PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School Building Leadership Level) Education Leadership Constituent Council (ELCC) Option 1 (2011 Standards)

NOTE: This form uses the ELCC standards approved by NCATE in 2011. Beginning in Spring 2013 all programs must use the new standards.

COVER SHEET

1. **Institution Name**

   Kutztown University

2. **State**

   Pennsylvania

3. **Date submitted**

MM	DD	YYYY
09	11	2020

4. **Report Preparer's Information:**

   Name of Preparer:

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5. **CAEP Coordinator's Information:**

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6. **Name of institution's program**

   Principal Certification

7. **CAEP Category**

   Educational Leadership-Principal

8. **Grade levels[1] for which candidates are being prepared**

   PK-12

9. **Program Type**
   - ◉ Other School Personnel
   - ○ Non-licensure/non-certification degree
   - ○ Unspecified
10. **Degree or award level**
    - ◉ Post Baccalaureate
    - ○ Master's
    - ○ Post Master's
    - ○ Specialist or C.A.S.
    - ○ Doctorate
    - ○ Endorsement only
11. **Is this program offered at more than one site?**
    - ○ Yes
    - ◉ No
12. **If your answer is "yes" to above question, list the sites at which the program is offered**

13. **Title of the state license for which candidates are prepared**

    Administrative I Principal PK-12

14. **Program report status:**
    - ○ Initial Review
    - ○ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
    - ◉ Response to National Recognition With Conditions
15. **Is your Educator Preparation Provider (EPP) seeking**
    - ○ CAEP accreditation for the first time (initial accreditation)
    - ◉ Continuing CAEP accreditation
16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**

    - ◉ Yes
    - ○ No

SECTION I - CONTEXT

1. **Description of any state or institutional policies that may influence the application of ELCC standards. (Response limited to 4,000 characters)**

   Not required for this Response to Condition Report. There are no new policies that affect the application of ELCC standards.

2. **Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.Please include a description to inform reviewers how the internship/clinical experience(s) have been designed to meet ELCC standards 7.1, 7.2, and 7.3. See Standard 7.0 rubric in Appendix 1 of the 2011 ELCC Standards for reference. (Response limited to 8,000 characters)**

   Not required for this Response to Condition Report. There are no changes in clinical experiences since the previous submission.

3. **Attach the following contextual information:**
   Files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an

attachment from the college catalog or as a student advisement sheet.)

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. 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. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2018-2019	12	7
2017-2018	17	7
2016-2017	12	8

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

Faculty Member Name	No changes in faculty since last report.
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	
Tenure Track	▫ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.
(4) For example, faculty, clinical supervisor, department chair, administrator
(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
  Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ELCC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. **Please provide following assessment information (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis 6011	State Licensure Exam	Final semester of program. All candidates completing the program and applying for the standard licensure are required to obtain at least the minimum passing score on the Praxis exam.
Assessment #2: Assessment of content knowledge in educational leadership (required)	Legal Brief, Case Study, and Policy Analysis	Project	EDU 562: School Law Required Course
Assessment #3: Assessment that demonstrates candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. (Required)	School Culture & Curriculum: Mission, Vision, and Implementation	Project	SEU 567: Curriculum in a Standards Aligned System Required Course
Assessment #4: Assessment that demonstrates candidates' leadership skills through school-level internship/clinical practice settings.	Performance Criteria - Internship	Portfolio Tasks	EDU 593: Internship (final semester of program)
Assessment #5: Assessment of ability to support student learning and development (required)	Data Driven in Schools: A Reflective Analysis	Project	EDU 526: Data Driven Decision Making Required Course
Assessment #6: Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing effective school-based management and resource systems and school-community partnerships. (Required)	Supervisory Platform	Project	EDU 541: Supervision and Finance Required Course
Assessment #7: Additional assessment that addresses ELCC standards (optional)			
Assessment #8: Additional assessment that addresses ELCC standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ELLC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELLC standards.

