

# NATIONAL RECOGNITION REPORT

## Preparation of Educational Leaders

### School Building Level

#### COVER PAGE

**Name of Institution**

Keene State College

**Date of Review**

MM DD YYYY

11 / 16 / 2008

**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:**

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

**Comment:**

**Summary of Strengths:**

None noted.

**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:**

See comments for section C.1, C.2, and C.3.

**1.2 Articulate a School Vision of Learning.**

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comments for section C.1, C.2, and C.3.

**1.3 Implement a School Vision of Learning.**

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comments for section C.1, C.2, and C.3.

**1.4 Steward a School Vision of Learning.**

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comments for section C.1, C.2, and C.3.

**1.5 Promote Community Involvement in School Vision.**

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**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 <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**2.2 Provide Effective Instructional Program.**

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**2.3 Apply Best Practice to Student Learning.**

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**2.4 Design Comprehensive Professional Growth Plans.**

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**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 <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**3.2 Manage the Operations.**

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**3.3 Manage the Resources.**

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**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 <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**4.2 Respond to Community Interests and Needs.**

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

### 4.3 Mobilize Community Resources.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**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 <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

### 5.2 Acts Fairly.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

### 5.3 Acts Ethically.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

**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 <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

See comments for section C.1, C.2, and C.3.

### 6.2 Respond to the Larger Educational Context.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comments for section C.1, C.2, and C.3.

**6.3 Influence the Larger Educational Context.**

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

See comments for section C.1, C.2, and C.3.

**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:**

This element continues to be difficult to evaluate given the fact that the internship lacks elaboration and clarity about how and what activities are selected for the internship and subsequently, the evaluation process. No reference was provided for establishing candidate acquisition of competencies prior to entering the internship. Nor, are adequate criteria provided for assessing mastery of ELCC elements.

No evidence was provided establishing that field supervisors/mentor receive training on the ELCC standards raising questions about the capacity of the field supervisor to ensure that the intern receives experiences with sufficient scope and depth to develop mastery of the ELCC competencies. A lack of

fluency with the ELCC standards also limits the capacity of the field supervisor to ensure or assess candidate mastery. The process for selecting the mentor/supervising principal remains unclear.

Sufficient criteria for assessing reflection are absent. While the program should be acknowledged for its maintenance of a 300 hr. internship, there is no evidence that the internship is conducted continuously during a period of six months.

It is also unclear how the data are used to improve course content or delivery. The discrepancy between the mentor and candidate scoring and how the information was used to improve the program or the role of field supervisors needs elaboration. For example, if the mentors ranked candidates lower in personnel selection, supervision, and evaluation, the program personnel must move beyond discussion to program improvement.

#### 7.4 Real Settings.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

#### Comment:

#### 7.5 Planned and Guided Cooperatively.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

#### Comment:

#### 7.6 Credit.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

#### Comment:

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidate knowledge of content

Assessments #1, #2, and #6: Assessments and scoring guides not consistently aligned to ELCC standard elements. In addition, assessments are poorly designed and lack consistent alignment to ELCC standard elements. Program assessment overrely on candidate self-assessment as evidence of mastery and measures insufficient to assess candidate competency.

No data were presented for Assessment #1, #2, and #6. The 3-point rubric with its 3 categories (Does not meet expectations; meets expectations; and exceeds expectations) should list criteria at target, not at the acceptable. All rubrics used this format, making the assessments and the aggregate data, when presented (4/8 assessments), inadequate and incomplete. See comment re: List of assessments and

attachments.

With the process for candidate entry as described in Question 3 (Description of the criteria for admission, retention, and program exit) lacking evidence of a commitment to becoming a change agent, the measures selected are inconsistent with the purpose of the ELCC standards. Criteria for attaining a level of excellence in school leadership are unclear. Capstone project not linked to ELCC element making it impossible to determine competencies at program exit. Assessing candidates through a Vision Paper administered after 12 hours in the program is too late to determine their match with the program mission and vision.

The narrative refers to the Post-Master's licensure program as part of the current program, however, the report indicates that a decision was made to eliminate the program.

