

NATIONAL RECOGNITION REPORT

Preparation of Educational Leaders (2011 Standards)

School Building Level

COVER PAGE

Name of Institution

Kutztown University

Date of Review

MM DD YYYY

02 / 01 / 2021

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Principal Certification

Grade Level⁽¹⁾

K-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 building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

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

Met Met with Conditions Not Met

Comment:

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Met Met with Conditions Not Met

Comment:

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

Met Met with Conditions Not Met

Comment:

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

Met Met with Conditions Not Met

Comment:

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school 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 school program.

Met Met with Conditions Not Met

Comment:

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

Met Met with Conditions Not Met

Comment:

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Met Met with Conditions Not Met

Comment:

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

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

Met Met with Conditions Not Met

Comment:

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

Met Met with Conditions Not Met

Comment:

3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Met Met with Conditions Not Met

Comment:

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

Met Met with Conditions Not Met

Comment:

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

Met Met with Conditions Not Met

Comment:

Standard 4.0: A building-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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the

diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school 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 school's educational environment.

Met Met with Conditions Not Met

Comment:

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

Met Met with Conditions Not Met

Comment:

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

Met Met with Conditions Not Met

Comment:

standard must be assessed once as a content assessment and once as a skill assessment. Evidence indicates this standard is not addressed in assessment 3, 4 nor 6

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

Met Met with Conditions Not Met

Comment:

Standard 5.0: A building-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 school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

Met Met with Conditions Not Met

Comment:

standard must be assessed once as a content assessment and once as a skill assessment. Evidence indicates this standard is not addressed in assessment 3, 4 nor 6

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Met Met with Conditions Not Met

Comment:

standard must be assessed once as a content assessment and once as a skill assessment. Evidence indicates this standard is not addressed in assessment 3, 4 nor 6

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

Met Met with Conditions Not Met

Comment:

standard must be assessed once as a content assessment and once as a skill assessment. Evidence indicates this standard is not addressed in assessment 3, 4 nor 6

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

Met Met with Conditions Not Met

Comment:

standard must be assessed once as a content assessment and once as a skill assessment. Evidence indicates this standard is not addressed in assessment 3, 4 nor 6

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

Met Met with Conditions Not Met

Comment:

standard must be assessed once as a content assessment and once as a skill assessment. Evidence indicates this standard is not addressed in assessment 3, 4 nor 6

Standard 6.0: A building-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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school 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 school 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 school-based leadership strategies.

Met Met with Conditions Not Met

Comment:

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

Met Met with Conditions Not Met



Comment:

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

Met

Met with Conditions

Not Met



Comment:

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school 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.)

Assessment 2: Legal Brief, Case Study, & Policy Analysis (Aligned to ELCC 5.1_5.5, and 6.1-6.3). This assessment contains three separate tasks: a legal brief, a case study, and a policy analysis. Collectively, these tasks provide candidates the opportunity to demonstrate their content knowledge and the application of that knowledge in the areas of accountability, modeling reflective practice, transparency, and ethical decision making, valuing equity and diversity, evaluating moral and legal consequences of decision making, promoting social justice, advocacy, understanding policy, and anticipating emerging trends. The program has provided evidence of two rounds of assessment data along with associated analysis 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.)

Assessment 3: School Culture & Curriculum: Mission, Vision, and Implementation (Aligned to ELCC 2-1-2.4). Principal candidates are expected to develop and evaluate instructional programs that promote student learning. In this assessment, candidates are required to articulate their mission for a specific instructional program, support the design of a coherent and rigorous curriculum that promotes student learning, and analyze the instructional and leadership capacity of the school to effectively implement a plan. The program has provided evidence of two rounds of assessment data along with associated analysis. Conditions met

Assessment #4 Performance Criteria - Internship (ELCC Standards 1.2, 1.4, 2.1, 3.2, 4.1, 4.2 and 4.4). The internship experience for the Principal Certificate includes 180 clinical hours embedded in a three-credit capstone course, EDU 593: Internship. As part of the internship, the candidate is required to complete eight performance tasks, which are based upon the Pennsylvania Department of Education's competencies for the Principal credential. The program references 2.1.a and 2.1b as ELCC standards in

the assessment. The program has provided evidence of two rounds of assessment data along with associated analysis. conditions met

Assessment #6 Supervisory Platform (Aligned to ELCC Standards 1.1, 3.1, 3.2, 3.3, 3.4, and 3.5). The overall purpose of the Supervisory Platform is for candidates to develop their principles (ideas, beliefs, values, assumptions, theories) for successful instructional supervision. Candidates must develop their principles while considering school vision, knowledge of their context, allocation of resources, school policies, and sustainability. The program has provided evidence of two rounds of assessment data along with associated analysis. conditions met

C.3. Candidate effects on P-12 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.)

Assessment #5 Data Driven in Schools - A Reflective Analysis (Aligned to ELCC 1.4, 4.1, 4.2, and 4.3). Principal candidates must be able to effectively gather, describe, evaluate, and analyze data to respond to the needs of faculty, staff, students, and community. This assessment is designed to enable the candidate to gather information, identify needs, determine the current status of a particular school improvement effort related to teaching and learning, make recommendations for strengthening the effort, and communicate findings and recommendations with a variety of school stakeholders. The program references 4.2a and 4.2b as ELCC standards in the assessment. The intention for this reference is unclear as the standards are not identified by ELCC in this format. The program has provided evidence of two rounds of assessment data along with associated analysis. 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)

the program has provided evidence of the capacity to analyze and act upon candidate assessment data from content knowledge, professional and Pedagogical Knowledge, Skills, and Dispositions, and student learning. The program noted that Candidates in the Principal Certification program possess strength in their content knowledge as demonstrated by Assessments 1 and 2. First, the effective pass rate on the Praxis Exam (6011), as previously shown in Assessment 1, is 100%, with subscores that typically surpass state and national averages. Second, through Assessment 2, candidates successfully demonstrated their content knowledge and the application of that knowledge in the areas of accountability, modeling reflective practice, transparency, ethical decision making, valuing equity and diversity, evaluating moral and legal consequences of decision making, promoting social justice, advocacy, understanding policy, and anticipating emerging trends. Condition met

In regard to professional and pedagogical knowledge, skills, and dispositions, the program reports that Candidates in the Principal Certification program acquire professional and pedagogical knowledge, skills, and dispositions throughout their program and demonstrate great competence in this area. This assertion is substantiated by data collected through administration of Through the data collected from Assessment 5 and 6, candidates

successfully demonstrated that they have the capacity to positively impact student learning. Assessment 5 is designed to enable the candidate to gather information, identify needs, determine the current status of a particular school improvement effort related to teaching and learning, make recommendations for strengthening the effort, and communicate findings and recommendations with a variety of school stakeholders. Assessment 6 is designed to enable candidates to develop their principles (ideas, beliefs, values, assumptions, theories) for successful instructional supervision. Collectively, candidates performed exceptionally well on these assessments. Assessments 3 and 4. In regard to student learning, the program reports that candidates

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Revise existing assessment to include ELCC standards 1.3, 4.3, 5.1-5.5 and 6.1-6.3 at least one more time collectively in assessment 3, 4 and/or 6.

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:

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.