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

NOTE: This form uses the ELCC standards approved by NCATE in 2011. Programs have the option to use either the 2001 or 2011 programs submitting reports through Fall 2012. Beginning in Spring 2013 ALL programs must use the new standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

TRINITY WASHINGTON UNIVERSITY

2. State

WASHINGTON, DC

3. Date submitted

MM	DD	YYYY
03	02	2016

4. Report Preparer's Information:

Name of Preparer:

GLADYS WILLIAMS, Ed.D.

Phone: Ext.

(202) 884 - 9558

E-mail:

WILLIAMSGL@TRINITYDC.EDU

5. NCATE Coordinator's Information:

Name:

LYNN JOHNSON

Phone: Ext.

(202) 884 - 9560

E-mail:

JOHNSONLY@TRINITYDC.EDU

6. Name of institution's program

EDUCATIONAL ADMINISTRATION

7. NCATE Category

Educational Leadership-Admininstration

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

K-12

_____

(1) e.g. K-6, P-12

9. Program Type

◉ Other School Personnel

○ Unspecified

- ○ 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

ADMINISRATIVE SERVICES CREDENTIAL

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 unit seeking
○ NCATE accreditation for the first time (initial accreditation)
◉ Continuing NCATE accreditation

16. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a 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)

The School of Education of Trinity Washington University (Trinity) is committed to the development of prepared school leaders who possess the knowledge, skills, and dispositions necessary to effect positive school performance in today's schools. The Educational Administration program (EDAD) is offered in a two-year, weekend, monthly cohort design which approaches leadership development from a two-fold perspective:

To equip candidates with the theoretical knowledge needed to form a basis for sound decision making in schools organized to promote success for all students; and

To provide candidates with a variety of classroom and field experiences through which they can apply their acquired knowledge, skills, and dispositions to authentic, problem-solving situations in the school setting.

The Master of Science in Administration degree (MSA), along with a passing score on the school Leaders Licensure Assessment (SLLA) and verification of at least two years of full-time teaching experience, fulfills the basic requirements for the Administrative Services Credential as authorized by DC's Office of the State Superintendent of Education (OSSE).

The Educational Administration program is standards-based with all courses, projects, and experiences systematically aligned with the Educational Leadership Constituent Council (ELCC) standards. Standards mastery is documented by candidates and analyzed by course. Supplemental activities are provided to ensure that mastery of each performance standard is achieved within the prescribed course.

School Administration (EDAD) faculty members meet each semester to critically assess program operations and structures in need of improvement.
Departmental review of candidate performance data, collaborative planning by faculty and the results of this review will continue to offer insight into program improvement efforts for the Educational Administration program at Trinity.

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)

Candidates in the Educational Administration (EDAD) cohort program demonstrate content knowledge development and school-based experiences through course requirements which are balanced with on-site practical training and application. Each course included in the program contains a field study component. Assignments are often structured to utilize the candidates' actual job (school) sites as settings for observation and problem solving. In addition, many faculty members are school practitioners themselves and use practicing administrators as resource personnel to supplement course content developed through textbook readings and other simulated experiences.

EDAD candidates participate in a school-based practicum experience along with their required coursework for the full duration of their enrollment. Candidates qualify for the internship through admission into the MSA degree program. Although no specific coursework is required before internship activities commence, candidates are expected to adhere to the cohort group planning schedule for taking classes concurrently with the internship.

The administrative internship consists of 360 hours of clinical experience, 180 hours each year, under the guidance of an accomplished site-based administrator (on-site mentor) in collaboration with a trained university supervisor. Two (2) companion courses, Internship in Administration and the Final Project in Educational Administration, guide the candidate through the internship activities. Together, these courses satisfy the ELCC practicum requirements for achieving the Standards for Advanced Programs in Educational Leadership. Candidates earn a total of two (2) credit hours for Internship in Educational Administration in Year 1 and four (4) credit hours for the Final Project in Educational Administration in Year 2.