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

Assessments #3, #4, and #7: Assessments and scoring guides not consistently aligned to ELCC standard elements. In addition, assessments are poorly designed and lack consistent alignment to ELCC standard elements. Program assessment overrely on candidate self-assessment as evidence of mastery and measures insufficient to assess candidate competency

Data tables were submitted for Assessments #3 and #4; no data table was submitted for Assessment #7. Criteria for scoring guides lacks sufficient description that could be extracted from the Standard sub-elements would enrich and clarify candidate expectation. Clarity about required activities and candidate level of proficiency prior to entering the internship suggest the need for greater detail about the focus of the internship. Drawing on the sub-elements would provide clearer expectations for both candidates and field supervisors. Assessment #7 represents a good example of this strategy. Program faculty could consider the different levels of reflection as evidence of acquiring the appropriate competencies for an aspiring school leader(see the work of Osterman & Kottkamp for example; also, XXXX, 2002).

Narrative for Assessment #3 indicates that ELCC element 1.1 is included in the assessment, however, element 1.1 is not noted on the scoring guide. Skills and disposition not included.

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

There was insufficient information and data t presented to determine if candidate performances in the program have any effect on P-12 student learning. Assessment 5 lacks criteria for assessing student outcomes and no aggregated data is available. No student self-assessment data available.

The Curriculum Management Project (listed as Assessment 3 and Assessment #4), though possibly mis-named (might this be better identified as using data-driven instruction to improve student learning; Assessment #5), has potential to demonstrate mastery in this area.

## **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)**

Data were available for only 4 of the 8 Assessments. Assessments remain flawed and thus, do not provide adequate information for improving the program or candidate performance.

## **PART E - AREAS FOR CONSIDERATION**



## Areas for consideration

The organization of the Revised Report does not meet expectations for linking ELCC elements, Assessments, and scoring guides. Information was either missing, incomplete, or incorrectly reported. ELCC sub-elements were not used to develop rubrics (there was one exception-Assessment ).

The absence of data tables makes it impossible to determine how data tables might be used to improve, revise, or assist program leaders, including field supervisors, increase candidate mastery of the ELCC standards. Use of scoring guides to include the sub-elements should be considered in order to reflect, accurately, proficiency levels. Scoring guides should also reflect competency at the target level rather than at an acceptable level. In sum, scoring guides as currently constructed do not allow for discriminating between competency levels for each element.

The program appears to have a casual approach to admissions and subsequently to formative assessment of candidate competencies given that the first assessment is not given until after completion of 12 hours of the 36 hour program. Subsequently, this does not allow for sufficient monitoring of student progress. Perhaps, monitoring student grades could be inserted as a criteria or, a minimum GPA required. Current research indicates that admission is crucial to completion. Likewise, the absence of student data makes the efficacy and success of the program an uneducated guess.

## PART F - ADDITIONAL COMMENTS

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

Data was only provided for four of the eight assessments and it was not possible to evaluate candidate mastery of the concepts incorporated in ELCC standard elements. Assessments listed in Section II, List of Assessments do not match the Forms of Assessments listed in Column 2 and submitted attachments.

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

## PART G - DECISIONS

### Please select final decision:

- The program does not currently satisfy SPA requirements for national recognition. See below for details.

## PROGRAM DOES NOT MEET SPA REQUIREMENTS FOR NATIONAL RECOGNITION

### Terms and Subsequent Actions

- Not Nationally Recognized:** The program has failed to meet SPA requirements for national recognition, or conditions to national recognition, according to the expectations or time period specified in previous national recognition report(s). A new program report may be submitted on either February 1 or September 15 of any calendar year; however, NCATE does not require the submission of another program report until one year before the next NCATE accreditation visit (requirement applicable only to institutions in certain states). If currently listed, the program will be dropped from the list of recognized programs on the NCATE website. Although the program's status as a non-recognized program will not be made public, the information will be included in the BOE report and communicated to the appropriate state entity.

**Comment on decision:**

**Please click "Next"**

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