/or components of a district's program or initiative to	Demonstrates deep knowledge of designing and implementing systems and building district and school leaders' capacity to
4.2 - Coaching and Professional Development Systems		
Project contributions demonstrate potential to	Capable of independent practice in implementing a school and/or components of a district's initiative to cultivate	
4.3 - Developmental and Culturally Responsive Assessment		
Project contributions demonstrate potential to support a school's and/or components of a district's developmentally appropriate, accessible, and culturally responsive system of assessments, data collection, management, and/or analysis.	Project contributions demonstrate capacity to coordinate a school's and/or key components of a district's developmentally appropriate, accessible, and culturally responsive system of assessments, data collection, management, and analysis.	Project demonstrates the capacity to lead implementation of a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis.
4.4 - Develop & Implement Student Systems		

Please indicate the description that best captures your current experience with this NELP standard:

Entry (1) - Little to no past experience and/or opportunities with this competency.

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. (p.20)		
Approaching	Practicing	Facilitating
5.1 - Family Engagement		
Assists in school or components of a district family engagement plan by: - Contributing to family engagement efforts and communications as assigned and within scope of role; - Modeling school/district communication strategies.	Coordinates team efforts and actions for family engagement in student learning through school and/or district community initiatives by: - Communicating the school and district approach to family engagement consistently; - Learning about specific family community(ies) to better understand engagement approach; - Implementing district or school decisions on how and when to engage with families.	Builds a district culture of family engagement in student learning by: - Providing positive and consistent advocacy for and representation of the district and its schools to families; - Understanding district family communities and supporting each school's unique efforts for communication and engagement with its diverse families; - Providing decision-making leadership regarding how and when to engage with families.
5.2 - Community Outreach		
Contributes to components of a school or district community outreach and communication effort by: - Participating in professional development (PD) geared toward building understanding of school/district community; - Representing school/district by attending a variety of community events; - Assisting in implementation of processes that support community outreach.	Integrates a school or key components of a district community outreach plan by: - Designing and implementing PD to help school/district personnel build community understanding; - Integrating and modeling effective communication strategies for oral, written, and digital distribution targeted to diverse stakeholders; - Designing and implementing specific strategies to engage targeted community groups.	Builds leader capacity and systems that foster regular and district-wide, engagement and two-way communication with diverse families, community members, partners, and other constituencies by: - Developing and Integrating professional learning systems and processes designed to build district personnel's deeper understanding of and communication with its unique community; - Overseeing implementation of communication systems for oral, written, and digital distribution targeted to diverse stakeholder community groups that can support schools (e.g., businesses, higher ed, places of worship, community centers, etc.);

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. (p.20)

Approaching	Practicing	Facilitating
		- providing governance and decision-making processes supporting family-school communications and collaboration. - Engaging group(s) of diverse community members to gain input and support for reaching shared goals.
5.3 - District Network Advocacy		
Connects with members of the business, civic, or policy communities in support of school needs by: - Providing feedback on school and/or district needs; - Advocating for access to needed resources through oral or written communications. - Sharing community input gathered through regular communication with a variety of community members.	Engages with members of the business, civic, and policy communities to bolster support for district, school, student, and community needs by: - Conducting a school or components of a district needs assessment; - Communicating findings of the needs assessment to targeted community members/organizations through oral, written and/or digital distribution; - Advocating for school/district at the local, state, and/or national level for policy needs that support the well-being of all students.	Cultivates a supportive network with organizations and members of the business, civic, and policy communities (local, state, and national level) to bolster advocacy for district, school, student, and community needs by: - Communicating and advocating for the district, school, and community needs based on thorough and data-driven needs assessment; - Developing targeted communication systems for oral, written, and digital distribution, that advocate for district access to needed resources; - Providing thought leadership for policy changes that support the well-being of all students.



Please indicate the description that best captures your current experience with this NELP standard:

Entry (1) - Little to no past experience and/or opportunities with this competency.