EDAD candidates are graded on the outcome of the Intern Evaluation, successful completion of the student assignments, and attendance at the Internship seminar that is held monthly during the first semester of the program. Candidates completing the program submit the Standards Portfolio for departmental approval in order to qualify for graduation. All activities and requirements of the Administrative Internship are intended to assist aspiring administrators in satisfactorily meeting the ELCC Program Standards for Educational Leadership, Building Level.

Internship Supervision

Candidates are supervised by Trinity faculty in collaboration with the school-based on-site mentor, usually the candidate's principal or designated administrator.

At the initial meeting, arranged by the candidate, the University Supervisor meets with both the candidate and the on-site mentor. Together, they review the Internship Guidebook, which includes the ELCC Standards and internship responsibilities. The candidate, University Supervisor, and on-site mentor cooperatively and collaboratively plan appropriate opportunities for the candidate to apply the knowledge and skills contained in the ELCC Standards. The candidate is asked to identify known areas of inexperience, and the on-site mentor suggests activities which the candidate may complete during the internship to help the school and to broaden those areas in need of development.

After each meeting, the University Supervisor provides written assessment of how the candidate is proceeding on each task and gives recommendations on areas to develop before the next meeting. At least two (2) additional meetings are held during the year to review progress, resolve issues of concern, plan future activities, and evaluate the candidate's performance.

Candidates meet as a group with the University Supervisors at the beginning of each semester, which is designated as an orientation. These meetings are arranged and attended by the Director of the Program, University Supervisors, and the candidates.

Time Requirements

The administrative internship consists of 180 hours each year, totaling 360 hours at the culmination of the program. Each candidate is required to complete the following each year:

120 hours of administrative duties, for a minimum of 10 weeks each semester, under the supervision of the school administrator, preferably the principal. Duties include direct involvement with key stakeholders of the school - teachers, students, parents, and community partners. These duties should be in areas that broaden the candidate's experience for becoming an administrator. Duties should require greater responsibility and time committed as assigned tasks become more complex during the internship experience. Administrative duties are documented in Weekly Logs.

30 hours participating in at least six (6) peer coaching experiences with other teachers. The candidate will observe and/or be observed by other teachers. The peer coaching experience will consist of a pre-observation conference to establish what the teacher wants to have observed, the observation itself, and a post-observation conference where the observer shares his/her feedback.

30 hours preparing at least six (6) professional development bulletins. Bulletins may be shared with the instructional staff in meaningful ways with the approval of the school administrator.

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.)

See **Attachment** panel below.

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]
2013	36	39
2014	27	28
2015	33	25

(2) NCATE 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.

Faculty Member Name	BODDIE, JACKIE
Highest Degree, Field, & University[3]	Ed.D., Curriculum and Instruction; Virginia Polytech; Blacksburg, VA
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	Adjunct Faculty
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Coordinator, Institute for Educational Leadership: Education Policy Fellowship Program Member, ASCD
Teaching or other professional experience in P-12 schools[9]	Certificate/License Advanced Professional Certificate, English/Language Arts 7-12; Maryland State Department of Education Charter Schools: Practices for High Performance; Harvard University Art and Craft of Principalship; Harvard University Coach: Leader 1..2..3; NASSP Charles County Public Schools, English teacher Prince George's County Public Schools, English teacher Prince George's County Public Schools, Secondary Administrator/Supervisor DC Public Charter School Board, School Performance and Accountability Specialist

Faculty Member Name	BOLDEN, MARK
Highest Degree, Field, & University[3]	Ph.D., Counseling Psychology; Howard University, Washington, DC.
Assignment: Indicate the role of the faculty member[4]	Full-time Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	ⅎ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	President, Washington, DC, Association of Black Psychologists, 2009, 2011-2012 Keynote Presentation: Trauma Prevention and Coping with Crisis: An African Caribbean-Informed Model for Parents, Administrators, and Children. Northern Caribbean University Psychology Department, Kingston, Jamaica 2012. Workshop series for School and Government Personnel related to suicides associated with Jamaican students' test-taking: Mindful Management of Anxiety and Stress: High-Stakes Test-Taking Strategies for Jamaican Student Success. 2012.
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	BROOKS, JOHN
Highest Degree, Field, & University[3]	MA, Educational Administration; Bowie State University; Bowie, MD

Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
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]	Prince George's County Public Schools: Director, Office of Student Appeals; Assistant Principal; Principal. Member National Association of Secondary School Principals, Maryland Association of Secondary School Principals Licenses: Advanced Professional Certification, MD State Department of Education Secondary Principal - Supervisor, MD State Department of Education English, 5-12, MD State Department of Education Art, 7-12, MD State Department of Education

Faculty Member Name	BROWNLEY, BLANCHE
Highest Degree, Field, & University[3]	Ed.D., Educational Administration and Policy; George Washington University, Washington, DC
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
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]	Delta Kappa Gamma Society International, State President Member, National Council of Teachers of Mathematics Member, National Council of Supervisors of Mathematics Member, Association of State Supervisors of Mathematics ASCD
Teaching or other professional experience in P-12 schools[9]	K-12 Mathematics Director, DC Public Schools Co-Project Director Math for the 21st Century, DC Public Schools Math Mentor Teacher, DC Public Schools Secondary Math Teacher, DC Public Schools

Faculty Member Name	DAWKINS, BETH KARA
Highest Degree, Field, & University[3]	Ph.D., Education -- Early Childhood, Families and Literacy; University of North Carolina at Chapel Hill; Chapel Hill, NC
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	▯ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Member, NAEYC, Head Start Association Publications Reading Selection Strategies of Lower Income, Minority Students, November 2014 Reading Selection Strategies and Reading Achievement of Economically Disadvantaged, October 2014
Teaching or other professional experience in P-12 schools[9]	Licenses Birth thru Kindergarten, State of North Carolina Early Childhood, State of North Carolina Pre-K Teacher, Charlotte-Mecklenburg Schools Pre-K Teacher, American School Foundation of Guadalajara

Faculty Member Name	JAMES, KATHERINE
Highest Degree, Field, & University[3]	Ed.D., Educational Leadership, NOVA-Southeastern University; Washington, DC
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
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]	Member, DC Association of Elementary School Principals Member, Montgomery College Speakers' Bureau Phi Delta Kappa, Secretary, Vice President, President, Committee Chair Member, National Association of Elementary School Principals, Secretary, President
Teaching or other professional experience in P-12 schools[9]	Educational Testing Service, School Leaders Licensure panel Principal Assistant Principal Teacher Team Leader Head of Campus Special Subjects Coordinator Instructor

Faculty Member Name	JOHNSON Jr., HENRY
Highest Degree, Field, & University[3]	Ed.D., EDLPS; Virginia Tech; Blacksburg, VA
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
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]	Certificate/License Administration/Supervision I, II; Maryland State Department of Education Montgomery County Schools, High School Principal Fairfax County Schools, High School Principal Stafford County Schools, High School Principal Norfolk Public Schools, Teacher

Faculty Member Name	JOHNSON, LYNN
Highest Degree, Field, & University[3]	MA, English Education, Hunter College CUNY; New York, NY
Assignment: Indicate the role of the faculty member[4]	Administrator
Faculty Rank[5]	Associate Dean
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Member, National Council of Teachers of English Member, Council on English Education Member, National Business Education Association Member, Eastern Business Education Association Member, NCATE Board of Examiners Member, NCATE Board of Program Reviewers Member, DC Board of Examiners Reader, SAHE Teacher Quality Grant proposals Reader, AACTE Conference presentation proposals
Teaching or other professional experience in P-12 schools[9]	New York State certification, English 7-12

Faculty Member Name	LARSON, JACK
Highest Degree, Field, & University[3]	M.S., Instructional Technology; Towson University; Towson, Maryland
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
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]	Member International Society for Technology in Education Consortium for School Networking Maryland Society for Educational Technology
Teaching or other professional experience in P-12 schools[9]	Prince George's County Public Schools, Secondary Education, Classroom Teacher Prince George's County Public Schools, Instructional Specialist Administrative Certificate, Maryland State Department of Education

Faculty Member Name	PETTY, JERVIE
Highest Degree, Field, & University[3]	M.Ed., Administration and Supervision; Bowie State University; Bowie, MD
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
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]	Certificate/License Advanced Professional; Maryland State Department of Education
Teaching or other professional experience in P-12 schools[9]	Charles County Board of Education, Principal

