

NATIONAL RECOGNITION REPORT

Preparation of Educational Leaders

School Building Level

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-Principal

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:

The School Leaders Licensure Assessment (SLLA) is required for building level administrator licensure in the state of Arkansas. The minimum passing score for Arkansas is 158. The SLLA is a standards-based test developed and administered by Educational Testing Service (ETS) in Princeton, New Jersey. The 98% pass rate on the SLLA indicates the program is highly effective in preparing candidates with entry level administration skills as assessed by the SLLA exam.

Summary of Strengths:

The pass rate on the state licensure exam for the 3-year period (2004-2007) is 98%. Ninety-four of the 96 candidates taking the exam made a score of 158 or more. The SLLA data indicate that the candidates' scores have shown overall improvement in the Evaluation of Actions 1 & 2. The candidates' scores in Synthesis of Information & Problem Solving follow the state and national trends with a slight decline in the average percentage correct.

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 school vision of learning supported by the school community.

1.1 Develop a School Vision of Learning.

| | | |
|--------------------------|--------------------------|--------------------------|
| Met | Met with Conditions | Not Met |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comment:

1.2 Articulate a School Vision of Learning.

| | | |
|--------------------------|--------------------------|--------------------------|
| Met | Met with Conditions | Not Met |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comment:

1.3 Implement a School Vision of Learning.

| | | |
|--------------------------|--------------------------|--------------------------|
| Met | Met with Conditions | Not Met |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comment:

1.4 Steward a School Vision of Learning.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

1.5 Promote Community Involvement in School 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 school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote a Positive School Culture.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comment:

2.2 Provide Effective Instructional Program.

| | | |
|-----|---------------------|---------|
| 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 |
| j ⁿ | j ⁿ | j ⁿ |

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 in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

3.2 Manage the Operations.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

3.3 Manage the Resources.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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 |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

4.2 Respond to Community Interests and Needs.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

4.3 Mobilize Community Resources.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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 |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

5.2 Acts Fairly.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

5.3 Acts Ethically.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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 |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

6.2 Respond to the Larger Educational Context.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

6.3 Influence the Larger Educational Context.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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 |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

7.2 Sustained.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comment:

7.3 Standards-based.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

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

Assessment #1, state licensure exam, The School Leaders Licensure Assessment (SLLA), 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 98%. Data results, for academic years 2004-2007, show that 98% of candidates earned passing scores on the SLLA, the state licensure exam.

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 measured not only the candidate's understanding of the ELCC standards, but how the candidate actually incorporated the ELCC standard elements when carrying out school leadership functions.

The scoring guide for Assessment #2, Case Studies, was aligned to the ELCC standard elements. Data results report a mean score range of 2.66-2.86 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 #6, Portfolio Content Artifacts, measures candidates' ability to generate artifacts that

validate their acquisition of content knowledge through developing a vision, creating positive school cultures, managing organizations, operations, and resources, collaborating with families and other community members, and understanding, responding to, and influencing the larger political, social, economic, legal and cultural contexts.

The scoring guided for Assessment #6, Portfolio content Artifacts, was aligned to the ELCC standard elements. Data results reported a mean score range of 2.59-2.78 on a scale of 3.00 during the three-year review period. Candidate performance indicated high levels of achievement in applying knowledge acquired from coursework.

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

Arkansas State University validates candidates' pedagogical and professional content knowledge, skills, and dispositions through Assessment #3, Needs Assessment & Curriculum Improvement Plan, Assessment #4, Internship Evaluation by Site Supervisor, and Assessment #7, School-Based Leadership Project.

Assessment #3, Needs Assessment & Curriculum Improvement Plan, requires candidates to choose an existing curriculum area or a school practice and redesign it to be responsive to the community's needs. Additionally, candidates determine which educational perspective (i.e., behavioral, cognitive, constructive, progressive, etc.) guide the newly designed curriculum/practice as supported by the literature. Assessment #3 evaluates candidates' professional knowledge, skills, and dispositions in elements within five of the six ELCC standards.

The scoring guide for Assessment #3, Needs Assessment & Curriculum Improvement Plan is aligned to the ELCC standard elements. Data results report a mean score range of 2.22-2.33 on a scale of 3.00 during the three-year review period. Candidate performance indicates high levels of achievement in applying knowledge acquired from coursework.

