**COVER SHEET**

1. **Institution’s Name:**
2. **Date Submitted:**

**3. Preparer of this Report:**

* 1. **Phone:**
  2. **E-mail:**

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

**SECTION I - CONTEXT**

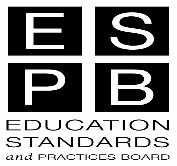
1. **Candidate Information**

|  |  |  |
| --- | --- | --- |
| **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.

**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 District 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 – RELATIONSHIP OF ASSESSMENTS TO 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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STANDARD** | **Assessment**  **1** | **Assessment**  **2** | **Assessment**  **3** | **Assessment**  **4** | **Assessment**  **5** | **Assessment**  **6** | **Assessment 7** | **Assessment 8** |
| **Standard 1.0** The program requires leadership candidates who successfully complete a district 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) continuous and sustainable district and school improvement  **Sub-elements**  **1.1 Mission and Vision**  Program completers understand and demonstrate the capability to analyze and communicate a data-informed shared mission and vision for the school district focused on the academic success and overall well-being of each student and district and school personnel.  **1.2 Core Values**  Program completers understand and demonstrate the capability to promote democratic values that define the district’s culture and stress the imperative of child-centered education such as high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.  **1.3 Improvement**  Program completers understand and demonstrate the capability to analyze, plan for, and promote continuous, sustainable, and evidence-based school and district improvement. |  |  |  |  |  |  |  |  |
| **Standard 2.0** The program requires leadership candidates who successfully complete a district 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) model  3) responsibility  4) values    **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 relationships with others.  **2.2 Model**  Program completers understand and demonstrate the capability to model ethical behavior in their personal conduct, relationships with others, decision-making, and stewardship of the district’s resources.  **2.3 Responsibility**  Program completers understand and demonstrate the capability to ensure that unethical and unprofessional actions are addressed promptly and appropriately throughout the organization.  **2.4 Values**  Program completers understand and demonstrate the capability to promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity. |  |  |  |  |  |  |  |  |
| **Standard 3.0** The program requires leadership candidates who successfully complete a district 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 treatment  2) equitable access  3) culturally and individually responsive practice  4) district culture    **Sub-elements**  **3.1 Equitable Treatment**  Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable district policies and systems that ensure that 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 resources and support such as effective access to resources and support such as effective teachers, learning opportunities, academic, social and behavioral support.  **3.3 Culturally and Individually Responsive Practice**  Program completers understand and demonstrate the capability to support the development of culturally responsive practices among teachers and staff so they are able to recognize, confront and alter institutional  biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.  **3.4 District Culture**  Program completers understand and demonstrate the capability to build and maintain an inclusive, responsive, safe, caring, and healthy district culture that provides coherent systems of academic and social supports, discipline, services, extracurricular activities, services, extracurricular activities, and accommodations to meet the full range of needs of each student. |  |  |  |  |  |  |  |  |
| **Standard 4.0** The program requires leadership candidates who successfully complete a district 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) systems of learning and instruction  2) instructional capacity  3) professional development of principals  4) principal effectiveness  **Sub-elements**  **4.1 Systems of Learning and Instruction**  Program completers understand and demonstrate the capability to analyze and manage district-wide use of coherent and technologically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning and align with academic standards across grade levels.  **4.2 Instructional Capacity**  Program completers understand and demonstrate the capability to plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers and other staff members.  **4.3 Professional Development of Principals**  Program completers understand and demonstrate the capability to promote systems of support, coaching, and professional development for individual principals to help them grow as instructional leaders.  **4.4 Principal Effectiveness**  Program completers understand and demonstrate the capability to analyze and use research-anchored systems of principal supervision, evaluation, and feedback to improve principal practice. |  |  |  |  |  |  |  |  |
| **Standard 5.0** The program requires leadership candidates who successfully complete a district 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) community engagement  2) partnerships  3) two-way communication  4) representation  **Sub-elements**  **5.1 Community Engagement**  Program completers understand and demonstrate the capability to engage families, community, public, private, and non-profit sectors in meaningful ways.  **5.2 Partnerships**  Program completers understand and demonstrate the capability to sustain productive partnerships with communities and public, private, and non-profit sectors to recognize and celebrate school and community improvement.  **5.3 Two-way Communication**  Program completers understand and demonstrate the capability to maintain ongoing, two-way communication with families and the community to develop an understanding of the diverse interests, needs, and resources of the district community in the service of student development and educational improvement.  **5.4 Representation**  Program completers understand and demonstrate the capability to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development. |  |  |  |  |  |  |  |  |
| **Standard 6.0** The program requires leadership candidates who successfully complete a district 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) managing systems  2) resources  3) human resources  4) policies and procedures  **Sub-elements**  **6.1 Managing Systems**  Program completers understand and demonstrate the capability to manage the district’s systems, including administration, management, governance, finance, and operations.  **6.2 Resources**  Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.  **6.3 Human Resources**  Program completers understand and demonstrate the capability to manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel, and pathways for effective leadership succession.  **6.4 Policies and Procedures**  Program completers understand and demonstrate the capability to promote effective policies and procedures that protect the welfare and safety of students and staff across the district. |  |  |  |  |  |  |  |  |
| **Standard 7.0** The program requires leadership candidates who successfully complete a district 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) board relations  2) district governance  3) legal  4) policy engagement  5) advocacy  **Sub-elements**  **7.1 Board Relations**  Program completers understand and demonstrate the capability to foster a respectful and responsive relationship with the District’s Board of Education  **7.2 District Governance**  Program completers understand and demonstrate the capability to manage effective systems for district governance.  **7.3 Legal**  Program completers understand and demonstrate the capability to ensure compliance with applicable policy, laws, rules, and regulations  **7.4 Policy Engagement**  Program completers understand and demonstrate the capability to appropriately respond to local, state, and national decisions.  **7.5 Advocacy**  Program completers understand and demonstrate the capability to advocate for the needs and priorities of the district. |  |  |  |  |  |  |  |  |
| **Standard 8.0** The program requires program completers engaged in a substantial and sustained educational leadership internship experience that developed their 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.  **Sub- elements**  **8.1 Field Experiences**  Candidates are provided a coherent, authentic, district-based field experiences/clinical internships 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 District-Level Program Standards one through seven.  **8.2 Sustained**  Candidates are provided a minimum of six-months on concentrated (10-15 hours per week) district-level internship or clinical experiences that include authentic leadership experiences within a district setting.  **8.3 Mentor**  Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is selected collaboratively by the intern, a representative of the 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 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 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.