

PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School District Leadership Level) Educational 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.

Educational Leadership Constituent Council (ELCC)

COVER SHEET

1. **Institution Name**

Kutztown University

2. **State**

Pennsylvania

3. **Date submitted**

MM DD YYYY

03 / 15 / 2019

4. **Report Preparer's Information:**

Name of Preparer:

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6. **Name of institution's program**

Supervisory Curriculum and Instruction

7. **CAEP Category**

Educational Leadership-Supervisor

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

PK-12

(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**
-
- Supervisory Supvr Curriculum & Inst PK-12 (2915)
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 ELCC standards. (Response limited to 4,000 characters)**
-
- No changes from initial report
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 ELCC standards 7.1, 7.2, and 7.3. See Standard 7.0 rubric in Appendix 1 of the 2011 ELCC Standards for reference. (Response limited to 8,000 characters)**
-
- No changes from initial report
3. **Please attach 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.)**
-

See the **Attachment** panel.

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.**

District ELCC Site Supervisor Evaluation.pdf

See the **Attachment** panel.

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⁾
2017-2018	11	6
2016-2017	10	5
2015-2016	8	6

(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	Dr. Amber Pabon
Highest Degree, Field, & University⁽³⁾	PhD, Urban Education City University New York, Graduate Center New York, New York
Assignment: Indicate the role of the faculty member⁽⁴⁾	Secondary Education Faculty; ESL
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	* YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Pabon, A. (2017). In hindsight and now again: Black male teachers' recollections and reflections on the suffering of Black male youth. <i>Race, Ethnicity & Education</i> . 20(6), 766-780. Woodson, A. & Pabon, A. (2016). "I'm none of the above": Exploring themes of heteropatriarchy in the life histories of Black male educators. <i>Equity & Excellence in Education</i> . 49(1), 57-71. Pabon, A. (2016). Waiting for Black Superman: A look at a problematic assumption about Black male teachers. <i>Urban Education</i> . 51(8).
Teaching or other professional experience in P-12 schools⁽⁹⁾	2005-2008- Literacy Staff Developer, New York City Department of Education; 2001-2008 - Social Studies & Literacy Teacher, New York City Department of Education; Summer 2011 Literacy Staff Developer, Harlem Children's Zone Summer Bridge Program, Fordham University; English Education professor with outreach to schools in Allentown and Reading, PA areas.

Faculty Member Name	Dr. Mark Wolfmeyer
Highest Degree, Field, & University⁽³⁾	PhD, Urban Education, City University of New York
Assignment: Indicate the role of the faculty member⁽⁴⁾	Faculty

Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	* YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Book: Mathematics Education: A Critical Introduction (Routledge, 2017); Book: Philosophy of STEM Education: A Critical Investigation (Palgrave Macmillan, 2015); Reviewer: American Educational Research Association (AERA); Division K (Teacher Education) Paper Presentations Conference Reviewer; Kutztown University Service (e.g. Space Allocation Committee, KU Foundation Committee); KU College of Education Service (e.g. COE Assessment Committee); Professional Organization Service (e.g. Eastern Pennsylvania Council of Teachers of Mathematics Program Committee Member)
Teaching or other professional experience in P-12 schools⁽⁹⁾	Clinical supervision of secondary mathematics education student teachers Clinical supervision of fieldwork placement in SEU 343: Principles of Teaching 10 years experience secondary Mathematics Teacher, public schools 7-12 Secondary Mathematics Certificate NJ, California

Faculty Member Name	Dr. Patricia Walsh Coates
Highest Degree, Field, & University⁽³⁾	"Ph. D., American History - Lehigh University"
Assignment: Indicate the role of the faculty member⁽⁴⁾	Secondary Education
Faculty Rank⁽⁵⁾	Professor
Tenure Track	* YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	"Scholarship: Presenter, "Playing a Man's Game:" Margaret Sanger, Modern Feminism, and the Move towards a New Sexual Consciousness in the Early Twentieth Century, The Organization of American Historians National Conference, Houston, 2011. Publications: "A European Education: Margaret Sanger and the Trans- Atlantic Development of a Birth Control Ideology," published in The Journal of History and Social Sciences, December 2010. Margaret Sanger and the Origin of the Birth Control Movement, 1910-1930: The Concept of Women's Sexual Autonomy, New York: Mellen Press, 2008."
Teaching or other professional experience in P-12 schools⁽⁹⁾	"High School History and Government Teacher ? 12 years of service Secondary Education PA Certification: - Social Studies"

