**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 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. 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 ELCC 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 1.0** The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:  1) a shared mission and vision  2) a set of core values  3) a support system  4) a school improvement process  **Sub Elements**  **1.1 Mission and Vision**  Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and date-informed mission and vision for the school.  **1.2 Values**  Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school’s culture.  **1.3 Support System**  Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.  **1.4 Improvement**  Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school. |  |  |  |  |  |  |  |  |
| **Standard 2.0** The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:  1) professional norms  2) decision-making  3) educational values  4) ethical behavior  **Sub-elements**  **2.1 Professional Norms**  Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationship with others.  **2.2 Decision-making**  Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.  **2.3 Values**  Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.  **2.4 Ethical Behavior**  Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationship with others. |  |  |  |  |  |  |  |  |
| **Standard 3.0**. The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:  1) equitable protocols  2) equitable access  3) responsive practices  4) a supportive school community  **Sub-elements**  **3.1 Equitable Protocols**  Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.  **3.2 Equitable Access**  Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.  **3.3 Responsive Practice**  Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.  **3.4 Supportive School Community**  Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language gender, disability, or special status. |  |  |  |  |  |  |  |  |
| **Standard 4.0** The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:  1) learning system  2) instructional practice  3) assessment system  4) learning supports  **Sub-elements**  4.1 Learning System  Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.  **4.2 Instructional Practice**  Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.  **4.3 Assessment System**  Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.  **4.4 Learning Supports**  Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student. |  |  |  |  |  |  |  |  |
| **Standard 5.0** The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:  1) effective communication  2) engagement  3) partnerships  4) advocacy  **Sub-elements**  **5.1 Communication**  Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.  **5.2 Engagement**  Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.  **5.3 Partnerships**  Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.  **5.4 Advocacy**  Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community. |  |  |  |  |  |  |  |  |
| **Standard 6.0** The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:  1) management and operation  2) data and resources  3) communication systems  4) legal compliance  **Sub-elements**  **6.1 Management and Operation Systems**  Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student’s learning needs.  **6.2 Data and Resources**  Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.  **6.3 Communication Systems**  Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.  **6.4 Legal Compliance**  Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success. |  |  |  |  |  |  |  |  |
| **Standard 7.0** The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:  1) human resources  2) professional culture  3) workplace conditions  4) supervision and evaluation  **Sub-elements**  **7.1 Human Resource Management**  Program completers understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.  **7.2 Professional Culture**  Program completers understand and demonstrate the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.  **7.3 Workplace Conditions**  Program completers understand and demonstrate the capability to develop workplace conditions that promote employee leadership, well-being and professional growth.  **7.4 Supervision and Evaluation**  Program completers understand and demonstrate the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability. |  |  |  |  |  |  |  |  |
| **Standard 8.0** The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.  **8.1 Field Experiences**  Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in the NELP Building-Level Program Standards one through seven.  **8.2 Authentic**  Candidates are provided a minimum of six-months of concentrated (10-15 hours per week)  building-level internship or clinical experiences that are authentic leadership activities within a building setting.  **8.3 Mentor**  Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; 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 is provided with training by 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.