

PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School Building Leadership Level) National Educational Leadership Program (NELP) Option 1 (2018 Standards)

NOTE: This form uses the NELP standards accepted by CAEP in 2018. Beginning in Spring 2021 all programs must use the new standards.

COVER SHEET

1. Institution Name

2. State

3. Date submitted

MM DD YYYY

 / /

4. Report Preparer's Information:

Name of Preparer:	
<input type="text"/>	
Phone:	Ext.
() -	
E-mail:	
<input type="text"/>	

5. CAEP Coordinator's Information:

Name:	
<input type="text"/>	
Phone:	Ext.
() -	
E-mail:	
<input type="text"/>	

6. Name of institution's program

7. CAEP Category

8. Grade levels⁽¹⁾ for which candidates are being prepared

⁽¹⁾ e.g. K-6, P-12

9. Program Type

- Other School Personnel
 - Non-licensure/non-certification degree
 - Unspecified
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
-
14. 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 scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
- Yes
 - No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NELP standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. Please include a description to inform reviewers how the internship/clinical experience(s) have been designed to meet NELP standards 8.1, 8.2, and 8.3. See Standard 7.0 rubric in Appendix 1 of the 2018 NELP Standards for reference. (Response limited to 8,000 characters)

3. Attach the following contextual information:
Files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

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

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

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.

Program:		
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	<input type="checkbox"/> 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

among teachers and staff.

4. Standard 4.0: 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 evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

#1 #2 #3 #4 #5 #6 #7 #8

4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

#1	#2	#3	#4	#5	#6	#7	#8

5. Standard 5.0: 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 engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

#1 #2 #3 #4 #5 #6 #7 #8

5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

#1	#2	#3	#4	#5	#6	#7	#8

6. Standard 6.0: 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 improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

#1 #2 #3 #4 #5 #6 #7 #8

6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

#1	#2	#3	#4	#5	#6	#7	#8

7. Standard 7.0: 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 build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8.0: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in

NELP Standards 1-7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1-7.

8.2 Candidates are provided a minimum of six months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

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

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 than 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-procedure>

1. **State licensure tests or professional examinations of content knowledge. NELP standards addressed in this entry could include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0. 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

2. **Assessment of content knowledge in educational leadership. NELP standards (addressed in this assessment could include but are not limited to Standard 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0. 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

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3. **Assessment that demonstrates candidates' instructional leadership skills in working with district and school personnel on issues of instruction, curriculum, culture, and professional development within the school. NELP standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, and 4.0. Examples of assessments include conducting school faculty observations, developing a school faculty professional development plan, a school faculty intervention plan, and/or a school instruction/curriculum project. (Answer Required)**

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

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4. **Assessment that demonstrates candidates leadership skills through school-level internship/clinical practice settings. NELP 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, 6.0, and 7.0. 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.

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5. **Assessment that demonstrates candidates' school leadership skills that support P-12 student learning within a school. NELP 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, 6.0, and 7.0. 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. NELP standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 3.0, 4.0, 6.0, and 7.0. 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 NELP standards (optional). NELP standards that could be addressed in this assessment include but are not limited to standards 1-7. 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 NELP standards (optional). NELP 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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SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. **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

- 1. 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-process>**

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-process>

(Response limited to 24,000 characters.)

Please click "Next"

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