

# NATIONAL RECOGNITION REPORT

## Preparation of Educational Leaders (2011 Standards)

### School Building Level

#### COVER PAGE

**Name of Institution**

Concord University, WV

**Date of Review**

MM DD YYYY

02 / 01 / 2019

**This report is in response to a(n):**

- Initial Review
- Revised Report
- Response to Conditions Report

**Program(s) Covered by this Review**

Educational Leadership and Supervision

**Grade Level<sup>(1)</sup>**

PreK-Adult

(1) e.g. Early Childhood; Elementary K-6

**Program Type**

Other School Personnel

**Award or Degree Level(s)**

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

#### PART A - RECOGNITION DECISION

**SPA decision on national 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 SPA benchmarked licensure test data requirement, if applicable:**

- Yes
- No
- Not applicable
-

Not able to determine

Comments, if necessary, concerning Test Results:

Acknowledged in previous report.

Summary of Strengths:

The faculty have worked to make changes requested in the previous report as part of a continuous improvement process. The program still incorporates integrated field experiences in the curriculum as stated in the previous report. Activities outlined in the field experiences bring candidates in contact with teachers and administrators on a regular basis.

## PART B - STATUS OF MEETING SPA STANDARDS

**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.**

**1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**1.3 Candidates understand and can promote continual and sustainable school improvement.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**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.**

**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.**

Met       Met with Conditions       Not Met

Comment:

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See Comments in Part C.

**2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.**

Met       Met with Conditions       Not Met

Comment:

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See Comments in Part C.

**2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.**

Met       Met with Conditions       Not Met

Comment:

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See Comments in Part C.

**2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.**

Met       Met with Conditions       Not Met

Comment:

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See Comments in Part C.

**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.**

**3.1 Candidates understand and can monitor and evaluate school management and operational systems.**

Met       Met with Conditions       Not Met

Comment:

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See Comments in Part C.

**3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.**

Met       Met with Conditions       Not Met

Comment:

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See Comments in Part C.

**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.**

Met       Met with Conditions       Not Met

Comment:

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See Comments in Part C.

**3.4 Candidates understand and can develop school capacity for distributed leadership.**

Met       Met with Conditions       Not Met

Comment:

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See Comments in Part C.

**3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**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.**

**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.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**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.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**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.**

**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.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**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.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.**

Met       Met with Conditions       Not Met

Comment:

See Comments in Part C.

**5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.**

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C.

**5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.**

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C.

**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.**

**6.1 Candidates understand and can advocate for school students, families, and caregivers.**

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C.

**6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.**

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C.

**6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.**

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C.

**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.**

Met  Met with Conditions  Not Met

Comment:

Met in Previous Report.

**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.**

Met  Met with Conditions  Not Met

Comment:

Met in Previous Report

**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.

Met

Met with Conditions

Not Met



**Comment:**

Met in Previous Report.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidate knowledge of content

**ELCC standards addressed in this entry could include (but are not limited to) Standards 1.1-1.4, 2-1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.5, 6.1-6.3. Information from Assessments #1, and #2 should provide primary evidence in this area. (Assessment #7 may also focus on content knowledge.)**

Assessment #1: State Licensure Exam. This assessment was met in the previous report with some additional information requested for clarification. That information has been provided. See additional comments in Part E.

Assessment #2: Content Knowledge Exam. The previous report discussed issues with the evaluative criteria in the rubrics. These issues have been adequately addressed in the current report. See additional comments in Part E.

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

**ELCC standards that could be addressed in this entry include but are not limited to Standards 1.1-1.4, 2-1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.5, 6.1-6.3. Information from Assessments #3, #4 and #6 should provide primary evidence in this area. (Assessment #7 may also focus on pedagogical knowledge, skills, and dispositions.)**

Assessment #3: School-wide Discipline. The previous report discussed issues with the evaluative criteria in the rubric and also alignment with some of the criteria with activities candidates were to perform. These issues have been adequately addressed in the current report. See additional comments in Part E.

Assessment #4: Internship Field Experience. The previous report discussed concerns about activities to be performed and no assurance that candidates would be assessed on the same projects or types of activities. The current report has adequately addressed these issues by providing a list of activities to be done by all candidates. See additional comments in Part E.

Assessment #6: Strategic Plan. The previous report discussed issues with the evaluative criteria in the rubric and also alignment with some of the criteria with activities candidates were to perform. These issues have been adequately addressed in the current report. See additional comments in Part E.

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

**ELCC standards that could be addressed in this entry include but are not limited to Standards 1.1-1.4, 2-1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.5, 6.1-6.3. Information from Assessment #5 should provide primary evidence in this area. (Assessment #7 may also focus on student learning.)**

Assessment #5: Capstone Action Research Project. The previous report discussed concerns regarding the unfocused directions that would show an impact on student learning for the assessment. In addition, the previous report discussed issues with the evaluative criteria in the rubric and also alignment with some of the criteria with activities candidates were to perform. These issues have been adequately addressed in the current report. See additional comments in Part E.

Assessment #7: School Improvement Plan. The previous report discussed issues with the evaluative criteria in the rubric and also alignment with some of the criteria with activities candidates were to perform. These issues have been adequately addressed in the current report. See additional comments in Part E.

## 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)**

Faculty are using assessment data and survey responses from graduates upon graduation and follow-up surveys to make necessary adjustments to the program as part of a continuous improvement process.

## PART E - AREAS FOR CONSIDERATION

**Areas for consideration**

While the adjustments to the previous report are adequate for ELCC policy to meet the standard elements, there are a couple of areas to consider to give more information for future analyses:

-Even though no data were presented with the updated rubrics, this requirement has been considered met for the current report. Continue to collect data now that the rubrics and assessments have been approved.

-In Assessments #4-#7, the directions should contain the specific ELCC standard element in the place where it will be measured. This will make clear to students the connection to the ELCC standard element and specifically what the faculty have deemed adequate to measure that professional skill.

## 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 CAEP site visitors:**

None

## PART G - DECISIONS

**Please select final decision:**

**National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published

materials. *Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

**Please click "Next"**

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



# 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. Beginning in Spring 2013 all programs must use the new standards.

## COVER SHEET

- Institution Name
- State
- Date submitted  
MM DD YYYY  
 /  /
- Report Preparer's Information:  

Name of Preparer:	
<input type="text" value="Michael Bean Jr."/>	
Phone:	Ext.
<input type="text" value="(304)384-5209"/>	<input type="text"/>
E-mail:	
<input type="text" value="mbean@concord.edu"/>	
- CAEP Coordinator's Information:  

Name:	
<input type="text" value="Michael Bean Jr."/>	
Phone:	Ext.
<input type="text" value="(304)384-5209"/>	<input type="text"/>
E-mail:	
<input type="text" value="mbean@concord.edu"/>	
- Name of institution's program
- CAEP Category
- Grade levels<sup>(1)</sup> for which candidates are being prepared

PreK-Adult

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

9. Program Type
- Other School Personnel
  - Unspecified
10. Degree or award level
- 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
- Principal/General Supervisor
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 Educator Preparation Provider (EPP) seeking
- CAEP accreditation for the first time (initial accreditation)
  - Continuing CAEP accreditation
16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:  
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure 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 state of West Virginia identifies administrative specializations as an advanced credential and awards the advanced credential to graduates of Concord University's Educational Leadership and Supervision (EDEL) Program upon the recommendation of the University. That recommendation is based on a candidate's successful completion of the program and meeting minimum passing scores as established by the West Virginia Board of Education on the PRAXIS II-Administrator/School Leader content exam. West Virginia is a CAEP partnership state. Both the state and the institution use the CAEP and ELCC program standards to inform the program design and outcomes.