Faculty Member Name	PLUMMER, FRANCES
Highest Degree, Field, & University[3]	Ed.D., Administration/Supervision; George Washington University; Washington, DC
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
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]	Member, National Association of Elementary School Principals (Executive Director, Washington, DC, affiliate) Member, National Alliance of Black School Educators Member, Phi Delta Kappa
Teaching or other professional experience in P-12 schools[9]	DC Public Schools, Principal DC Public Schools, Supervisor of Instruction DC Public Schools, Assistant Principal DC Public Schools, Teacher

Faculty Member Name	STOCKS, JANET
Highest Degree, Field, & University[3]	Ph.D., Sociology; University of Pittsburgh; Pittsburgh, PA
Assignment: Indicate the role of the faculty member[4]	Administrator
Faculty Rank[5]	Dean
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, Council on Undergraduate Research Member, American Educational Research Association Member, American Sociological Association Member, AAAS Science and Human Rights Coalition Chair, Board of Governors, National Conferences on Undergraduate Research 2006-2008 Anselm Strauss Award, for Nyman, Reinikainen & Stocks, 2013, awarded by the Qualitative Family Research Network, Research and Theory Section, National Council on Family Relations to recognize significant work in the area of family theory, methods, and research that comes from a qualitative tradition. November 2014 Chatlott Nyman, Lasse Reinikainen & Janet Stocks, 2013, Reflections on a cross-national qualitative study of within-household finances. Journal of Marriage and Family 75 (June): 640-650. June 2013 Janet Stocks, 2012, Characteristics of Excellence in Undergraduate Research at Different Institutions, in Undergraduate Research, Washington DC: Council on Undergraduate Research. 2012.
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	TALBERT, JANIE
Highest Degree, Field, & University[3]	M.A., Reading Specialist; University of the District of Columbia; Washington, DC
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
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]	Member, ASCD Member, ASBAS Member, IRA
Teaching or other professional experience in P-12 schools[9]	Certificate/License Advanced Professional Certificate; Maryland State Department of Education

Faculty Member Name	WHITTEN-WATKINS, CHARLOTTE
Highest Degree, Field, & University[3]	M.Ed., Educational Administration and Supervision; University of North Florida; Jacksonville, FL M.Ed., Elementary Education; University of North Florida; Jacksonville, FL
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]	Member, ASCD Member, NEA Member, Alpha Kappa Alpha
Teaching or other professional experience in P-12 schools[9]	DC Public Schools, Principal DC Public Schools, Assistant Principal Alexandria City Public Schools, Teacher Duval County Public Schools, Teacher

Faculty Member Name	WILLIAMS, GLADYS
Highest Degree, Field, & University[3]	Ed.D., Educational Leadership; The George Washington University; Washington, DC
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty Department Chair
Faculty Rank[5]	Assistant Professor
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	National Alliance of Black School Educators -- Membership Committee
Teaching or other professional experience in P-12 schools[9]	Prince George's County Public Schools, Principal

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) e.g., 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, inservice 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 ELLC 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)	SCHOOL LEADERS LICNESURE ASSESSMENT (SLLA)	LICENSURE ASSESSMENT	PRIOR TO CERTIFICATION
Assessment #2: Assessment of content knowledge in educational leadership (required)	LEADERSHIP MODULE FINAL EXAM CONTENT KNOWLEDGE	ESSAY QUESTIONS	EDAD 601 LEADERSHIP, MANAGEMENT AND SUPERVISION
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)	INSTRUCTIONAL SUPERVISION RESEARCH PROJECT	RESEARCH PROJECT/CASE STUDY	EDAD 608 TEACHING AND LEARNING FOR SCHOOL LEADERS
Assessment #4: Assessment that demonstrates candidates' leadership skills through school-level internship/clinical practice settings.	INTERNSHIP EVALUATION	PRACTICUM EVALUATION	EDAD 626/626 EDAD 627/628 INTERNSHIP IN ADMINISTRATION
Assessment #5: Assessment of ability to support student learning and development (required)	CURRICULUM/INSTRUCTION PROJECT	PROJECT	EDAD 605 CURRICULUM DEVELOPMENT
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)	STUDENT INTERVENTION SUPPORT PLAN	CASE STUDY/PROJECT	EDAD 607 CULTURAL DIVERSITY