1. **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	#2	#3	#4	#5	#6	#7	#8
1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. 1.3 Candidates understand and can promote continual and sustainable school improvement. 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	☑	☐	☐	☑	☑	☑	☐	☐

2. **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.**

	#1	#2	#3	#4	#5	#6	#7	#8
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. 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	☑	☐	☑	☑	☐	☐	☐	☐

3. **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.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Candidates understand and can monitor and evaluate school management and operational systems. 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. 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. 3.4 Candidates understand and can develop school capacity for distributed leadership. 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	✔	☐	☐	✔	☐	✔	☐	☐

4. **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.**

	#1	#2	#3	#4	#5	#6	#7	#8
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. 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. 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	✔	☐	☐	✔	✔	☐	☐	☐

5. **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.**

	#1	#2	#3	#4	#5	#6	#7	#8
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. 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. 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	✔	✔	☐	☐	☐	☐	☐	☐

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.**

	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Candidates understand and can advocate for school students, families, and caregivers. 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	✔	✔	☐	☐	☐	☐	☐	☐

7. **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. Information should be provided in Section IV,

Assessment 4 to address this standard.

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. Information should be provided in Section I (Context), question 2, to address this standard.

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.

Information should be provided in Section I (Context), question 2, to address this standard.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
● Content knowledge (Assessments 1 and 2)
● Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
● Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible. Please name files as directed in the guidelines for preparing a SPA Program Report found on the CAEP website at: http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

1. **State licensure tests or professional examinations of content knowledge. ELCC standards addressed in this entry could include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV
2. **Assessment of content knowledge in educational leadership. ELCC standards addressed in this assessment could include but are not limited to Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include course grades, comprehensive examinations, essays, and/or case studies. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

ELCCAssessment2.docx

See the **Attachment** panel.

3. **Assessment that demonstrates candidates' instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development within the school. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, and 5.0. Examples of assessments include conducting faculty observations, developing a faculty professional development plan, a faculty intervention plan, and/or a school instruction/curriculum project. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV.

ELCC Assessment 3 - Principal.docx

    See the **Attachment** panel.

4. **Assessment that demonstrates candidates leadership skills through school-level internship/clinical practice settings. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include faculty evaluations of candidates' performances, internship/clinical site supervisors' evaluations of candidates' performances, internship projects, and evaluation of candidates' formative and summative logs and reflections. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV.

ELCCPrincipal4.docx

    See the **Attachment** panel.

5. **Assessment that demonstrates candidates' school leadership skills that support P-12 student learning within a school. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include a school leadership intervention project, an action research project to improve a school problem related to P-12 student learning, and/or project to develop a school P-12 student learning model. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

ELCC Assessment 5 - Principal.docx

    See the **Attachment** panel.

6. **Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing effective school-based management and resource systems and school-community partnerships. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 3.0, 4.0, and 5.0. Examples of assessments include developing school-based strategic plans, a school improvement project, a school-community relations strategic plan, and/or a school simulation. (Answer Required)**

    Provide assessment information as outlined in the directions for Section IV

ELCC Assessment 6 - Principal.docx

    See the **Attachment** panel.

7. **Additional assessment that addresses ELCC standards (optional). ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers.**

    Provide assessment information as outlined in the directions for Section IV

8. **Additional assessment that addresses ELCC standards (optional). ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers.**

    Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. **Evidence must be presented in this section that assessment results have been analyzed and have been or will be**

used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

The Department of Secondary Education is committed to providing our Principal Certification candidates with the necessary knowledge, skills, and dispositions to become effective building-level administrators. It is from this perspective that we develop our assessments, analyze candidate data, reflect on our program, and make changes and improvements to the program. The data collected from Assessments 1-6 provide ample evidence that candidates in the Principal Certification program are attaining required content knowledge, professional and pedagogical knowledge, skills, and dispositions, and are having a positive impact on student learning. While there is much to be proud of in this program, there are also a number of enacted and proposed changes in how we prepare our future building-level administrators.

Content Knowledge:
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. Combined, these data indicate that the program adequately and appropriately supports candidates in acquiring and retaining relevant content knowledge.

Data derived from these assessments are routinely discussed and analyzed by faculty who teach in and/or are involved with the Principal Certification program. Typically, either the program's Internship Coordinator or the Director of Secondary Education Graduate Programs leads these discussions to continue to facilitate candidate success. For example, over the past two years, faculty collaborated to ensure alignment between content categories of the Praxis exam, the content courses required in the program, and the core assessments that candidates are required to complete. This specific type of discussion is held annually to ensure maintenance of the alignment that we have worked hard to establish. We believe that this strategic alignment has played a significant part in our candidates' successful demonstration of their content knowledge, and as a whole, is a significant strength of our program.

