

NATIONAL RECOGNITION REPORT

Preparation of Educational Leaders (2011 Standards)

School District Level

Educational Leadership Constituent Council (ELCC)

COVER PAGE

Name of Institution

Kutztown University, PA

Date of Review

MM DD YYYY

08 / 01 / 2019

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Supervisory Curriculum & Instruction

Grade Level⁽¹⁾

Pk-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Other School Personnel

Award or Degree Level(s)

- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

- Yes
- No
- Not applicable

Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

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.

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

Met Met with Conditions Not Met

Comment:

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.

Met Met with Conditions Not Met

Comment:

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

Met Met with Conditions Not Met

Comment:

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

Met Met with Conditions Not Met

Comment:

1.5 Promote Community Involvement in District Vision.

Met Met with Conditions Not Met

Comment:

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.

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.

Met Met with Conditions Not Met

Comment:

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

Met Met with Conditions Not Met

Comment:

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

Met Met with Conditions Not Met

Comment:

2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

Met Met with Conditions Not Met

Comment:

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.

3.1 Candidates understand and can monitor and evaluate district management and operational systems.

Met Met with Conditions Not Met

Comment:

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

Met Met with Conditions Not Met

Comment:

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.

Met Met with Conditions Not Met

Comment:

3.4 Candidates understand and can develop district capacity for distributed leadership.

Met Met with Conditions Not Met

Comment:

3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

Met Met with Conditions Not Met

Comment:

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.

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.

Met Met with Conditions Not Met

Comment:

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.

Met Met with Conditions Not Met

Comment:

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

Met Met with Conditions Not Met

Comment:

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

Met Met with Conditions Not Met

Comment:

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.

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.

Met Met with Conditions Not Met

Comment:

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.

Met Met with Conditions Not Met

Comment:

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district

Met Met with Conditions Not Met

Comment:

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

Met Met with Conditions Not Met

Comment:

5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

Met Met with Conditions Not Met

Comment:

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.

6.1 Candidates understand and can advocate for district students, families, and caregivers.

Met Met with Conditions Not Met

Comment:

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

Met Met with Conditions Not Met

Comment:

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

Met Met with Conditions Not Met

Comment:

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.

Met Met with Conditions Not Met

Comment:

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.

Met Met with Conditions Not Met

Comment:

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.

Met

Met with Conditions

Not Met



Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidate knowledge of content

ELCC standards addressed in this entry could include (but are not limited to) Standards 1.1-1.4, 2-1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.5, 6.1-6.3. Information from Assessments #1, and #2 should provide primary evidence in this area. (Assessment #7 may also focus on content knowledge.)

From a review of the revised report of the programs, the following is suggested: Relevant standards and elements are met. A review conducted in 2017 noted no alignment between and among ELCC standards, assignment tasks, and grading rubrics. These alignments currently exist. In addition, ETS candidate scores for all six categories is provided. Conditions met

C.2. Candidate ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

ELCC standards that could be addressed in this entry include but are not limited to Standards 1.1-1.4, 2-1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.5, 6.1-6.3. Information from Assessments #3, #4 and #6 should provide primary evidence in this area. (Assessment #7 may also focus on pedagogical knowledge, skills, and dispositions.)

From a review of the revised report of the programs, the following is suggested: Relevant standards and elements are met. A review conducted in 2017 noted no alignment between and among ELCC standards, assignment tasks, and grading rubrics. These alignments currently exist. In addition, ETS candidate scores for all six categories is provided. Conditions met.

C.3. Candidate effects on student learning

ELCC standards that could be addressed in this entry include but are not limited to Standards 1.1-1.4, 2-1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.5, 6.1-6.3. Information from Assessment #5 should provide primary evidence in this area. (Assessment #7 may also focus on student learning.)

From a review of the revised report of the programs, the following is suggested: Relevant standards and elements are met. A review conducted in 2017 noted no alignment between and among ELCC standards, assignment tasks, and grading rubrics. These alignments currently exist. In addition, ETS candidate scores for all six categories is provided. Conditions met.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Conditions met.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None

F.2. Concerns for possible follow-up by the CAEP site visitors:

None

PART G - DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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