Faculty Member Name	Dr. George Sirkakos
Highest Degree, Field, & University⁽³⁾	PhD, Education, Curtin University of Technology
Assignment: Indicate the role of the faculty member⁽⁴⁾	Chair Secondary Education
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	* YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Published articles in Learning Environments: An International Journal and The Journal of Culture and Education. Awarded a grant to explore the use of student produced audio-narratives to improve student attitudes toward science. Major program reviewer for the Pennsylvania Department of Education. Developed an academic minor in Integrative STEM Education at Kutztown University.
Teaching or other professional experience in P-12 schools⁽⁹⁾	New York State Teacher Certification: Biology/General Science (7-12). High school science teacher for 7 years. Clinical supervisor for undergraduate student teachers seeking initial certification in science. Clinical supervision of fieldwork placement in SEU 313: Principles of Learning.

Faculty Member Name	Dr. Howard Lessel
Highest Degree, Field, &	Ed.D., Educational Leadership, Indiana University of Pennsylvania

University⁽³⁾ Assignment: Indicate the role of the faculty member⁽⁴⁾	Clinical Supervisor, faculty
Faculty Rank⁽⁵⁾	Instructor
Tenure Track	<input type="radio"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Recruiting and Retention Committee
Teaching or other professional experience in P-12 schools⁽⁹⁾	High School Social Studies Teaching; Middle School Social Studies Teaching; High School Assistant Principal; High School Principal

Faculty Member Name	Dr. George Fiore
Highest Degree, Field, & University⁽³⁾	Ed.D., Education Leadership, Immaculata University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Faculty
Faculty Rank⁽⁵⁾	Instructor
Tenure Track	<input type="radio"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Curriculum Designer - STEM Academy Downingtown, PA Pennsylvania Principal of the Year Nominee- 2015-2016 Pennsylvania Educational Leadership Symposium Presenter sponsored by the Pennsylvania Principal's Association- July 2016
Teaching or other professional experience in P-12 schools⁽⁹⁾	Principal - STEM Academy Downingtown, PA Principal - Wilson High School, West Lawn, PA Superintendent - Kutztown Area School District

(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 ELLC 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)	Praxis: Education Leadership	State Licensure	Final semester of program All candidates completing the program and applying for

	Administration and Supervision	Exam	the standard licensure are required to obtain a minimum score of 143 on the Praxis exam
Assessment #2: Assessment of content knowledge in educational leadership (required)	Legal, Case Study, & Policy Analysis	Project	SEU 562: School Law Required course
Assessment #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 district. (Required)	School Culture & Curriculum: Mission, Vision, and Implementation	Project	SEU 567: Curriculum in a Standards Aligned System Required Course
Assessment #4: Assessment that demonstrates candidates leadership skills through district-level internship/clinical practice settings. (Required)	Performance Criteria – Internship in Supervision	Portfolio Tasks	EDU 590: Internship in Supervision (final semester of program)
Assessment #5: Assessment of ability to support student learning and development (required)	Data Driven in Schools: A Reflective Analysis	Project	EDU 526: Data Driven Decision Making Required Course
Assessment #6: Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing district policies and practices for effective district management and resource systems and district-community partnerships. (Required)	Supervisory Platform	Project	EDU 541: Supervision and Finance Required Course
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 ELCC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELCC standards.

1.	Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.	#1	#2	#3	#4	#5	#6	#7	#8
	1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.								
	1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.	✓			✓	✓	✓		
	1.3 Candidates understand and can promote continual and sustainable district improvement.								
	1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.								
2.	Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.	#1	#2	#3	#4	#5	#6	#7	#8
	2.1 Candidates understand and can advocate, nurture, and sustain a district 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 district program.	✓		✓	✓				
	2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.								
	2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.								
3.	Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.	#1	#2	#3	#4	#5	#6	#7	#8
	3.1 Candidates understand and can monitor and evaluate district management and operational systems.								
	3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.								
	3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.	✓			✓		✓		

	3.4 Candidates understand and can develop district capacity for distributed leadership.								
	3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.								
4.	Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.								
		#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 district's educational environment.								
	4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.	✓			✓	✓			
	4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.								
	4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.								
5.	Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.								
		#1	#2	#3	#4	#5	#6	#7	#8
	5.1 Candidates understand and can act with integrity and fairness to ensure a district 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 district.								
	5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.	✓	✓						
	5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.								
	5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.								
6.	Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.								
		#1	#2	#3	#4	#5	#6	#7	#8
	6.1 Candidates understand and can advocate for district students, families, and caregivers.								
	6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.	✓	✓						
	6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.								
7.	Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.								
	7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.								
	7.2 Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.								
	7.3 Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty 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. ELCC standards addressed in this entry could include but are not limited to: 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1. 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

Assessment 1 Supervisory.docx

See the **Attachment** panel.