Concord University offers the M.Ed. in Educational Leadership and Supervision that leads to West Virginia licensure as a principal and/or supervisor in grades Pre-K-Adult. The offering of the M.Ed. Program is in keeping with the University's mission "to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community" and "in keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees." Concord has offered the M.Ed. in Educational Leadership and Supervision since 2003.

The University's primary service region includes eight counties (Fayette, Greenbrier, McDowell, Mercer, Monroe, Raleigh, Summers, and Wyoming) in southern West Virginia and two counties in Virginia (Bland and Giles).

Southern West Virginia is geographically-bound by mountains that often make the commute between distances longer than the actual mileage indicates. Coal mining provided the economic basis for the majority of communities and small towns in this region throughout the twentieth century. However, in more recent years, southern West Virginia has struggled with severe economic depression related in large part to the decline of coal. This, in turn, has resulted in a declining school-age population and a Title I designation for all of the P-12 schools in the eight counties in southern West Virginia that Concord serves.

Candidates pursuing the M.Ed. in Educational Leadership must complete the M.Ed. professional education core (12 hours) and the educational leadership and supervision cognate (24 hours). Program completers must successfully complete program coursework and requirements, take and meet minimum passing scores as established by the West Virginia Board of Education on Praxis II- Educational Leadership: Administration and Supervision Exam (Test 5411), and successfully complete the West Virginia Department of Education's Evaluation Leadership Institute. Upon successful completion of the program and passing the Praxis II-Content Assessment (Test 5411), graduates may seek licensure for Administration and Supervision (PreK-Adult) in West Virginia.

Mentor principals/administrators must meet the EDEL program's requirements for a supervisor/mentor including holding a valid administrative license appropriate for the school and grade levels in which he/she is serving and have

a minimum of three years of administrative experience in the position for which he/she will serve as a supervisor/mentor. Additionally, the on-site mentor must participate in on-going training/professional development with the faculty in the EDEL program.

Candidates are supervised during the internship by both an administrative mentor and the University faculty. University faculty/supervisors are all licensed principals with multiple years of experience as a teacher, principal, district supervisor, and/or superintendent. The same faculty member teaches and supervises the two internships courses in order to provide continuity for the intern and the administrative mentor.

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)

Field and clinical experiences are an integral part of the EDEL program. In order to be formally admitted into the EDEL program, candidates must meet all admission requirements specified by the University, the program, and be a full-time employee of a public school system. All candidates complete a minimum of 80 hours of specified field experiences in elementary, middle, and high school settings prior to admission to the internship. Admission into the first internship course (EDEL 550) requires successful completion of at least 24 semester hours of coursework. Admission into the second internship course (EDEL 560) requires successful completion of the first internship (EDEL 550).

During the two-semester internship, candidates are required to complete a minimum of 107 clock hours in EDEL 550 and 108 clock hours in EDEL 560 for a total of 215 hours in an approved, supervised internship in a P-12 school. The purpose of the internship is to provide a well-planned, "hands-on" learning experience for candidates that bridges the gap between pedagogy and practice. Candidates must make sense of what they have learned and connect the experiences in ways that lead to conceptual understanding of the roles and responsibilities of school administrators. Field and internship experiences are designed to accomplish one of two primary objectives. They may be designed to accomplish a specific task or project. Projects such as the revision of a district policy manual or handbook would be assessed on the scope of work and credit would be accorded as warranted. The project idea could be initiated by the candidate with the consent of the mentor administrator or educational agency seeking assistance on the task. Candidate learning would be task specific and include the requisite interpersonal skills needed to work effectively with the mentor administrator. Or, the internship can be designed to provide on-the-job training and experience. The focus would be to provide candidates with realistic job specific experiences that relate directly to the elementary, middle/junior high, high school or postsecondary levels. Critically important to the success of the internship is proper planning and goal setting. This is followed by monitoring, possible goal modification and finally by evaluation and

feedback.

The selection of the internship site and mentor is a collaborative effort between the candidate, the University faculty, and the on-site supervisor/mentor. Typically, the candidate initiates the process by identifying a tentative internship site which is discussed with the University faculty member teaching/supervising the internship classes. Once the placement and project are tentatively approved by faculty, the intern meets with the administrative mentor to share the proposal. All administrative mentors must meet the requirements specified in the previous section. Some modification may result from the discussion and preliminary contact with the mentor administrator regarding the project's feasibility and whether the administrator is willing to participate. If both agree, the candidate proceeds to develop a program contract or plan. Once the plan has been completed by the candidate and approved by the faculty member, a meeting with the candidate, administrative mentor and University faculty is scheduled. This group meets to review the candidate's plan and capstone project proposal in detail including the proposal, proposed time line, sign offs (candidate, administrator/mentor, University faculty) and a completed program contract. A monitoring schedule that is acceptable to all parties is discussed and finalized by the faculty member supervising the internship. Additionally, the evaluation criteria are clearly communicated and reviewed by all. Additionally, a mid-point meeting is scheduled (usually at the end of the first course) in addition to an exit conference at the completion of the second internship course. A grade for each internship class is assigned at the conclusion of each course and evaluation of all course tasks and requirements.

Candidates complete a minimum of 80 hours of field administrative experiences as part of four courses (EDEL 500, 570, 580, and 590) and 215 hours of administrative service during the two internship courses (EDEL 550 and 560). The internship courses must be taken in sequential order spread across two semesters or 8 calendar months. The candidates are expected to complete a minimum of 9-12 hours per week interning and have at least 215 hours after the second internship course. The field experiences are school-level and task specific per course, with a listing of the responsibilities candidates are required to experience for each of EDEL courses (500, 550, 570, 580, 590, and 560.) It is recognized that this represents a minimum level of experience, and that candidates should gain more experience whenever possible by working with the candidate's own site administrator to identify possible administrative duties the intern could assume.

The final grade is assigned at the end of each field/internship experience. The grade is based on input from the mentor administrator, the intern, and the University supervisor, as well as the candidate's reflective journal and portfolio. Another key consideration during evaluation is the quality of interaction between the intern, the mentor administrator and other members of the school staff.

The primary purpose of the 215 hours of administrative internship for candidates is to prepare a new generation of leaders who will enter administrative positions as confident, capable and highly effective leaders who

are experienced enough to make informed and thoughtful decisions regarding schools and the educational process. The internship program is specifically designed to meet the following objectives: 1)to provide hands-on experiences for potential school leaders that links theory to practice; 2)to apply current administrative knowledge, skills, and desired attitudes to develop new areas of expertise; 3)to provide a real-life setting for assessing the candidate's ability to perform the responsibilities and tasks associated with administration; 4) to provide service to the host school (educational environment) and the mentor administrator. During the internship, the candidate is expected to assist in significant and varied administrative responsibilities under the supervision of a mentor administrator. The goal is to develop the candidate's leadership and management abilities. Experiences include assisting with the observation and supervision of classroom teachers, curriculum development and evaluation of instructional programming, analyzing candidate achievement data with interventions, IEP planning and attending team meetings, school improvement planning, scheduling, budgeting, and technology development. The mentor administrator, University supervisor and candidate will work together to plan a series of meaningful activities and projects during the internship that will allow the fullest possible development of the candidate's knowledge and skill development.

