PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School Building Leadership Level) Education Leadership Constituent Council (ELCC) Option A (2011 Standards)

NOTE: This form uses the ELCC standards approved by NCATE in 2011. Beginning in Spring 2013 all programs must use the new standards.

CO	VER SHEET
1.	Institution Name
2.	State
3.	Date submitted
	MM DD YYYY
4.	Report Preparer's Information:
	Name of Preparer:
	Phone: Ext.
	E-mail:
5.	CAEP Coordinator's Information:
	Name:
	Phone: Ext.
	E-mail:
6.	Name of institution's program
7.	CAEP Category
8.	Grade levels ⁽¹⁾ for which candidates are being prepared
	To which candidates are being prepared
9.	(1) e.g. K-6, P-12 Program Type

limited to 4,000 characters) 2. Description of the field and clinical experiences required for the program, including the number of hours for		\odot	Other School Personnel				
10. Degree or award level Post Baccalaureate Master's Post Master's Specialist or C.A.S. Doctorate Endorsement only 11. Is this program offered at more than one site? Yes No 12. If your answer is "yes" to above question, list the sites at which the program is offered 13. Title of the state license for which candidates are prepared Program report status: Initial Review Response to One of the Following Decisions: Further Development Required or Recognition with Probation Response to National Recognition With Conditions 15. Is your Educator Preparation Provider (EPP) seeking CAEP accreditation for the first time (initial accreditation) Continuing CAEP accreditation 16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scor CAEP requires programs to provide completer performance data on state licensure examinations for complet who take the examination for the content field, if the state has a licensure testing requirement. Test informa and data must be reported in Section IV. Does your state require such a test? Yes No SECTION 1 - CONTEXT 1. Description of any state or institutional policies that may influence the application of ELCC standards. (Responsible in Information for the field and clinical experiences required for the program, including the number of hours for field experiences and the number of hours/weeks for student teaching or internships. Please include a description for the field and clinical experiences required for the program, including the number of hours for field experiences and the number of hours/weeks for student teaching or internships. Please include a description for formation for the content field experiences and the number of hours for field experiences and the number of hours for information for reviewers how the internship/clinical experience(s) have been designed to meet ELCC standards 7, 2, and 7, 3. See Standard 7, 0 untor in Appendix 1, of the 2011 ELCC Standards 7		0	Non-licensure/non-certification degree				
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A LINK to upload or manage your uploaded file(s)

Files to describe a program of study that outlines the courses and experiences required for candidates to

Attach the following contextual information:

attachment from the college catalog or as a student advisement sheet.)

This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be

complete the program. The program of study must include course titles. (This information may be provided as an

attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

A LINK to upload or manage your uploaded file(s)

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

	· · · · · · · · · · · · · · · · · · ·
Faculty Member Name	
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	
Tenure Track	YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

- (3) For example, PhD in Curriculum & Instruction, University of Nebraska.
- (4) For example, faculty, clinical supervisor, department chair, administrator
- (5) For example, professor, associate professor, assistant professor, adjunct professor, instructor
- (6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

- (7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
- (8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
- (9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ELCC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must

substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in educational leadership (required)			
Assessment #3: Assessment that demonstrates candidates' instructional leadership skills in working with faculty on issues of instruction,			
curriculum, culture, and professional development within the school. (Required)			
Assessment #4: Assessment that demonstrates candidates' leadership skills through school-level internship/clinical practice settings.			
Assessment #5: Assessment of ability to support student learning and development (required)			
Assessment #6: Assessment that demonstrates candidates' organizational management and community relations leadership skills in			
developing effective school-based management and resource systems and school-community partnerships. (Required)			
Assessment #7: Additional assessment that addresses ELCC standards (optional)			
Assessment #8: Additional assessment that addresses ELCC standards (optional)			

- (10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
- (11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
- (12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ELLC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELLC standards.

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

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1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

2. Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

#1#2#3#4#5#6#7#8
3.1 Candidates understand and can monitor and evaluate school management and operational systems.
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