Assessment #7: Additional assessment that addresses ELCC standards (optional)	COMPREHENSIVE SCHOOL BUDGETING PROJECT	CASE STUDY/PROJECT	EDAD 633 FINANCIAL AND RESOURCE MANAGEMENT
Assessment #8: Additional assessment that addresses ELCC standards (optional)	STANDARDS PORTFOLIO FINAL PROJECT	STANDARDS PORTFOLIO	EDAD 627/628 INTERNSHIP IN ADMINISTRATIONM III/1V

(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 and scoring guides 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 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 NCATE's unit 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 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 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.

   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

ASSESSMENT 1 SLLA

See **Attachment** panel below.

   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

ASSESSMENT 2 LEADERSHIP MODULE FINAL EXAM

See **Attachment** panel below.

   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.

ASSESSMENT 3 INSTRUCTIONAL SUPERVISION RESEARCH PROJECT

See **Attachment** panel below.

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.

ASSESSMENT 4 THE INTERNSHIP EVALUATION

See **Attachment** panel below.

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

ASSESSMENT 5 CURRICULUM/INSTRUCTION PROJECT

See **Attachment** panel below.

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

ASSESSMENT 6 STUDENT INTERVENTION SUPPORT PLAN

See **Attachment** panel below.

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

ASSESSMENT 7 COMPREHENSIVE SCHOOL BUDGETING PROJECT

See **Attachment** panel below.

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

ASSESSMENT 8 STANDARDS PORTFOLIO, FINAL PROJECT

See **Attachment** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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)

Content Knowledge

Trinity's candidates meet and often exceed the ELCC standards related to content knowledge. Candidates for admission to the program are required to have graduated from a four-year accredited institution with a Bachelor's degree and must have at least two years of teaching experience. Transcripts and letters of recommendation are screened for indicators of leadership experience and potential.

Candidates are monitored throughout the program, to ensure content knowledge through the use of three (3) major assessments that are aligned with the ELCC standards. Candidates are required to compile evidence of having met the standards from their coursework and from their field experiences or internships that are completed over a four-semester period. Coursework and internship experiences are assembled in a notebook, the Internship Notebook. During the final year of the program, candidates must also assemble artifacts from their coursework and internship into a Final Project, or portfolio, that is aligned with the ELCC standards. Candidates are further assessed on their content knowledge through the state licensure assessment known as the School Leaders Licensure Assessment (SLLA). Candidates score very well on the SLLA, with more than a 90 percent pass rate over each of the three (3) years in this reporting period.

The SLLA, although aligned with the ELCC standards, does not reference all of the standards in any one test administration. The test is designed to measure candidates' knowledge of the standards of the Interstate Leaders Licensure Consortium (ISLLC). These results are analyzed annually to determine performance trends by subject for the program's improvement, and program requirements are adjusted to promote increased test performance on future administration of the test.

After reviewing the test format, the faculty recommended that the program include more case studies and opportunities for candidates to analyze and synthesize information to improve their decision making and problem solving skills. With suggestions from the faculty, the syllabi have been adjusted and the course content revised to include case studies that represent real-life situations. Opportunities have been increased for discussions and role plays to stimulate multiple solutions to real-world, school-related problems.

The Final Project (portfolio) further supports candidates' content knowledge. Candidates are required to write a summary of each standard and how they met the standard in the work represented in the portfolio. A scoring guide, which is aligned with the ELCC standards, assesses the content of the portfolio. The work in the portfolio is based on the candidates' experiences during the internship. Although many candidates met or exceeded the standards for this assessment, there was concern about the number who merely approached the standard. Through interviews, discussions, and an analysis of the scoring guide and the field experience, the faculty believed that some candidates needed more support during the internship. The program was adjusted to provide that support with a monthly seminar session for all candidates.

