NATIONAL RECOGNITION REPORT
Preparation of Educational Leaders
School District Level

Educational Leadership Constituent Council (ELCC)

COVER PAGE

Name of Institution

Arkansas State University

Date of Review

MM	DD	YYYY
01	30	2009

This report is in response to a(n):

- ○ Initial Review
- ○ Revised Report
- ○ Response to Conditions Report

Program(s) Covered by this Review

Educational Leadership-Superintendent

Program Type

Other School Personnel

Award or Degree Level(s)

- ○ Master's
- ○ Post Master's
- ○ Specialist or C.A.S.
- ○ Doctorate
- ○ Endorsement only

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- ○ Nationally recognized
- ○ Nationally recognized with conditions
- ○ Further development required **OR** Nationally recognized with probation [See Part G]
- ○ Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- ⌀ Yes
- ⌀ No
- ⌀ Not applicable
- ⌀ Not able to determine

Comment:

Data results for the School Superintendent Assessment for Arkansas State University show the pass rate over a 3-year period, 2004-2007 is 94%.

Summary of Strengths:

Candidate performance show continuous improvement; results of the SSA show pass rate over a 3-year period, 2004-2007 is 94%. Data results, for academic years 2004-2007, show that for the Evaluation of Actions portion of the SSA 63% of Arkansas State University candidates scored above the state average percent correct, 62%, but below the national average percent correct, 70%; candidates scored 86%, above the state, 79%, and national, 80%, average percent correct on the Synthesis of Information & Problem Solving portion; and candidates scored 36% on the Analysis of Information and Problem Solving portion, well below the state, 52%, and the national, 62%.   Similarly the inclusion of field experiences throughout the program ensure candidates are getting continuous feedback. The interaction with practitioners strengthens the quality of leadership functions.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

1.1 Develop a District Vision of Learning.

Met	Met with Conditions	Not Met
⌀	⌀	⌀

Comment:

1.2 Articulate a District Vision of Learning.

Met	Met with Conditions	Not Met
⌀	⌀	⌀

Comment:

1.3 Implement a District Vision of Learning.

Met   Met with Conditions   Not Met

   jn   jn   jn

Comment:

1.4 Steward a District Vision of Learning.

Met   Met with Conditions   Not Met

   jn   jn   jn

Comment:

1.5 Promote Community Involvement in District Vision.

Met   Met with Conditions   Not Met

   jn   jn   jn

Comment:

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive district culture, providing effective instructional programs, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote a Positive District Culture.

Met   Met with Conditions   Not Met

   jn   jn   jn

Comment:

2.2 Provide Effective Instructional Programs within District.

Met   Met with Conditions   Not Met

   jn   jn   jn

Comment:

2.3 Apply Best Practice to Student Learning.

Met   Met with Conditions   Not Met

   jn   jn   jn

Comment:

2.4 Design Comprehensive Professional Growth Plans.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources of a district in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the District Organization.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

3.2 Manage District Operations.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

3.3 Manage District Resources.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

4.2 Respond to Community Interests and Needs.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

4.3 Mobilize Community Resources.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner

5.1 Acts with Integrity.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

5.2 Acts Fairly.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

5.3 Acts Ethically.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and

influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Educational Context.

Met   Met with Conditions   Not Met

jn   jn   jn

    Comment:

6.2 Respond to the Larger Educational Context.

Met   Met with Conditions   Not Met

jn   jn   jn

    Comment:

6.3 Influence the Larger Educational Context.

Met   Met with Conditions   Not Met

jn   jn   jn

    Comment:

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial.

Met   Met with Conditions   Not Met

jn   jn   jn

    Comment:

7.2 Sustained.

Met   Met with Conditions   Not Met

jn   jn   jn

    Comment:

7.3 Standards-based.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

7.4 Real Settings.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

7.5 Planned and Guided Cooperatively.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

7.6 Credit.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidate knowledge of content

Arkansas State University validates candidates' knowledge of content in Assessment #1, state licensure exam, School Superintendent Assessment (SSA), Assessment #2, Case Studies, and Assessment #3, Portfolio Tasks.

Assessment #1, state licensure exam, School Superintendent Assessment (SSA), measures candidate content knowledge. The exam is divided into three modules that reflect the six ISLLC/ELCC Standards. Candidates' are required to evaluate actions, synthesize information and problem-solve, and (c) analyze information and make decisions. The modules are aligned to ELCC standard elements and the pass rate over a 3-year period, 2004-2007 is 94%. Data results, for academic years 2004-2007, show that for the Evaluation of Actions portion of the SSA 63% of Arkansas State University candidates scored above the state average percent correct (62%), but below the national average percent correct (70%); candidates scored 86%, above the state (79%) and national (80%) average percent correct on the Synthesis of Information & Problem Solving portion; and candidates scored 36% on the Analysis of Information and Problem Solving portion, well below the state (52%), and the national, (62%) average.

Assessment #2, Case Studies, measures content knowledge. The assessment description stipulates that candidates are required to respond to focused questions with specific details considering the information

provided or to propose courses of action to address the problems relevant to the situation. The case studies and vignettes measure not only the candidate's understanding of the ELCC standards, but how the candidate actually incorporates the ELCC standard elements when carrying out school leadership functions.

