

NATIONAL RECOGNITION REPORT

Preparation of Educational Leaders

School Building Level

COVER PAGE

Name of Institution

Trinity (Washington) University

Date of Review

MM DD YYYY

08 / 01 / 2010

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Educational Administration

Program Type

Educational Administration

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 **OR** Not nationally recognized [See Part G]

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

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

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

Comment:

Since 2006 candidates have taken the SLLA Exam for a pass rate of 91.5%

Summary of Strengths:

Assessments are well designed and cover the depth and breadth of ELCC Standards
The internship is a comprehensive culminating experience.

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
jn	jn	jn

Comment:

1.2 Articulate a School Vision of Learning.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

1.3 Implement a School Vision of Learning.

Met	Met with Conditions	Not Met
jn	jn	jn

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

Comment:

2.2 Provide Effective Instructional Program.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

Comment:

2.3 Apply Best Practice to Student Learning.

Met	Met with Conditions	Not Met
j ⁿ	j ⁿ	j ⁿ

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
jn	jn	jn

Comment:

3.2 Manage the Operations.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

3.3 Manage the 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
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
j ⁿ	j ⁿ	j ⁿ

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 - SLLA Exam
Since 2006 candidates have taken the SLLA Exam as the licensure exam for the District of Columbia. The pass rate is 91.5%

Assessment #2 - Leadership Module - 'Essay'
The assessment asks candidates to demonstrate knowledge related to management of the organization (3.1) managing operations (3.2), and managing resources (3.3). The assessment demonstrates alignment to relevant ELCC standards and scoring guide and data tables are aligned to relevant standard elements.

Assessment #6: The Candidates are required to do a Case Study for a Student Intervention Support Plan which involves analyzing student data and developing best practices for promoting stakeholder involvement. This assessment is well aligned to the ELCC Standards as evidences by the scoring guide. Data tables are aligned to relevant standard elements

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

Assessment #3 - Research Project
Candidates are asked to develop a vision paper that outlines ELCC Standard components plus an Instructional Supervision Plan that addresses the needs of a marginal teacher. Both activities and scoring guides are aligned to ELCC standard elements. Data are provided that demonstrate candidate success by standard elements.

Assessment #4: The Internship is exemplary. There are well defined developmental activities with rubrics as well as tables demonstrating the candidates' success with the attainment of the ELCC Standards.

Assessment #7 - School Budget Project

This activity assesses candidates knowledge and ability to effectively and efficiently manage a school budget that supports the success of all students. Scoring guide and data tables align with relevant ELCC standard elements.

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

Assessment #5 - Curriculum Instruction Plan

This project is designed to increase candidates' ability to assess instructional programing. Assessment, scoring guide, and data tables demonstrate standard element alignment

Assessment #8: Candidates must create a final portfolio in which they must document their success in demonstrating proficiency on the ELCC Standards.

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)

A number of tables were given for each of the assessments to demonstrate that the candidates have an understanding and have been successful with the application ELCC Standards

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The team recommends that the program consider developing a plan for improvement for those assessments in which candidates fail to meet required level of performance. (Assessments 1, 4, 5, 6, 7, and 8)

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 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.