	3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting					
4.	Standard 4.0: A building-level education leader applies knowledge that promotes the succe collaborating with faculty and community members, responding to diverse community intermobilizing community resources on behalf of the school by collecting and analyzing informimprovement of the school's educational environment; promoting an understanding, appreciatives cultural, social, and intellectual resources within the school community; building as school relationships with families and caregivers; and cultivating productive school relation partners.	rests ation ciation nd su	and pert on, ar stain	need: inent nd use ing p	s, an to e of to ositi	d the ve
		#1#	£2#3	#4#5	#6#	7#8
	4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. 4.2 Candidates understand and can mobilize community resources by promoting an understanding,					
	appreciation, and use of diverse cultural, social, and intellectual resources within the school community.				33 33	
	4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.					
	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.					
5.	Standard 5.0: A building-level education leader applies knowledge that promotes the succe acting with integrity, fairness, and in an ethical manner to ensure a school system of accoustudent's academic and social success by modeling school principles of self-awareness, ref transparency, and ethical behavior as related to their roles within the school; safeguarding democracy, equity, and diversity within the school; evaluating the potential moral and lega decision making in the school; and promoting social justice within the school to ensure that needs inform all aspects of schooling.	ntab lective the v I con t indi	ility f ve pra value sequ ividua	for evactice so of lences al stu	ery e, s of ident	ŧ
		#1#	:2#3	#4#5	#6#	7#8
	5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.					
	5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.5.5 Candidates understand and can promote social justice within the school to ensure that individual					
6.	student needs inform all aspects of schooling. Standard 6.0: A building-level education leader applies knowledge that promotes the succe understanding, responding to, and influencing the larger political, social, economic, legal, a through advocating for school students, families, and caregivers; acting to influence local, national decisions affecting student learning in a school environment; and anticipating and trends and initiatives in order to adapt school-based leadership strategies.	nd co distri asse	ultur ict, st essing	al coi tate,	ntext and ergin	g
	6.1 Candidates understand and can advocate for school students, families, and caregivers.	# 1 #	2 # 3	# - # J	#0#	7#0
	6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.					
7.	Standard 7.0: A building-level education leader applies knowledge that promotes the succe through a substantial and sustained educational leadership internship experience that has experiences and clinical internship practice within a school setting and is monitored by a q mentor.	scho	ol-ba	sed f	ield	:
	7.1 Substantial Field and Clinical Internship Experience: The program provides significant for clinical internship practice for candidates within a school environment to synthesize and approved and develop professional skills identified in the other Educational Leadership Bustandards through authentic, school-based leadership experiences. Information should be Assessment 4 to address this standard. 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (sinternship that includes field experiences within a school-based environment. Information Section I (Context), question 2, to address this standard. 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience.	pply tuildin provi 9–12 shou	the congress ided in the congress hour ld be	onten vel Pi in Sec s per prov	rogra ction wee	am IV, ek)

leader within a school and is selected collaboratively by the intern and program faculty with training by the

Information should be provided in Section I (Context), question 2, to address this standard.

supervising institution.

3.3 Candidates understand and can promote school-based policies and procedures that protect the

welfare and safety of students and staff within the school.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A two-page narrative that includes the following:
- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
- b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
- c. A brief analysis of the data findings;
- d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
- (2) Assessment Documentation
- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible. Please name files as directed in the guidelines for preparing a SPA Program Report found on the CAEP website at: http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

1. State licensure tests or professional examinations of content knowledge. ELCC standards addressed in this entry could include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

2. Assessment of content knowledge in educational leadership. ELCC standards addressed in this assessment could include but are not limited to Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include course grades, comprehensive examinations, essays, and/or case studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

3. Assessment that demonstrates candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, and 5.0. Examples of assessments include conducting faculty observations, developing a faculty professional development plan, a faculty intervention plan, and/or a school instruction/curriculum project. (Answer Required)

Provide assessment information as outlined in the directions for Section IV.

A LINK to upload or manage your uploaded file(s)

 Assessment that demonstrates candidates leadership skills through school-level internship/clinical practice settings. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include faculty evaluations of candidates' performances, internship/clinical site supervisors' evaluations of candidates' performances, internship projects, and evaluation of candidates' formative and summative logs and reflections. (Answer Required)

Provide assessment information as outlined in the directions for Section IV.

A LINK to upload or manage your uploaded file(s)

5. Assessment that demonstrates candidates' school leadership skills that support P-12 student learning within a school. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include a school leadership intervention project, an action research project to improve a school problem related to P-12 student learning, and/or project to develop a school P-12 student learning model. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

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6. Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing effective school-based management and resource systems and school-community partnerships. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 3.0, 4.0, and 5.0. Examples of assessments include developing school-based strategic plans, a school improvement project, a school-community relations strategic plan, and/or a school simulation. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

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7. Additional assessment that addresses ELCC standards (optional). ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers.

Provide assessment information as outlined in the directions for Section IV

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8. Additional assessment that addresses ELCC standards (optional). ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers.

Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

For Revised Reports: Describe what changes or additions have been made to address the standards that were not
met in the original submission. Provide new responses to questions and/or new documents to verify the changes
described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website
at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report

 $are \ available \ on \ the \ CAEP \ website \ at \ http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur$

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.