Changes have been made to address committee feedback. These changes include activities that all students must complete in the Internship Courses (550 and 560).

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.)

MED EDEL Progression Sheet Spring 2017.pdf

See the Attachment panel.

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: Educational Leadership and Supervision		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2016-2017	52	5
2015-2016	72	20
2014-2015	86	29

(2) CAEP 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. (Please refer to the footnotes for clarification)

Faculty Member Name	Angle, Mark
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D. in Administration and Supervision, University of Virginia, 2002
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Faculty
Faculty Rank <sup>(5)</sup>	Graduate Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, Association for Supervision and Curriculum Development, 2000 to present; Nominated for "Superintendents To Watch" Award, National School Public Relations Association, 2016-2017
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	District Superintendent, Douglas County School District, Days Creek, WA, 2015 to present; Assistant Professor of Education, Concord University, 2013-2015; Principal, Spanishburg Elementary, Mercer County, WV, 2011-2013; Principal, Amherst Elementary School, Amherst County, VA, 2003-2009; Principal, Cumberland County Elementary School, Cumberland County, VA, 2000-2004; Teacher, Virginia Public Schools, 1994-2000

Faculty Member Name	Barnes, Cheryl A.
Highest Degree, Field, & University <sup>(3)</sup>	Ph. D., Curriculum and Instruction/Technology, Virginia Polytechnic Institute and State University; Technology Cognate; MA in Educational Leadership and Supervision
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Associate Dean University Graduate Coordinator
Faculty Rank <sup>(5)</sup>	Professor of Education
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Responsible for HLC re-accreditation including the assurance argument and all exhibits, Member of the West Virginia Department of Education Program Review Board, 2013-Present, Consultant/Evaluator, Early Childhood Environmental Rating Scale; Early Language and Literacy Classroom Observation, WV Department of Education, 2003-Present
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Evaluator, Creative Curriculum, Pre K Classrooms, McDowell County Schools, WV, 2010-2011 (8 years) Facilitator, "Battle of the Books," Mercer County Schools, WV, 2007 (5 years) Presenter, ECERS/Policy 2525, Pre K Teachers, Mercer County Schools, WV, 2006 (1 year) Presenter, ECERS/Policy 2525/Creative Curriculum, Pre K Teachers, Fayette County Schools, WV, 2005 (1 year) Consultant, ECERS/Creative Curriculum, Pre K Teachers, McDowell County Schools, WV 2003-Present Assistant to the Principal, Berlin McKinney Elementary, Wyoming County Schools, WV, 1992-1998 (6 years)

	Public school teacher, Wyoming County Schools, WV, 1978-1998 (20 years)
Faculty Member Name	Butcher, Keith
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. in Educational Leadership, Marshall University, 2014
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct faculty in Educational Leadership and Supervision
Faculty Rank <sup>(5)</sup>	Graduate Adjunct Faculty
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Superintendent and Board Members Perceptions Regarding Preferred Leadership Behaviors for Superintendents in West Virginia, doctoral dissertation, 2014; Presenter, NCPEA Annual Conference, San Antonio, TX, August, 2009
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Superintendent, Nicholas County, WV, 2014-2016; Superintendent, Fayette County, WV, 2012-2014; Regional Education Service Agency (RESA I), Executive Director, Beckley, WV, 2007-2012; Executive Director, Office of Federal Programs and Accountability, West Virginia Department of Education, 2006-2007; Executive Director, Office of Instructional Services, West Virginia Department of Education, 2002-2006; Teacher, Nicholas and Braxton Counties, respectively, 1975-1998

Faculty Member Name	Druggish, Richard S.
Highest Degree, Field, & University <sup>(3)</sup>	Ph. D., Curriculum and Instruction - Literacy Education, Virginia Polytechnic Institute and State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Undergraduate and graduate faculty, supervision of student teachers Coordinator of Clinical Experiences
Faculty Rank <sup>(5)</sup>	Director of Teacher Education Coordinator of Clinical Experiences Master of Arts in Teaching (MAT) Program Coordinator Professor of Education
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Grant writer for Professional Development Schools Grant, WV 2005-2015 Grant writer and project director for two awarded WV ITQ Grants 2013 and 2104 Attended AACTE Conference (2014); CAEP Conference (2013, 2014, 2015); WV State PDS Conference (2012,13 and 14) Member WV High Quality Educator Stakeholder Committee, 2013-16 Presenter, National Professional Development Schools Conference, "A Partnership for Prosperity: Sharing Resources to Meet Students' Needs, Atlanta, GA 2015 Presenter, Conquering the Common Core Professional Workshop for Teachers, 2012 and 2013 Presenter, National Association of Professional Development Schools National Conference - "He Said/She Said: A PDS Partnership from Two Views", Daytona Beach, FL. Presenter, National Association of Professional Development Schools National Conference, 2012 - "Taking a Road Less Traveled, A Tale of Change in Teacher Education."
Teaching or other professional experience in	WV Teacher Quality Partnership School Liaison and Local School Improvement Council member, Mercer Elementary, WV 2009-2016 WV State Geography Bee judge 2013-present School Library Media Specialist, McDowell County Public Schools, WV 1986-1987 (1 year) High School English Teacher, McDowell County Public Schools, 1979-1985 (6 years) Presenter, "Writing Project: The 6+1 Traits of Writing, Mercer Elementary,



P-12 schools <sup>(9)</sup>	WV, fall 2015 Judge, Social Studies Fair, Mercer County Public Schools, WV, 2000-2011 Judge, Battle of the Books, Mercer Elementary, WV, 2004-2011 Judge, Spelling Bee, Mercer Elementary, WV, 2008-2016 Judge, Regional Social Studies Fair, Regional Education Serve Agency I, 2009 Read Aloud WV, Mercer County Public Schools, WV, 2005-present
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Faculty Member Name	Liptak, Kathryn L.
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., Curriculum and Instruction with emphasis in Literacy, Virginia Polytechnic Institute and State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	CAEP Coordinator and M.Ed. and MAT Coordinator
Faculty Rank <sup>(5)</sup>	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	State Co-Chair, West Virginia Teacher Education Advisory Council (WVTEAC) 2016 to Present; ; International Literacy Association, Professional Standards and Ethics Project, May 2016-Present; Council for the Accreditation of Educator Preparation Site Visitor Training, 2016; Board Member for WV Regional Education Service Agency (RESA I), 2008-Present;
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Language Arts Teacher, Collins Middle School, Fayette County, WV, 1982-1985 (3 years) Second and Fourth Grade Teacher, Gatewood Elementary School, Fayette County, WV, 1980-1982 (2.5 years)

Faculty Member Name	Lyons, Robert
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., Teacher Leadership, Walden University, 2013
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct faculty in Educational Leadership and Supervision
Faculty Rank <sup>(5)</sup>	Graduate Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	2013/2014 Principals Leadership Academy, Charleston/Flatwoods/Morgantown, WV; Presenter, National High Schools that Work Conference, New Orleans, LA, 2012; 2012 Thinkfinity Award for Technology in the Classroom; 2011 RESA I Exemplary Educator Award
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Principal, Berlin-McKinney Elementary, Wyoming County, WV, 2015-Present; tAssistant Principal, Westside High School, Wyoming County, WV, 2012-2015; Teacher, Westside High School, Wyoming County, WV 2002-2012