2. **Assessment of content knowledge in educational leadership. ELCC standards addressed in this assessment could include but are not limited to 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1. Examples of assessments include comprehensive examinations, GPAs or course grades, essays, and case studies. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

ELCC Assessment 2.docx

See the **Attachment** panel.

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 district. 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 developing district improvement plans for instruction/curriculum, a district professional development plan, needs assessment projects, and/or district curriculum redesign projects. (Answer Required)**

Provide assessment information as outlined in the directions for Sections III and IV.

See the **Attachment** panel.

4. **Assessment that demonstrates candidates leadership skills through district-based 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

See the **Attachment** panel.

5. **Assessment that demonstrates candidates' district leadership skills that support P-12 student learning within a district. 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 district leadership intervention project, an action research project to improve a district problem related to P-12 student learning, and/or project to develop a district P-12 student learning model based on AYP scores. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

See the **Attachment** panel.

6. **Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing district policies and practices for effective district management and resource systems and district-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 designing district-based strategic plans, a district improvement project, a district-community partnership proposal, and/or a district simulation (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

See the **Attachment** panel.

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

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

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)

Based on reviewer feedback, we revised our assessment tools and rubrics to more closely align to the ELCC standards. We carefully aligned specific elements of the standards to the components of the assessment tools and the scoring rubrics. We believe that these changes will increase the alignment and credibility of data we collect in the future. Additionally, we believe that these revisions will provide candidates with greater clarity as to what they are expected to do as part of the task. We also believe that teasing out components of the assessment in this manner will allow faculty to more directly identify and address elements of the standards that students may not be meeting and thus begin conversations regarding programmatic improvement. Finally, we are aligning the assessment rubrics to align to CAEP advanced standards.

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-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.)

Note: We recognize that we have not provided the needed one cycle of data for assessments 2-7. These assessments are being implemented for the first time in the current semester or the summer semester. We have worked hard to develop a coherent set of assessments that we believe will demonstrate the ELCC standards and provide the framework for continual improvement. We submit this SPA report in the hopes of receiving feedback on the assessments we have developed so that if there are still shortcomings in the assessments we can revise.

Reviewer Condition: The rubrics do not make a clear distinction between the performance level expectations.

Revised SPA Response: Rubrics have been extensively revised. Rubrics are more clearly based on specific qualities of each standard element. Performance criteria are descriptive and distinct between levels of the rubric.

Reviewer Condition: The instructions for many of the assessments are vague. The alignment between the suggested activities, the ELCC standards elements, and the rubrics are not clear. The alignment between the suggested activities, the ELCC standards elements, and the rubrics are not clear.

Revised SPA Response: The tasks candidates completed in our previous submission were not always clearly related to the criteria that task would be evaluated for. We

have integrated language from SPA standards into the directions for candidates and we have made directions to candidates more explicit. There is now a strong alignment between tasks, ELCC standard elements, and rubrics.

Reviewer Condition: Based on the candidate's ability to choose among task, activities, or projects, there is no assurance that all candidates are evaluated on a particular understanding of a standard or its elements.

Revised SPA Response: Revised assessments require candidates to complete specific tasks which are based on standard elements.

Reviewer Condition: There is a disconnect related to curriculum design. In Assessment 4 Section D, candidates are said to have "a really strong skill set - particularly when it comes to curriculum design and assessment." It also states that the six interns reported on received "exemplary scores" when completing performance tasks related to developing curriculum. However, in Section V - Use of Assessment Results to Improve Program, the institution states that "...the weakest area of the PRAXIS ELAS exam in the section on Curriculum Design & Instructional Improvement." As suggested in the narrative, continued faculty monitoring of the changes in the state exam and the curriculum course (EDU 541) content and its assessment is encouraged and supported.

Revised SPA Response: We have continued to monitor our Praxis Data. Overall our candidates exceeded state and national averages by a substantial amount (KU average score =170.83, state average score = 167.13, national average score = 164.35). In addition candidates do well on subscore areas. Specifically Subscore 2 corresponds to ELCC Standard 2 and curriculum development. Of the six subscore areas, this was our candidates second highest % correct (79.17%) and this % correct exceeded both the state and national averages for % correct.

Please click "Next"

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