Assessment #4, Internship Evaluation by Site Supervisor, requires the candidates to implement leadership activities developed cooperatively by the candidate, site supervisor, and university supervisor; to maintain detailed logs of time devoted to the internship activities; and to submit weekly reflective writings to the university supervisor during the capstone internship. Assessment #4 assesses candidates' knowledge in the six ELCC standards. The scoring guide for Assessment #4 is aligned to the ELCC standard elements. Data results show mean scores for candidates on the internship/clinical field experiences assessment for the 3-year period range from 60.11 to 60.67 out of 63 possible points.

Assessment #7, School-Based Leadership Project, requires candidates to engage in hands-on clinical experiences in the field of educational leadership. Candidates demonstrate their abilities in organizational management and their skills in faculty and community relations through involving faculty, students, and/or the community in the school-based project. The project assesses candidates' abilities in organizational management and community relations in five of the six ELCC standards.

The scoring guided for Assessment #7 is aligned to ELCC standard elements. Data results show the mean score range of 2.82-2.93 on a scale of 3.00 for the elements assessed in the three-year review period. Results indicate a high level of achievement for the candidates in demonstrating their skills in organizational management and community relations.

C.3. Candidate effects on P-12 student learning

A review of Assessment #5, Graduate Survey, requires candidates to respond to twenty items on the survey according to the level of preparation (unacceptable, acceptable, or exemplary) received in the licensure program for building level administrator. The graduate survey is completed by all program completers immediately upon exit from the educational leadership program and a follow-up survey is mailed to all program completers three years following their exit from the program. Graduates are asked to provide written feedback for any standard or element they rated as “unacceptable.” Results of the exit and follow-up graduate surveys demonstrate graduates are well prepared by the university to assume the responsibilities of leadership in their schools. Over a three-year period, 179 respondents indicated a very high level of preparation by the university to support student learning and development. The number of standards with 80% or fewer respondents rating their level of preparation as “exemplary” decreased significantly from eleven elements identified in 2005-2006, to six elements identified in 2006-2007, to only one element receiving less than an 80% exemplary rating in 2007-2008. Only three elements (ELCC 2.1, 77% exemplary; ELCC 4.2, 79% exemplary; and ELCC 4.3, 79% exemplary) for the combined total of the three-year period 2005-2008 received less than an 80% overall exemplary rating.

In Assessment #8, Portfolio, program artifacts serve as evidence of application of content knowledge in Educational Leadership aligned with the ELCC Standards. The program artifacts are reflective of each of the ELCC standards and are scored by professors in accordance with the ELCC standards. The artifacts included in the portfolio and the summative matrix give a clear indication of the candidates’ progress in acquiring knowledge of educational leadership functions and the ELCC standards through content assignments aligned with the standards. The assessment data for portfolio artifacts indicate the program has been effective in preparing candidates with the content knowledge in the ELCC standards. The mean score range of 2.78-2.81 on a 3.00 scale for building level candidates for the elements assessed in the three-year period under review indicate a high level of achievement for the candidates in content knowledge acquired in coursework.

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)

Although assessment results show a high level of achievement for candidates in the content assessments, Standards 1 and 6 have the lowest means across several of the content assessments. Multiple changes have been made in the program based on assessment data, feedback from the department advisory committee and information gleaned from surveys completed by candidates and site supervisors. The data have been examined each year and modifications and additions have been made accordingly. Changes to the Planning & Resource Allocation course to address Standard 3 was identified in 2005-2006 as an area of concern. Modified assignments and content would give candidates a deeper knowledge of the skills required and opportunities to apply the knowledge in real situations.

One major change is in the transition from a hard-copy portfolio to a LiveText electronic portfolio. The faculty is planning additions to the required activities to address Standards 1 & 6.

Data from the licensure tests and the other content assessments indicated that additional opportunities were needed for candidates to analyze information and make decisions based on knowledge of the ELCC standards. As of fall 2006, additional case studies and vignettes based on the ELCC standards have been incorporated into core content courses to provide opportunities for candidates to process information and apply content knowledge in real world situations that a school leader would experience.

A major change in field experiences was in defining 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) that will ensure diverse experiences for candidates in multiple settings. Modifications have been made to require candidates and site supervisors to plan experiences in settings other than primary settings, including a community agency that works in partnership with the schools.

As the department continues to seek improvement in assessing the impact of candidates on student learning, one area that needs to be considered is adding a survey of administrators in schools employing former candidates to assess whether or not the graduates are having a positive impact on student learning through their interactions as school leaders with students, teachers, and community. One final change to be implemented beginning in the fall 2008 will be to schedule an open meeting each semester with all candidates in the program to provide the opportunity for candidates to meet with faculty members in an open forum.

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:

- 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.