Faculty Member Name	St. John, Santina
Highest Degree, Field, & University <sup>(3)</sup>	Ed. D., Educational Leadership, Walden University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Graduate faculty, Supervisor of EDEL interns, Teacher in Residence Coordinator
Faculty Rank <sup>(5)</sup>	Associate Professor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, Concord University Division of Education, Scholarship Committee, 2012-Present Member, WVDE State Leadership Stakeholder Committee, 2016-2016. Reviewer, Curriculum Analysis Report, West Virginia Department of Education, 2015. Member, LSIC Committee for two schools in Mercer County, WV, 2015-Present
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	School Principal, Mercer County Schools, WV (6 years) Dean of Students, Mercer County Schools, WV (2 years) School Psychologist (1 year) Public School Teacher (14 years)

Faculty Member Name	Bean, Michael
Highest Degree, Field, & University <sup>(3)</sup>	Ph. D., Educational Leadership, Capella University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Undergraduate and graduate faculty
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Presenter: Co-Teaching Model of Student Teaching, New Orleans, Louisiana, March 27, 2018. West Virginia Principal's Leadership Academy Advisory Council West Virginia Principal's Leadership Academy Committee for Approval of Experienced Principal's Credit Hours
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	School Principal, Cuyahoga County Schools, OH (10 years) Public School Teacher (4 years)

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

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) For example, 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, in-service 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 ELCC 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)	PRAXIS II - Educational Administration: Administration and Supervision	State Licensure Test	Prior to Licensure-First attempt needs to be completed by the student's second semester enrolled in the program
Assessment #2: Assessment of content knowledge in educational leadership (required)	Content Knowledge Exam	Essay	Before beginning internship
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)	School-wide Discipline	Portfolio project	EDEL 500
Assessment #4: Assessment that demonstrates candidates' leadership skills through school-level internship/clinical practice settings.	Internship Field Experience	Internship, Evaluation, Journals, and Logs	EDEL 560
Assessment #5: Assessment of ability to support student learning and development (required)	Capstone Action Research Project	Action research	During the 2 internship courses- EDEL 550 and 560

<p>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)</p>	<p>School Improvement Plan</p>	<p>Portfolio Project</p>	<p>EDEL 590</p>
<p>Assessment #7: Additional assessment that addresses ELCC standards (optional)</p>			
<p>Assessment #8: Additional assessment that addresses ELCC standards (optional)</p>			

(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.

- 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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.								

- 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.								

- 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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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, scoring guides/rubrics 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/rubrics 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 than 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 CAEP 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/rubric 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/rubrics 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. Please name files as directed in the guidelines for preparing a SPA Program Report found on the CAEP website at: <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

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- PRAXIS Exam Fall 2018.doc

See the Attachment panel.

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- Content Knowledge Exam Fall 2018.doc

See the Attachment panel.



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- School Wide Discipline Plan.doc

See the Attachment panel.

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- Internship Evaluation Fall 2018.doc

See the Attachment panel.

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 - Capstone Action Research Project Fall 2018.doc

See the Attachment panel.

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- Strategic Plan Fall 2018.doc

See the Attachment panel.

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- School Improvement Plan Fall 2018.doc

See the Attachment panel.

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

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve 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)

Concord University offers the M.Ed. in Educational Leadership and Supervision (EDEL) that leads to West Virginia licensure as a principal and/or supervisor in grades Pre-K-12. The EPP uses a variety of assessments to measure the overall effectiveness of the graduate program, EDEL program, and the success of our advanced candidates. The assessment points for both the EPP and the EDEL program begins with the candidates' admission to the university and progress through the 12 hours of core content required of every graduate student, as well as the 24 hours of EDEL content specialization coursework.

The EDEL program culminates with a two-semester internship/capstone experience where candidates complete extensive clinical experience and an action research project. All M.Ed. candidates, including the EDEL candidates, must demonstrate the dispositions necessary to be effective teachers and leaders. The graduate program assesses dispositions at admission to the program and at the completion of the internship. EDEL candidates must also pass a comprehensive exam in order to be admitted to the first internship course. At the completion of the program, EDEL candidates must complete an Exit Survey (evaluation) of the program.

A semester after graduation, follow-ups and exit surveys are sent to EDEL graduates to complete. The EPP's assessments and the EDEL assessments are interconnected so that the assessments for the EDEL program feed into the EPP's assessment system and provide faculty with programmatic information, as well as specific information about how our EDEL candidates are performing on specific assessments. The overall EPP assessments and the EDEL program assessments provide us with an overall "snapshot "of the success and/or shortcomings of the graduate program, as well as the EDEL program. This, in turn, enables faculty to identify strengths/weaknesses and make changes to specific programs or to the overall graduate program.

### Content Knowledge

Graduates of Concord University's EDEL program have a reputation of being competent and well prepared to serve as leaders in the public schools. Our candidates have taken a minimum of 24 hours in content specific coursework and have an overall G.P.A. of 3.0 or better. EDEL candidates have a 100% pass rate on PRAXIS II for the last three years. Data from the follow-up survey

of graduates indicate that the majority of our EDEL graduates are employed as principals or as supervisors for school districts in West Virginia and Virginia.

The EDEL candidates demonstrate strong content area knowledge as assessed through the PRAXIS II, Educational Leadership Administration and Supervision Content Assessment test (5411), the achievement of the required 3.0 G.P.A. in the M.Ed. program, as well as content knowledge documented/evaluated on the comprehensive content exam that all EDEL candidates must successfully pass prior to admission to the first internship experience.

In examining the data, we are pleased that our candidates know their content and combine it effectively and appropriately with pedagogy to facilitate P-12 students' learning and knowledge. Candidates in the EDEL program have had a 100% pass rate on PRAXIS II for the last three years.

### Professional and Pedagogical Knowledge, Skill, and Dispositions

EDEL candidates have a variety of opportunities to develop professional and pedagogical knowledge, skills, and dispositions across the sequentially organized courses and during the internship experiences that are embedded throughout the EDEL program. Candidates have opportunities to observe and participate in a variety of professional activities at each level (elementary, middle, and secondary) and in a variety of settings (e.g., Social Services, district offices, DHHR, etc.). Specific course and field-based requirements also afford EDEL candidates with opportunities to communicate with teachers, other professionals, and parents.

While we work hard to provide quality classes and internship experiences, we know that schools at all levels (i.e., elementary, middle, and secondary) are organized differently and different internship experiences offer a variety of experiences for our EDEL candidates. Anecdotal evidence from internship journals and logs in the EDEL program provide faculty with an opportunity to provide one-on-one training/mentoring for public school principals so that they understand and provide the experiences the EDEL candidates need to be successful.

### Effects on Student Learning and on Creating Environments that Support Learning

Changes to the EDEL program have been based on evaluative data as we have worked for the last few years to refine the program and document what our candidates know and are able to do. Data driven decisions and changes to the program have resulted in a "work in progress" as we have undertaken this developing program, piloted assessments, reflected/evaluated, implemented changes, and started the process again. We have been involved in much collaboration with regional education agencies and county

superintendents to initiate EDEL courses that will lead to certification to other regions of the state that are having difficulty finding certified administrators. This collaborative effort is further enhanced by shared staff development practices between the county board office, public school employees, and our EDEL candidates.