Professional and Pedagogical Knowledge, Skills, and Dispositions:
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 Assessments 3 and 4. Assessment 3 indicates strong competence with regard to a candidate's ability 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. Assessment 4 revealed that candidates could successfully collaborate with a University-based supervisor and a site-based supervisor to complete their principal internship, which consists of eight performance tasks that are aligned to Pennsylvania Department of Education competencies and ELCC Building-level Standards. The principal internship serves as a program capstone. Throughout the internship, the candidates engage with a mixture of prescriptive and descriptive tasks that are meant to highlight their own growth in their professional and pedagogical knowledge, skills, and dispositions. As a program, we are happy with our candidates' performance in this area.

Analyses of data derived from these assessments in conjunction with faculty discussions have given us several perspectives regarding our program, including strengths and areas for growth. One of the program's strengths is the clinical experience component embedded throughout most of the require coursework, and not just in the internship. Half of the required 360-hour clinical experience component is spread across multiple courses. This provides candidates with several opportunities to develop their professional and pedagogical knowledge, skills, and dispositions prior to their internship. The remaining 180 hours of the clinical experience requirement are completed during the internship, where candidates can continue to develop and fine-tune many of these areas. The quality of the internship experience provided to candidates is also one of the program's strengths. The robust nature of the internship was described in the previously submitted report, however, since then there has been one major change that has shown to be very helpful to candidates. Prior to the start of a candidate's internship, the University-based supervisor meets with the candidate to discuss his/her progress throughout the program, identify areas that they feel proficient in, and areas where they feel they will need additional support. This proactive measure provides the University-based supervisor with the opportunity to collect and share relevant resources to support the candidate during the internship. The information is also shared with the candidate's site-based supervisor, so that the scope of guidance and feedback is more focused and intentional. As a program, we have also made some changes to courses to allow candidates to better meet the ELCC Building-level standards. Specifically, we recently revised the course SEU 567: Curriculum in a Standards Aligned System to include a greater emphasis on the history of curriculum, issues related to equity as articulated in curriculum, and an increased focus on technology as a mechanism to support teaching and learning in schools. We believe these changes have supported candidates in their performance on the various ELCC assessments and in further developing their professional and pedagogical knowledge, skills, and dispositions.

Beyond the changes already made and described here, we are currently working on an initiative to further develop the richness of the internship experience. Since many of our program completers remain in the region, we are exploring ways to utilize them as external mentors for our candidates. The external mentor will not have any direct supervisory relationship or assessment capacity with the candidate. As a result, this low-stakes relationship has the potential to increase the level of support provided to candidates and ensure that our candidates are completing the program with highly developed professional and pedagogical knowledge, skills, and dispositions.

Student Learning:
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. We believe that candidates' success here is rooted in two specific aspects of our program. First, we come back to the importance of alignment between course objectives, ELCC Building-level standards, and the core assessment. When creating each assessment, we explicitly reviewed the courses where the assessments would 'live' and the aligned ELCC Building-level standards. Our intent here was to ensure that the coursework would provide candidates with the prerequisite knowledge, skills, and dispositions to successfully demonstrate their impact on student learning. This alignment, when coupled with the required clinical component embedded in the coursework, provided candidates with the tools they need to impact student learning both in the program and in their professional careers. We believe the second reason for why students have done well in this area is our creation of a course titled EDU 599: Leadership in a Diverse Society. This course was developed in 2014 and first offered to candidates in 2015. The course was designed to help candidates understand formal structure, individual needs, power and conflict, as well as culture and symbols and become acquainted with the principles, concepts, and major theories of leadership needed to improve student learning.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. **For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process**

   For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process

   (Response limited to 24,000 characters.)

Our first submission of this report in March 2019 did not include the required two cycles of data for assessments 2-6. In that report we had revised all of our assessments to align with the ELCC Building Level Standards and to better differentiate between candidate performance levels. Even though we did not have data, we wanted to confirm that the system of assessments we had developed would meet ELCC standards. Feedback from the SPA reviewer(s) regarding the program's assessments was positive, indicating that the assessments and rubrics were robust and could effectively be used to gather data for the purpose of programmatic improvement. We have now collected the required two cycles of data and have been able to use the data for program improvement.

With this submission of the report, we have addressed the two conditions cited in the original recognition report. First, we have successfully collected the required two cycles of data for Assessments 2 - 6. The data can be found in the documents uploaded in Section IV of this report. Further, we have used our findings from the data to complete Section V of this report and program improvement.

Please click "Next"

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