Standard 6: Operations and Management 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 develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (p.23)		
Approaching	Practicing	Facilitating
6.1 - Improvement Planning		
Assists in implementation of school's or a component of district's operations and management improvement by: • Providing objective / analytical / data-informed feedback on effectiveness of operations, resources, technology or human capital systems when requested; • Helping a team to implement recommended strategies.	Designs school's or components of district's operations management and improvement plan by: • Adequately Evaluating effectiveness of operations, resources, technology or human capital systems; • Implementing or supporting improvement strategies based on evaluation results; • Coordinating team efforts in implementing recommended strategies.	Leads data-informed and equitable management, communication, technology, governance, human capital, and operation systems at the district level to support schools in realizing the district's mission and vision by: • Designing ,implementing evaluation systems for district operations and management systems; • implementing effective improvement strategies based on evaluation results of systems; • Building capacity of district leaders and teams to integrate improvements in systems.
6.2 - Resource Plans		
Helps school or district department in assessing resource needs by: • Providing own and/or seeking input from colleagues on needs; • sharing needs assessment findings with colleagues; • and/or maintaining resources within an allotted budget.	Designs school's or components of district's resource plan by: • Conducting school or department-level assessment of resource needs; • Drafting plan or components of plan that would equitably align resources with needs; • sharing assessment finding and plan with key stakeholders to foster support.	Leads implementation of district and school-level resource plans by: • Designing and implementing data-driven evaluation systems that identify district and school resource and program continuation/stoppage needs; • designing a district-wide resourcing plan to equitably align resources with needs; • building capacity in school leaders to design school-level plans that equitably aligns resources with needs; • implementation of plan through thorough communication and engagement of district personnel, students, and community stakeholders.

Standard 6: Operations and Management

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 develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management. (p.23)

Approaching	Practicing	Facilitating
6.3 - Human Capital		
Contributes toward school or components of a district's human capital process(es) (i.e., hiring, retaining, supervising, and developing school and district staff) by: • Mentoring or supervising other educators; • Providing feedback on colleagues' HR strengths and needs; • Assisting in implementation of one or more of human capital processes; • Participating in professional learning sessions to build my own capacity in my current role.	Coordinates team efforts in school or components of a district's human capital process(es) (i.e., hiring, retaining, supervising, and developing school and district staff) by: • Identifying (through valid data sources) district workforce strengths and needs; • Effective implementation of one or more human capital processes; • implementing professional learning sessions to build colleagues' capacity for success in their roles.	Leads district teams in the implementation of 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 by: • Integrating systems that evaluate district-wide HR strengths and needs; • Implementation of legally sound and job-related candidate selection, evaluation, and hiring practices; • implementation of performance management and feedback systems to retain top talent; • Implementation of professional learning systems that leverage district workforce's strengths and address its needs.

Appendix B: Program Survey Measures

Intention to pursue Superintendency (W&M)

Items

- I definitely intend to pursue Superintendency in the next 1-3 years
- I definitely intend to pursue Superintendency but later in my career
- I am considering the possibility of pursuing a superintendency but am not yet definite
- I do not foresee myself pursuing a superintendency in my career
- Other

For the VALIN 4.0 initiative, to what degree did the activities below(list of PL sessions)contribute positively to your interest in pursuing the superintendency?

- Not Positively
- No Real Effect
- Somewhat Positively
- Positively
- Very Positively
- Did Not Participate in the activity

Intention to pursue other District Leadership Roles (ALP Add)

Displayed to those participants who responded to the above Item as:

- I am considering the possibility of pursuing a superintendency but am not yet definite
- I do not foresee myself pursuing a superintendency in my career

Item

Are there other leadership positions in your district that you are interested in pursuing? If so, please select the role that best fits your ultimate career goals.

- District Departmental Director
- District Executive Director
- Superintendent Cabinet (Associate or Deputy Superintendent, Chief Financial Officer, Chief Technology Officer, etc.)
- District Coordinator, Supervisor, or Specialist
- Other (Please Specify)

PL Sessions attended

Which of the following facilitated learning experience(s) did you attend during this past fall quarter?
(Select all that apply)

- List of dates of PL Sessions

Building Self Efficacy

Items



For the VALIN Initiative, to what degree did the activities below(list of PL sessions) contribute positively to developing your sense of self-efficacy in meeting the responsibilities and demands of the superintendency?

- Not Positively
- No Real Effect
- Somewhat Positively
- Positively
- Very Positively
- Did Not Participate in the activity

Commitment to VaLIN 4.0 - Change Initiative

Please indicate your level of understanding and perceptions of the VaLIN 4.0 initiative across the commonwealth of Virginia and how this initiative supports your work and contributions to your district.

- This professional learning session nicely supports my contributions to initiatives within my district.
- I have sufficient resources (e.g., prep time, learning materials) to fully participate in the VaLIN 4.0 initiative.
- I believe in the value of the VaLIN 4.0 initiative.
- I am NOT clear on how this professional learning session supports my work in my district.
- My district/school provides me with support (time and resources) to effectively participate in VaLIN 4.0.
- My participation in VaLIN 4.0 is good for my district.