## 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 CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

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 CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

### Assessment #1: Praxis II 5411

a) While there is variance in the "teaching and learning" area of the exam, we have implemented an assignment to focus on this specific area. The new assignment is implemented in the Capstone Action Research Project "Describe the role of an administrator transitioning from manager to instructional leader". This will target research and learning in this area.

b) Due to the feedback received, we are implementing a new policy: Students need will need to complete the first educational leadership praxis test attempt prior to enrolling in the 550 course. This will provide us with the opportunity to evaluate the strengths and weaknesses of each candidate and provide more individualized learning plans based on the results.

### Assessment #2: Content Knowledge Exam

The rubric has been revised to provide more consistent and accurate evaluation of candidate performance and ensure inter-rater reliability. The directions have been reviewed to ensure clarity for the candidate.

### Assessment #3: School-Wide Discipline Plan

The rubric has been revised to provide more consistent and accurate evaluation of candidate performance and ensure inter-rater reliability. The directions have been reviewed to ensure clarity for the candidate.

### Assessment #4: Internship Evaluation

All candidates are required to complete set activities in this course to ensure candidates will be evaluated on the same projects or activities. These activities are:

Attend a school board meeting

Lead an all school faculty meeting

Lead a grade level meeting or Professional Learning Community Meeting

Sit in on a discipline hearing or with an administrator that handles student discipline

Interview an administrator who is responsible for a communications, expectations, culture, or staff satisfaction survey meeting and two or three staff members who attended the meeting.

Discuss how well the leader developed, communicated, and implemented the vision of learning from the leader's perspective, and the staff members' perspective.

Sit in on IEP meeting

Assist AP with facility management

Assist with distribution of materials (ex. Textbooks)

Assist with fire drills

In the first part of the internship candidates will be required to complete 4 of the 8 required activities. In the second internship, candidates will be required to complete the additional 4 activities.

The rubric will be used to assess the 2-5 page paper required to be submitted after the completion of the task. The submission will also be added to their journal of internship experiences. This ensures that all students will have the same assignments to maintain consistency in the internship experience.

Assessment #5: Capstone Action Research Project

The rubric has been revised to provide more consistent and accurate evaluation of candidate performance and ensure inter-rater reliability. The scope of the project has been narrowed and will be used to target the "Teaching and Learning" category of the Praxis Test to remediate discrepancies in the variance of scores.

Assessment #6: Strategic Plan Project

The rubric has been revised to provide more consistent and accurate evaluation of candidate performance and ensure inter-rater reliability, and the directions have been reviewed to ensure clarity for the candidate.

Assessment #7: School Improvement Plan

The rubric has been revised to provide more consistent and accurate evaluation of candidate performance and ensure inter-rater reliability, and the directions have been reviewed to ensure clarity for the candidate.

**Please click "Next"**

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



# NATIONAL RECOGNITION REPORT

## Preparation of Educational Leaders (2011 Standards)

### School Building Level

#### COVER PAGE

Name of Institution

Concord University, WV

Date of Review

MM DD YYYY

08 / 01 / 2017

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Educational Leadership and Supervision

Grade Level<sup>(1)</sup>

PreK-Adult

(1) e.g. Early Childhood; Elementary K-6

Program Type

Other School Personnel

Award or Degree Level(s)

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

## PART A - RECOGNITION DECISION

SPA decision on national 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 SPA benchmarked licensure test data requirement, if applicable:

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

Comments, if necessary, concerning Test Results:

Assessment # 1: PRAXIS II 5411

Advanced candidates in the Educational Leadership and Supervision (EDEL) program at Concord University are required to pass PRAXIS II Educational Leadership: Administration and Supervision content assessment (5411). The assessment narrative indicates that the PRAXIS II 5411 is aligned to ELCC standards 1.0, 2.0, 3.0, 4.0, 5.0 and 6.0. A minimum passing score of 141 has been established by the West Virginia Board of Education. Three data sets for 2014-2015, 2015-2016, and fall 2016 were provided indicating a 100% passage rate for each of the five most recent semesters included in the three data sets with a mean score of 161.19. While data charts do provide evidence of candidate's content knowledge by test sub-categories, two issues remain:

a) The interpretation of the data section in Assessment 1 states that candidates had the most variance in sub-scores in the "Teaching and Learning" category of the PRAXIS II. The monitoring plan is to "triangulate" the data from PRAXIS II with other assessments in the program the measure content knowledge, pedagogical and professional knowledge, skills and dispositions, and focus on student learning. That would appear to include all of the assessments provided in the report. No concrete, tangible remediation plan is put forth to address the variances in the "Teaching and Learning" sub-scores to enhance this particular area.

b) The number of test takers is low in comparison to the number of candidates reported enrolled and the number of completers. Additional, the number of program completers does not align with the data presented in Assessment 1. For example, in Section I - Content/ #5 Candidate Information, for 2014-2015 Concord lists 29 program completers and 18 test takers. In 2015-2016 the university lists 20 completers and 22 test takers.

Summary of Strengths:

Concord University faculty incorporates integrated field experiences in the curriculum, enabling candidates to work with students in actual k-12 settings. It encourages interactions with teachers and administrators at both k-8 and high school levels. Candidates are required to document school based field work through logs, journals, and portfolio artifacts. There is an authentic

emerging understanding of performance and reporting requirements throughout the narrative.

## PART B - STATUS OF MEETING SPA STANDARDS

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.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C of this report.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C of this report.

1.3 Candidates understand and can promote continual and sustainable school improvement.

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C of this report.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C of this report.

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.

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.

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C of this report.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Met  Met with Conditions  Not Met

Comment:

See Comments in Part C of this report.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of

school staff.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

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.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

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.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

3.4 Candidates understand and can develop school capacity for distributed leadership.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

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.

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.

Met      Met with Conditions      Not Met  
           

Comment:

See Comments in Part C of this report.

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.

Met      Met with Conditions      Not Met  
           

Comment:

See Comments in Part C of this report.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

Met      Met with Conditions      Not Met  
           

Comment:

See Comments in Part C of this report.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Met      Met with Conditions      Not Met  
           

Comment:

See Comments in Part C of this report.

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.

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.

Met      Met with Conditions      Not Met  
           

Comment:

See Comments in Part C of this report.

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.

Met      Met with Conditions      Not Met  
           

Comment:

See Comments in Part C of this report.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

Met      Met with Conditions      Not Met  
           

Comment:

See Comments in Part C of this report.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

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.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Met



Met with Conditions



Not Met



Comment:

See Comments in Part C of this report.

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.

Met



Met with Conditions



Not Met



Comment:

All candidates complete a minimum of 80 hours of specified field experiences in elementary, middle, and high school settings prior to admission to the internship (Courses impacted: EDEL 500, 570, 580, and 590). Examples of clinical practice include:

1) Projects such as the revision of a district policy manual or handbook

2) The internship can be designed to provide on-the-job training and experience.

Concord University has clearly identified four specific outcome and performance- based objectives for the internship.

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.