In addition to key assessments, candidates are required to demonstrate content knowledge through other assessments held during their time in
the courses. These assessments include group and individual presentations, research papers, Power Point presentations, and reports on interactions with educational professionals outside of the school place. The faculty believes that, combined, all assessments provide evidence that candidates have the required content knowledge upon graduation. The changes that have been and will be made will strengthen the program.

Professional and Pedagogical Knowledge, Skill, and Dispositions

With internship experiences that are aligned with the ELCC standards over the span of four (4) semesters and carefully planned administrative courses taught by current or past school administrators, EDAD candidates are able to develop the professional and pedagogical knowledge, skills, and dispositions necessary to meet the standards. By constantly relating all instruction and tasks to a specific standard, faculty ensure that candidates have the knowledge and possess the skills and dispositions of effective leadership. Candidate performance on most key assessments indicates this, as well. However, based on a review of assessments and of the entire program, faculty identified the need to make the program more rigorous and relevant.

To this end, each faculty member has been asked to review the content of syllabi with the understanding that the syllabi will change to more fully address the needs of the 21st century school leader. Faculty members will review syllabi to ensure that current readings are included, that real-world problems are addressed, that appropriate attention is given to issues of collaboration and school culture, and that candidates learn to focus data-driven decision making to increase student learning.

Along with a review of syllabi, there have been discussions regarding a possible increase in the number of classroom hours and accumulated hours for completion of the internship. Faculty members are undertaking a review of the pacing of each class to ensure that candidates have adequate time to fulfill the requirements of the course. In courses where candidates conducted assessments and the number of candidate approaching the standards increased, faculty expressed interest in an increase in class time as a possible solution for preparing more candidates to meet or exceed the standards.

Based on a review of the Final Projects, faculty members determined that more attention should be given to candidates as they complete their internships. Faculty decided that observations, reflections, and writing assignments should be discussed and debated in a seminar; so one will

be added to the program. Faculty met one-on-one with candidates to support and assist with the capstone project throughout the final semester that it is due.

A review of assessment data also led faculty to express concerns about the quality of candidates' writing abilities. This is a unit-wide concern that is being addressed through the introduction of a writing requirement when candidates do not pass a screening exam; using proofreading marks for content and conventions when grading papers; and holding candidates to higher similar standards in all classes.

Overall, from data and faculty review, candidates are, indeed, being prepared with the professional knowledge, skills, and dispositions required in the standards. Faculty is interested in pushing the envelope, by increasing the rigor and relevance of the program to even better prepare administrators for the realities that they will face in their schools.

Effects on Student Learning and on Creating Environments that Support Learning

An evaluation of candidates and their impact on the learning environment is reflected in their meeting or exceeding the ELCC standards. The standards address developing a positive school culture, providing effective instructional programs, managing facilities, communicating effectively with all stakeholders, and acting with integrity. Candidates'; knowledge of the standards in the classroom is reinforced in the practical application of this knowledge through the internship experience.

During the internship, candidates must select three (3) broad goals to work on in the school site. The goals they select must be aligned with the ELCC standards. These goals, along with objectives and activities, are designed to focus candidates' attention on student learning and the creation of a positive learning environment. The candidates' successful completion of the internship experience demonstrates to faculty and to the candidates themselves that their interactions and leadership experiences make a difference in the learning environment and the academic performance of students.

When reviewing assessments, high numbers of candidates meet or exceed the standards identified with student learning. The faculty, however, recognizes that opportunities are limited for candidates to address needs of special populations, students learning English as a second language, and high-risk for failure students. Discussions are being held to review the program and the possibility of making it more collaborative by integrating other disciplines for a broader experience in preparing candidates for leadership roles as school leaders. A representative faculty member from EDAD will be meeting with representatives from other disciplines (Special Education, Counseling, and Reading) to continue discussions and the possible development of a collaborative model between programs.

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 NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

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 NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

The assessments were revised to reflect alignment with the ELCC standards. The scoring guide for each assessment was redesigned to evaluate candidates on the assessment task/activity which had been cross-referenced to the ELCC elements. The redesign also provided for the evaluation of the degree of candidates' mastery of the content knowledge or leadership skill within each ELCC element

Please click "Next"

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