**COVER SHEET**

1. **Institution’s Name:**
2. **Date Submitted:**
3. **Preparer of this Report:**
   1. **Phone:**
   2. **E-mail:**
4. **Institution CAEP/State Coordinator:**
   1. **Phone:**
   2. **E-mail:**
5. **Name of Institution’s Program:**
6. **Degree or award level (select one)**
   1. **\_\_\_ Masters**
   2. **\_\_\_ Specialist**
   3. **\_\_\_ Ed.D.**
   4. **\_\_\_ Ph.D**
7. **Is this program offered at more than one site?**
   1. **Yes**
   2. **No**
8. **If your answer is yes to the above question, list the sites at which the program is offered:**
9. **Program Report Status (check one):** 
   1. **Initial Review**
   2. **Continuing Review**
   3. **Focused Visit**

**SECTION I - CONTEXT**

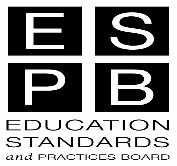
1. **Candidate Information**

|  |  |  |
| --- | --- | --- |
| **Directions:** Provide three cycles 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. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Program completers are persons who have met all the requirements of the state-approved teacher preparation program.  **Program:** | | |
| **Academic Year** | **# of Candidates Enrolled in the**  **Program** | **# of Program**  **Completers** |
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\* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

\*\* Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

1. **Curriculum Exhibit (Select Option 1 OR Option 2)** 
   1. **\_\_\_ Option 1:** Complete the Curriculum Exhibit Form on the next page. Include an electronic link to each syllabus for courses listed under the Core Requirements and Program Options columns.
   2. **\_\_\_ Option 2:** Upload the Program of Study Sheet (must include core requirements and program options). Include an electronic link to each syllabus for courses listed under the Core Requirements and Program Options columns.

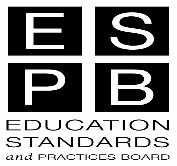
**** **CURRICULUM EXHIBIT FORM BASIC PROGRAM**

EDUCATION STANDARDS AND PRACTICES BOARD

SFN 14381 (05-17)

|  |  |  |
| --- | --- | --- |
| Institution: | | Major: |
| Credits for the degree: Date form completed: | | |
| Check one: Masters Level  Specialist Level  Doctoral Level | | |
| If you have more than one level of program within the same major category please complete a separate form for each level. Add rows as needed. | | |
| **Program Requirements:** | | |
| **Core Requirements** | **Program Options**  (Describe or list additional concentrations, areas of specialization or emphasis areas that candidates may take to complete a program of study) | |
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|  |  | |
|  |  | |
| **Total Credits:** | **Total Credits:** | |

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.



1. **Field & Clinical Experiences:** Describe field and clinical experiences required for the program, including the number of hours for early (i.e., prior to student teaching/internships and may include course-based experiences) and the number of hours/weeks for student teaching or internships.
2. **Descriptive Information about the Program:** Describe the criteria for admission, retention, and exit of the program, including required GPAs and minimum grade requirements for the content courses required for the program.

**SECTION II – LIST OF ASSESSMENTS**

**Directions:** In this section, list the assessments being submitted as evidence for meeting the NELP Building Level Leadership Standards. The first three assessments listed in the chart are required. Select three to five assessments from the list provided here:

1. Graduate/Employer/Candidate Surveys of Program Quality
2. Capstone Assessment (e.g. research project, thesis)
3. Capstone Portfolio
4. Course Embedded Performances
5. Comprehensive Exam (standardized national exam or program area exam)
6. Alternate assessment(s) of choice

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name of Assessment** | **Type or Form of Assessment (e.g., project, case study, exam, essay, state licensure test, portfolio)** | **When the Assessment is Administered (e.g., admission to program, admission to student teaching/internship, specific course)** |
| **Assessment 1** | Licensure assessment, or other content based assessment **(required)** |  |  |
| **Assessment 2** | Cumulative GPA at the point of completion **(required)** |  | . |
| **Assessment 3** | Assessment of school level internship/clinical practice settings **(required)** |  |  |
| **Assessment 4** |  |  |  |
| **Assessment 5** |  |  |  |
| **Assessment 6** |  |  |  |
| **Assessment 7** | Optional |  |  |
| **Assessment 8** | Optional |  |  |