Met



Met with Conditions



Not Met



Comment:

Admission into the first internship course (EDEL 550) requires successful completion of at least 24 semester hours of coursework. Admission into the second internship course (EDEL 560) requires successful completion of the first internship (EDEL 550). During the two-semester internship, candidates are required to complete a minimum of 107 clock hours in EDEL 550 and 108 clock hours in EDEL 560 for a total of 215 hours in an approved, supervised internship in a P-12 school. The internship courses must be taken in sequential order spread across two semesters or 8 calendar months. The candidates are expected to complete a minimum of 9-12 hours per week.

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.

Met



Met with Conditions



Not Met



Comment:

Concord University has clearly established criteria for qualified on-site mentors: Mentor principals/administrators must meet the EDEL program's requirements for a supervisor/mentor including holding a valid administrative license appropriate for the school and grade levels in which he/she is serving and have a minimum of three years of administrative experience in the position for which he/she will serve as a supervisor/mentor. Additionally, the on-site mentor must participate in on-going training/professional development with the faculty in the EDEL program. University faculty/supervisors are all licensed principals with multiple years of experience as a teacher, principal, district supervisor, and/or superintendent. Last, but not least, the selection of the internship site and mentor is a collaborative effort between the candidate, the University faculty, and the on-site supervisor/mentor.



## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidate knowledge of content

ELCC standards addressed in this entry could include (but are not limited to) Standards 1.1-1.4, 2-1-2.4, 3.1—3.5, 4.1-4.4, 5.1—5.5, 6.1-6.3. Information from Assessments #1, and #2 should provide primary evidence in this area. (Assessment #7 may also focus on content knowledge.)

#### Assessment #1: Praxis II 5411

Advanced candidates in the Educational Leadership and Supervision (EDEL) program at Concord University are required to pass PRAXIS II Educational Leadership: Administration and Supervision content assessment (5411). While no crosswalk is provided, the institution states that it is aligned to ELCC standards 1.0, 2.0, 3.0, 4.0, 5.0 and 6.0. A minimum passing score of 141 has been established by the West Virginia Board of Education. Concord University data tables indicate a 100% pass rate on PRAXIS II for the five most recent semesters (three data sets for 2014-2015, 2015-2016, and fall 2016) with a mean score of 161.19. While data charts do provide evidence of candidate's content knowledge by test sub-categories, two issues remain:

- a) Concord University states that candidates had the most variance in sub-scores in the "Teaching and Learning" category of the Praxis Test. However, no concrete, tangible remediation plan is put forth to address these discrepancies other than continuing to monitor and "triangulate" data.
- b) The number of test takers is y low in comparison to the number of candidates reported enrolled. There are discrepancies in the number of completers reported and the number of test takers.

#### Assessment #2: Content Knowledge Exam

This Exam is the second measure of its candidates' mastery of content knowledge. This exam is aligned to ELCC standards elements: 1.1, 1.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1 and 6.2. The test is required before beginning the first semester internship. While not stated, the exam appears to be internally created and is scored by program faculty. The tasks of the assignment are aligned with the identified ELCC standards elements. Based on the scoring rubric provided, there are several concerns with rubric design. While a preponderance of language from the ELCC standards elements has been incorporated, there several concerns with the lack of differentiation in performance indicators in each level. For example, how do reviewers of the assignment discern between a candidate who "demonstrates a clear understanding", a candidate who "conveys a general understanding" or a candidate who "articulates an understanding"? Candidates must score at least "basic" ("1") on each indicator in order to satisfactorily complete this assessment. The data presented indicates that no candidate scored at that level for 3 applications provided. The rubric/scoring guide is insufficiently developed to serve as a guide for the consistent and accurate evaluation of candidate performance. The rubric/scoring guide is not sufficiently developed to ensure inter-rater reliable.

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

ELCC standards that could be addressed in this entry include but are not limited to Standards 1.1-1.4, 2-1-2.4, 3.1—3.5, 4.1-4.4, 5.1—5.5, 6.1-6.3. Information from Assessments #3, #4 and #6 should provide

primary evidence in this area. (Assessment #7 may also focus on pedagogical knowledge, skills, and dispositions.)

#### Assessment #3: School-Wide Discipline Plan

The School-Wide Discipline Plan aligns with ELCC Standards 1.2, 1.3, 2.1, 3.1, 3.2, 6.2, and 6.3. Although the assessment has been annotated with references to the specific standards it is purported to address, the alignment in many cases appears indirect or superficial. For instance, it is unclear how the review of literature in Phase One of the assignment aligns to ELCC 3.2 in terms of professional skills. ELCC 3.2 is not addressed in Phase Two of the assignment however a scoring rubric for the assignment was provided. There are concerns with rubric design. While a preponderance of the ELCC standards' language is incorporated, there is a lack of differentiation in performance indicators in each level. Reviewers are asked to discern between a candidate who "demonstrates the ability to articulate" and a candidate who "demonstrates partial ability to articulate". The rubric/scoring guide is insufficiently developed to serve as a guide for the consistent and accurate evaluation of candidate performance. The rubric/scoring guide is not sufficiently developed to ensure inter-rater reliability.

#### Assessment #4: Internship Evaluation

The Internship Evaluation aligns to ELCC Standard 1-6.6 and all standards elements. The directions to the candidates provide general guidelines for the activities to be completed during Internship I and II. The assessment is designed in such a way that there is no assurance that all candidates will be evaluated on the same projects or types of activities. The incorrect scoring rubric was used resulting in the presentation of only two correct data sets being included. There is a discrepancy between the narrative and main report. The main report indicates that journals and logs are also considered as part of the Internship evaluation while Assessment #4 indicates that the rubric is the evaluation instrument for the assessment.

#### Assessment #6: Strategic Plan Project

The Strategic Plan Project aligns with ELCC standards elements 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 6.1, 6.2, and 6.3. The title of the narrative reads "Assessment 6-Section IV, Content Knowledge". However, the directions for this assessment require the candidate to develop a long-range plan for the school and/or district which calls for the application of skills. The tasks of the assignment are aligned with the identified ELCC standards elements. Based on the scoring rubric provided, there are several concerns with rubric design. While a preponderance of language from the ELCC standards elements has been incorporated, there are several concerns with the lack of differentiation in performance indicators in each level. The rubric/scoring guide is insufficiently developed to serve as a guide for the consistent and accurate evaluation of candidate performance. The rubric/scoring guide is not sufficiently developed to ensure inter-rater reliability.

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

ELCC standards that could be addressed in this entry include but are not limited to Standards 1.1-1.4, 2-1-2.4, 3.1-3.5, 4.1-4.4, 5.1-5.5, 6.1-6.3. Information from Assessment #5 should provide primary

evidence in this area. (Assessment #7 may also focus on student learning.)

#### Assessment #5: Capstone Action Research Project

The assessment aligns with ELCC standards elements 1.1, 1.2, 1.4, 2.1, 2.2, 3.2, 4.1, 4.2 and 6.3. However, in the narrative of the assignment, candidates are asked to complete a research proposal In Internship I and complete the data analysis During Internship II. The assessment allows the candidate to select his/her topic. The assessment is too board or unfocused to be a useful means of assessing the candidates ability to support P-12 student learning. The specific tasks of the assignment are not aligned to the ELCC standards elements. While a preponderance of language from the ELCC standards elements has been incorporated, there several concerns with the lack of differentiation in performance indicators in each level. The rubric/scoring guide is insufficiently developed to serve as a guide for the consistent and accurate evaluation of candidate performance. The rubric/scoring guide is not sufficiently developed to ensure inter-rater reliability.