The scoring guide for Assessment #2, Case Studies, is aligned to the ELCC standard elements. Data results report a mean score range of 2.60-2.85 on a 3.00 scale during the three-year review period. Candidate performance indicated high levels of achievement in applying knowledge acquired from coursework.

Assessment #3, Curriculum Needs Assessment and Improvement Plan, measures candidates' ability to conduct a very detailed, in-depth analysis of the program, supported by recent research and literature, and evaluate the fit for the district. The curriculum needs assessment and improvement plan is required of all candidates in ELCI 7523 Curriculum Theory and Practice; this course was added to the program of study in 2007. Research findings will be shared in a PowerPoint presentation with other candidates in the class.

The scoring guide/rubric criteria for Assessment #3, Curriculum Needs Assessment and Improvement Plan, are aligned with the ELCC Standard Elements. Since the course was added to the program of study in 2007, data results reported a mean score range of 2.60-2.85 on a 3.00 scale during the two-year review period.

C.2. Candidate ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessments #4, #5, and #6 provide evidence for candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

Assessment #4, Internship/Clinical Field Experiences Evaluation, measures candidates' implementation of district-wide leadership activities; time devoted to the internship activities; and to reflective writings. The scoring guide/rubric criteria for Assessment #4 are aligned with the ELCC Standard Elements. Data results show mean scores for candidates on the internship/clinical field experiences for the 3-year period range from 58.58-59.38 out of a possible total score of 63. The assessment of the candidates on the individual elements ranged from 2.72-2.97 on a 3-point scale.

Assessment #5, Graduate & Post Graduate Survey, measures candidates' assessment of university preparation for assuming the responsibilities of leadership in schools. Candidates respond to the level of preparation (unacceptable, acceptable, or exemplary) they believe they received in the licensure program for district level administrator.

The scoring guide/rubric criteria for Assessment #5 are aligned to the ELCC Standard Elements. Data results show over a three-year period, 47 respondents indicated a very high level of preparation by the university to support student learning and development. Four elements fell below the 80% exemplary rating in the first year in the review period. In the second and third years of the review period, none of the elements received less than an 80% exemplary rating.

Assessment #6, Portfolio Content Artifacts, requires candidates to develop and write a Shared Vision Statement and develop a communication vehicle; develop a detailed school budget and include a written budget letter describing how the budget priorities were determined and any unusual budget expenditures proposed in the budget; and Identify and analyze a major, authentic issue that is affecting or that might affect (positively or negatively) the district's plan for effective instructional programs. The assessments

include a series of artifacts assessing content knowledge from three courses in the educational leadership program.

The scoring guide/rubric criteria are aligned to the ELCC Standard Elements. Data results show a mean score range of 2.00-2.80 on a 3.0 scale for the elements assessed in the three-year period under review, indicating a high level of achievement for candidates in assessment of knowledge acquired in coursework.

C.3. Candidate effects on student learning

Assessments #7 and #8 assess candidate effects on P-12 learning.

Assessment #7, District Leadership Project, measures candidates' abilities in organizational management and their skills in faculty and community relations, to establish a budget for the project, and to identify the source of funds to support the budgeted items. Candidates engage in hands-on clinical experiences in the field of educational leadership. They participate in a project that is focused on meeting a need for the district as determined by the site supervisor and candidate.

The scoring guide/rubric criteria are aligned with the ELCC Standard Elements. Data results show mean scores on the district-based leadership project assessment for the 3-year period for each element of the ELCC standards range from 2.58-2.85 on a 3.00 scale.

Assessment #8, Portfolio, measures candidates progress in the program through artifacts placed in the portfolio. The submissions give a clear indication of candidates' progress in acquiring knowledge and demonstrating skills in applying the knowledge of educational leadership functions.

The scoring guide/rubric criteria are aligned to ELCC Standard Elements. Data results show mean scores for the 3-year period of the ELCC standards range from 2.66-2.79 on a 3.00 scale for candidates for district level licensure.

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)

In the area or content knowledge, ASU data results indicate that Standards 3 and 6 had the lowest means across several of the content assessments. Emphasis was placed on content knowledge for all candidates in managing the operation, resources, and organization in two courses (ELAD 7063 Educational Facilities and ELAD 7023 School Business Management). The faculty is currently in the process of reviewing syllabi and activities to identify appropriate activities and assessments to strengthen the knowledge and performance of candidates related to Standard 6. In reviewing the course syllabi and aligning content to the ELCC standards, it was evident that an area of weakness was in Standard 2. ELCI 7523 Curriculum Theory and Practice was added to the required program of study for all candidates beginning in 2007.

Although assessment data, site supervisor evaluations, and graduate surveys indicate that candidates are strong in professional and pedagogical skills, a major change was made in field experiences to definitively define specific activities for all candidates. Faculty compiled a comprehensive series of required field and internship experiences (in addition to the field experiences embedded in coursework) to ensure diverse experiences for candidates in multiple settings. This change resulted in a common core of experiences that were validated by the advisory committee. Modifications required candidates and site supervisors to plan experiences in settings other than the primary settings, including a community

agency that worked in partnership with the schools.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the Board of Examiners:

PART G - DECISIONS

Please select final decision:

ɟ Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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