**SECTION III – ADDRESSING THE STANDARDS**

**Directions:** For each assessment identified in Section II, identify which NELP standard sub-element it addresses by placing an “***x****”* in the appropriate cell(s).Add columns to the right as needed for additional assessments. One assessment may apply to multiple standards.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Assessments** | | | | | | |
| **STANDARD** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **Standard 1: Mission, Vision, and Improvement**  Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.  **Sub-Elements**  **Component 1.1** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.  **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. |  |  |  |  |  |  |  |  |
| **Standard 2: Ethics and Professional Norms**  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 understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.  **Sub-Elements**  **Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.  **Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.  **Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. |  |  |  |  |  |  |  |  |
| **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**  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 develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.  **Sub-Elements**  **Component 3.1** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.  **Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.  **Component 3.3** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. |  |  |  |  |  |  |  |  |
| **Standard 4: Learning and Instruction**  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.  **Sub-Elements**  **Component 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.  **Component 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.  **Component 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.  **Component 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. |  |  |  |  |  |  |  |  |
| **Standard 5: Community and External Leadership**  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.  **Sub-Elements**  **Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.  **Component 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.  **Component 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. |  |  |  |  |  |  |  |  |
| **Standard 6: Operations and Management**  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.  **Sub-Elements**  **Component 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.  **Component 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.  **Component 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. |  |  |  |  |  |  |  |  |
| **Standard 7: Building Professional Capacity**  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.  **Sub-Elements**  **Component 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.  **Component 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.  **Component 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.  **Component 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: Internship**  Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school 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 building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.  **Sub-Elements**  **Component 8.1** Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.  **Component 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 school setting.  **Component 8.3** Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution. |  |  |  |  |  |  |  |  |

**SECTION IV – EVIDENCE OF MEETING STANDARDS**

It is expected that your program makes use of multiple assessments to ensure that all standards are met. For each program assessment listed in Section II, provide the following information:

1. *Description of Assessment*: This includes a brief description of the assessment, assessment instrument (this is often given to the candidate), and corresponding rubric/scoring guides. Note: work samples or other artifacts may also be included if desired.
2. *Data Summary Table*: This includes a data table showing three years of results.
3. *Analysis of Findings:* Explain how candidates met each specific standard targeted with this assessment.

For programs delivered at more than one site data tables must present both aggregated (program data) and disaggregated (site level) data. Analysis of findings must include program and site specific information. The goal is to provide evidence that the quality is equivalent regardless of where the program is delivered.

**Assessment 1** (required)**:** Licensure assessment (for example Praxis II) or other content based assessment

***Description of Assessment*:** This includes a brief description of the assessment, assessment instrument (this is often given to the candidate), and corresponding rubric/scoring guides. Note: work samples or other artifacts may also be included if desired.

***Data Summary Table***: This includes a data table showing three years of results.

* 1. Build a table that includes the following:

***Analysis of Findings****:* Explain how candidates met each specific standard targeted with this assessment.

**Assessment 2** (required): Cumulative GPA at the point of completion:

Report at least 3 years of data (Courses included in the calculation must be **required** for all candidates.). A table related to GPA data is provided here for your convenience. For this assessment you need only complete the table and the *analysis of findings* (item 3 above).

|  |  |  |  |
| --- | --- | --- | --- |
| ***2: Data Summary Table*** | | | |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***3: Analysis of Findings:*** Explain how candidates met each specific standard targeted with this assessment.

**Assessment 3** (required): Clinical Experience Evaluation

***Description of Assessment*:** This includes a brief description of the assessment, assessment instrument (this is often given to the candidate), and corresponding rubric/scoring guides. Note: work samples or other artifacts may also be included if desired.

***Data Summary Table***: This includes a data table showing three years of results.

* 1. Build a table that includes the following:
     1. The N (number of candidates)
     2. Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)
     3. Performance results at each proficiency level (at least 3 years of data)

***3: Analysis of Findings****:* Explain how candidates met each specific standard targeted with this assessment.

**Insert Additional Assessments Here** (for a total of 6-8). Remember to include a description of the assessment, a data summary table and an analysis of findings.

**SECTION V – ANALYSIS USE OF ASSESSMENT RESULTS TO DEMONSTRATE MEETING OF STANDARDS AND FOR PROGRAM IMPROVEMENT**

**Directions:** This section explains how the faculty is using the data from assessments to improve candidate performance and the program. Respond to the following questions by summarizing principal findings based the aggregation of assessment data and not by individual assessments.

1. Based on the findings of your assessments, please explain your program’s strengths.
2. What areas did you identify as needing improvement? Please explain what changes you have already made to improve candidate performance and strengthen the program, as well as future changes for continuous improvement.