#### Assessment #7: School Improvement Plan

The School Improvement Project aligns to ELCC standards elements 1.1, 1.3, 1.4, 2.1, 2.4, 4.1, 4.2, 5.1, 5.3, and 5.4. The assessment is based on and evaluated on group work. There is no indication of what the group is assessed on and what the individual's responsibility is in the final project. There is no assurance that all candidates have individually mastered the skills that are required for the project. Based on the scoring rubric provided, there are several concerns with rubric design. While a preponderance of language from the ELCC standards elements has been incorporated, there several concerns with the lack of differentiation in performance indicators in each level. The rubric/scoring guide is insufficiently developed to serve as a guide for the consistent and accurate evaluation of candidate performance. The rubric/scoring guide is not sufficiently developed to ensure inter-rater reliable.

## **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)

See list of conditions in Part A . Candidates' actual performance in field/internship has not been established.

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

Areas for consideration

See comments in Part D.

## 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 CAEP site visitors:

None

## PART G - DECISIONS

Please select final decision:

- National Recognition with Conditions. The program has received a decision of conditional national recognition. See below for details.

## NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY  
08 / 01 / 2019

Subsequent action by the institution: Programs will have a maximum of two opportunities to resubmit a report with revisions to receive National Recognition. A report addressing the conditions must be submitted in accordance with the dates provided on the National Recognition Report. A program should NOT submit its Response to Conditions until it has the required data and is confident that it has addressed all the conditions in Part G of this Recognition Report. If no reports are submitted by the noted date, the program's recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Response to Conditions Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

If the program is currently Recognized with Conditions and is submitting a second Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY  
03 / 15 / 2019

The following conditions must be addressed within the time period specified above if the program's recognition with conditions has been continued. See above for specific date.

Specifically Assessment #4 and 5 allow candidates to choose among tasks, activities, and projects. There is no assurance that all candidates are having the same experiences or are being evaluated on the same standard or element.

Assessments #4 and 5 essentially evaluate the same knowledge and skills during the Internship I and II process. Assessment #4 has no distinct activities identified and Assessment #5 is an action research project to be completed during the Internship.

There are concerns with rubric design. While a preponderance the ELCC standards' language is incorporated, there is a lack of differentiation in performance indicators in each level. Reviewers are asked to discern between a candidate who "demonstrates the ability to articulate" and a candidate who "demonstrates partial ability to articulate". The rubric/scoring guides are insufficiently developed to serve as a guide for the consistent and accurate evaluation of candidate performance. The rubric/scoring guide is not sufficiently developed to ensure inter-rater reliability.

Assessment #7 is described as a team and individual project. It is not clear if the data presented were a summary of the team work or the individual work. Consequently there is no evidence provided assuring that all candidates have mastered the skills that the project is designed to assess.

The instructions provided for many of the assessments are too vaguely stated for the reviewers, or candidates, to understand what candidates are specifically required to do.



**Please click "Next"**

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

# 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. Beginning in Spring 2013 all programs must use the new standards.

## COVER SHEET

1. Institution Name

Concord University

2. State

West Virginia

3. Date submitted

MM DD YYYY

03 / 15 / 2017

4. Report Preparer's Information:

Name of Preparer:

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liptakka@concord.edu

6. Name of institution's program

Educational Leadership and Supervision

7. CAEP Category

Educational Leadership-Principal

8. Grade levels<sup>(1)</sup> for which candidates are being prepared

PreK-Adult

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

9. Program Type

- Other School Personnel  
 Unspecified

10. Degree or award level

- 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

Principal/General Supervisor

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 Educator Preparation Provider (EPP) seeking

- CAEP accreditation for the first time (initial accreditation)  
 Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:

CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure 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 state of West Virginia identifies administrative specializations as an advanced credential and awards the advanced credential to graduates of Concord University's Educational Leadership and Supervision (EDEL) Program upon the recommendation of the University. That recommendation is based on a candidate's successful completion of the program and meeting minimum passing scores as established by the West Virginia Board of Education on the PRAXIS II-Administrator/School Leader content exam. West Virginia is a CAEP partnership state. Both the state and the institution use the CAEP and ELCC program standards to inform the program design and outcomes.

Concord University offers the M.Ed. in Educational Leadership and Supervision that leads to West Virginia licensure as a principal and/or supervisor in grades Pre-K-Adult. The offering of the M.Ed. Program is in keeping with the University's mission "to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community" and "in keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees." Concord has offered the M.Ed. in Educational Leadership and Supervision since 2003.

The University's primary service region includes eight counties (Fayette, Greenbrier, McDowell, Mercer, Monroe, Raleigh, Summers, and Wyoming) in southern West Virginia and two counties in Virginia (Bland and Giles). Southern West Virginia is geographically-bound by mountains that often make the commute between distances longer than the actual mileage indicates. Coal mining provided the economic basis for the majority of communities and small towns in this region throughout the twentieth century. However, in more recent years, southern West Virginia has struggled with severe economic depression related in large part to the decline of coal. This, in turn, has resulted in a declining school-age population and a Title I designation for all of the P-12 schools in the eight counties in southern West Virginia that Concord serves.

Candidates pursuing the M.Ed. in Educational Leadership must complete the M.Ed. professional education core (12 hours) and the educational leadership and supervision cognate (24 hours). Program completers must successfully complete program coursework and requirements, take and meet minimum passing scores as established by the West Virginia Board of Education on Praxis II- Educational Leadership: Administration and Supervision Exam (Test 5411), and successfully complete the West Virginia Department of Education's Evaluation Leadership Institute. Upon successful completion of the program and passing the Praxis II-Content Assessment (Test 5411), graduates may seek licensure for Administration and Supervision (PreK-Adult) in West Virginia.

Mentor principals/administrators must meet the EDEL program's requirements for a supervisor/mentor including holding a valid administrative license appropriate for the school and grade levels in which he/she is serving and have a minimum of three years of administrative experience in the position for which he/she will serve as a supervisor/mentor. Additionally, the on-site mentor must participate in on-going training/professional development with the faculty in the EDEL program.

Candidates are supervised during the internship by both an administrative mentor and the University faculty. University faculty/supervisors are all licensed principals with multiple years of experience as a teacher, principal, district supervisor, and/or superintendent. The same faculty member teaches and supervises the two internships courses in order to provide continuity for the intern and the administrative mentor.

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)

Field and clinical experiences are an integral part of the EDEL program. In order to be formally admitted into the EDEL program, candidates must meet all admission requirements specified by the University, the program, and be a full-time employee of a public school system. All candidates complete a minimum of 80 hours of specified field experiences in elementary, middle, and high school settings prior to admission to the internship. Admission into the first internship course (EDEL 550) requires successful completion of at least 24 semester hours of coursework. Admission into the second internship course (EDEL 560) requires successful completion of the first internship (EDEL 550). During the two-semester internship, candidates are required to complete a minimum of 107 clock hours in EDEL 550 and 108 clock hours in EDEL 560 for a total of 215 hours in an approved, supervised internship in a P-12 school.