Self Reflection on Competency in NELP standard

For each NELP Standard coached upon, participants self reflect on their competency in the standard as follows:

- Entry: Little to no past experience and/or opportunities with this standard or its components or competencies
- Approaching: Supports implementation of school and /or components of district's coordination of two or more of the following systems: curriculum, instruction, assessment, student services, technology and instructional resources by: using data to monitor and improve curriculum, instruction, and/or assessment practices and participating in collaborations to bridge academic and non-academic programs.
- Practicing: Coordinates team efforts and actions for family engagement in student learning through school and/or district community initiatives by: communicating the school and district approach to family engagement consistently; learning about specific family community(ies) to better understand engagement approach;and implementing district or school decisions on how and when to engage with families.
- Facilitating: Builds a district culture of family engagement in student learning by: providing positive and consistent advocacy for and representation of the district and its schools to families; understanding district family communities and supporting each school's unique efforts for



communication and engagement with its diverse families; and providing decision-making leadership regarding how and when to engage with families.

Goal Achievement

Scale Anchors

1. Strongly Disagree to 5. Strongly Agree

The following items refer to the competency/NELP Standard for which the participant had a goal or wanted to learn about

- I practiced this competency at the planned place with the planned individual(s)
- I took the actions that I planned for this competency development.
- I am satisfied with my growth and development for this competency

Feedback Quality

Original source

Steelman, L. A., Levy, P. E., & Snell, A. F. (2004). The feedback environment scale: Construct definition, measurement, and validation. *Educational and psychological measurement*, 64(1), 165-184.

Please indicate the degree of agreement on the following statements about the quality of the feedback you received from your NELP Standard Coach

Scale Anchors

- (1) Strongly disagree to (5) strongly agree

Items

- My coach gives me useful feedback about my artifacts (e.g., project or other evidence of NELP competency practice & growth).
- The feedback I receive from my coach is helpful.
- I value the feedback I receive from my coach.
- The feedback I receive from my coach helps me move forward with my NELP competency practice & growth.
- The information I receive from my coach is generally not very meaningful.

Before and After (Understanding and Application)

Original Source: Kirkpatrick's model level 2 and 3

Scale Anchors

- For Understanding

1. Not Familiar 2. Somewhat Familiar 3. Familiar 4. Good Understanding 5. Deep Understanding

- For Application

1. Never 2. Seldom 3. Sometimes 4. Often 5. Very Often



Items

-Indicate the statement that best describes your understanding of chosen NELP Standard BEFORE you participated in professional learning.

-Please describe the frequency with which you have correctly applied the NELP Standard, BEFORE you participated in the professional learning session, in your daily work as an educator.

PL Facilitator Effectiveness

Original Source: Kirkpatrick's model Level 1

Scale Anchors

1. Strongly Disagree to 5. Strongly Agree

Items

The PL facilitator

- kept me engaged in learning from the session's start to its finish.
- facilitated an organized and managed flow of information and activities.
- demonstrated understanding of the group's learning needs based on the session's learning goals, activities, and design.
- was interesting and held my attention throughout the session.
- delivered a well-planned session that was tailored to the learning needs of the group.

Perceptions of Professional Learning Community/Community of Practice⁷

Original Source: [Wan, S. W. Y. \(2020\). Unpacking the relationship between teachers' perceptions of professional learning communities and differentiated instruction practice. *ECNU Review of Education*, 3\(4\), 694-714.](#)

Scale Anchors

1. Strongly Disagree to 5. Strongly Agree

Items

- Please select the extent to which you agree with the following statements. In this Valin Community of Practice, we...
 - learn and practice ways to build shared responsibility for student learning in our schools and districts.
 - learn about school and/or district-wide instructional strategies for building student confidence in their learning endeavors
 - learn about design of school and/or district-wide student achievement goals

⁷ Professional Learning Community (PLC) was changed to "Community of Practice" in the survey to better reflect the language used in VaLIN 4.0 cohorts.



- have opportunities to share our evidence-based approaches to improve our practice as education leaders
 - share our approaches for collecting and integrating relevant data into our decision making
 - share our process for experimenting and innovating in our practice as education leaders
 - have opportunities to reflect on our learning with one another
 - collaborate in finding opportunities to improve our districts
- Based on your involvement with your VaLIN Community of Practice please indicate the extent to which you agree with the following statements.
 - I feel supported by my community of practice to explore my influence in important district decision-making opportunities
 - Through my participation in the VaLIN community of practice, we are proactively working to address important needs of our district
 - Our community of practice shares the responsibility and recognition for our collective work in VaLIN
 - In my VaLIN community of practice, we maintain a supportive and inclusive culture with shared leadership responsibilities