The purpose of the internship is to provide a well-planned, "hands-on" learning experience for candidates that bridges the gap between pedagogy and practice. Candidates must make sense of what they have learned and connect the experiences in ways that lead to conceptual understanding of the roles and responsibilities of school administrators. Field and internship experiences are designed to accomplish one of two primary objectives. They may be designed to accomplish a specific task or project. Projects such as the revision of a district policy manual or handbook would be assessed on the scope of work and credit would be accorded as warranted. The project idea could be initiated by the candidate with the consent of the mentor administrator or educational agency seeking assistance on the task. Candidate learning would be task specific and include the requisite interpersonal skills needed to work effectively with the mentor administrator. Or, the internship can be designed to provide on-the-job training and experience. The focus would be to provide candidates with realistic job specific experiences that relate directly to the elementary,

middle/junior high, high school or postsecondary levels. Critically important to the success of the internship is proper planning and goal setting. This is followed by monitoring, possible goal modification and finally by evaluation and feedback.

The selection of the internship site and mentor is a collaborative effort between the candidate, the University faculty, and the on-site supervisor/mentor. Typically, the candidate initiates the process by identifying a tentative internship site which is discussed with the University faculty member teaching/supervising the internship classes. Once the placement and project are tentatively approved by faculty, the intern meets with the administrative mentor to share the proposal. All administrative mentors must meet the requirements specified in the previous section. Some modification may result from the discussion and preliminary contact with the mentor administrator regarding the project's feasibility and whether the administrator is willing to participate. If both agree, the candidate proceeds to develop a program contract or plan. Once the plan has been completed by the candidate and approved by the faculty member, a meeting with the candidate, administrative mentor and University faculty is scheduled. This group meets to review the candidate's plan and capstone project proposal in detail including the proposal, proposed time line, sign offs (candidate, administrator/mentor, University faculty) and a completed program contract. A monitoring schedule that is acceptable to all parties is discussed and finalized by the faculty member supervising the internship. Additionally, the evaluation criteria are clearly communicated and reviewed by all. Additionally, a mid-point meeting is scheduled (usually at the end of the first course) in addition to an exit conference at the completion of the second internship course. A grade for each internship class is assigned at the conclusion of each course and evaluation of all course tasks and requirements.

Candidates complete a minimum of 80 hours of field administrative experiences as part of four courses (EDEL 500, 570, 580, and 590) and 215 hours of administrative service during the two internship courses (EDEL 550 and 560). The internship courses must be taken in sequential order spread across two semesters or 8 calendar months. The candidates are expected to complete a minimum of 9-12 hours per week interning and have at least 215 hours after the second internship course. The field experiences are school-level and task specific per course, with a listing of the responsibilities candidates are required to experience for each of EDEL courses (500, 550, 570, 580, 590, and 560.) It is recognized that this represents a minimum level of experience, and that candidates should gain more experience whenever possible by working with the candidate's own site administrator to identify possible administrative duties the intern could assume.

The final grade is assigned at the end of each field/internship experience. The grade is based on input from the mentor administrator, the intern, and the

University supervisor, as well as the candidate's reflective journal and portfolio. Another key consideration during evaluation is the quality of interaction between the intern, the mentor administrator and other members of the school staff.

The primary purpose of the 215 hours of administrative internship for candidates is to prepare a new generation of leaders who will enter administrative positions as confident, capable and highly effective leaders who are experienced enough to make informed and thoughtful decisions regarding schools and the educational process. The internship program is specifically designed to meet the following objectives: 1)to provide hands-on experiences for potential school leaders that links theory to practice; 2)to apply current administrative knowledge, skills, and desired attitudes to develop new areas of expertise; 3)to provide a real-life setting for assessing the candidate's ability to perform the responsibilities and tasks associated with administration; 4) to provide service to the host school (educational environment) and the mentor administrator. During the internship, the candidate is expected to assist in significant and varied administrative responsibilities under the supervision of a mentor administrator. The goal is to develop the candidate's leadership and management abilities. Experiences include assisting with the observation and supervision of classroom teachers, curriculum development and evaluation of instructional programming, analyzing candidate achievement data with interventions, IEP planning and attending team meetings, school improvement planning, scheduling, budgeting, and technology development. The mentor administrator, University supervisor and candidate will work together to plan a series of meaningful activities and projects during the internship that will allow the fullest possible development of the candidate's knowledge and skill development.

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.)

EDEL Progression Sheet and Course Descriptions

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: Educational Leadership and Supervision		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>



2015-2016	72	20
2014-2015	86	29
2013-2014	67	4

(2) CAEP 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. (Please refer to the footnotes for clarification)

Faculty Member Name	Angle, Mark
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D. in Administration and Supervision, University of Virginia, 2002
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct Faculty
Faculty Rank <sup>(5)</sup>	Graduate Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, Association for Supervision and Curriculum Development, 2000 to present; Nominated for "Superintendents To Watch" Award, National School Public Relations Association, 2016-2017
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	District Superintendent, Douglas County School District, Days Creek, WA, 2015 to present; Assistant Professor of Education, Concord University, 2013-2015; Principal, Spanishburg Elementary, Mercer County, WV, 2011-2013; Principal, Amherst Elementary School, Amherst County, VA, 2003-2009; Principal, Cumberland County Elementary School, Cumberland County, VA, 2000-2004; Teacher, Virginia Public Schools, 1994-2000

Faculty Member Name	Barnes, Cheryl A.
Highest Degree, Field, & University <sup>(3)</sup>	Ph. D., Curriculum and Instruction/Technology, Virginia Polytechnic Institute and State University; Technology Cognate; MA in Educational Leadership and Supervision
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Associate Dean University Graduate Coordinator
Faculty Rank <sup>(5)</sup>	Professor of Education
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Responsible for HLC re-accreditation including the assurance argument and all exhibits, Member of the West Virginia Department of Education Program Review Board, 2013-Present, Consultant/Evaluator, Early Childhood Environmental Rating Scale; Early Language and Literacy Classroom Observation, WV Department of Education, 2003-Present
Teaching or other	Evaluator, Creative Curriculum, Pre K Classrooms, McDowell County Schools, WV, 2010-2011 (8 years) Facilitator, "Battle of the Books," Mercer County Schools, WV, 2007 (5 years) Presenter, ECERS/Policy 2525, Pre K Teachers, Mercer County Schools, WV, 2006 (1 year) Presenter, ECERS/Policy

professional experience in P-12 schools <sup>(9)</sup>	2525/Creative Curriculum, Pre K Teachers, Fayette County Schools, WV, 2005 (1 year) Consultant, ECERS/Creative Curriculum, Pre K Teachers, McDowell County Schools, WV 2003-Present Assistant to the Principal, Berlin McKinney Elementary, Wyoming County Schools, WV, 1992-1998 (6 years) Public school teacher, Wyoming County Schools, WV, 1978-1998 (20 years)
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Faculty Member Name	Butcher, Keith
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. in Educational Leadership, Marshall University, 2014
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct faculty in Educational Leadership and Supervision
Faculty Rank <sup>(5)</sup>	Graduate Adjunct Faculty
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Superintendent and Board Members Perceptions Regarding Preferred Leadership Behaviors for Superintendents in West Virginia, doctoral dissertation, 2014; Presenter, NCPEA Annual Conference, San Antonio, TX, August, 2009
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Superintendent, Nicholas County, WV, 2014-2016; Superintendent, Fayette County, WV, 2012-2014; Regional Education Service Agency (RESA I), Executive Director, Beckley, WV, 2007-2012; Executive Director, Office of Federal Programs and Accountability, West Virginia Department of Education, 2006-2007; Executive Director, Office of Instructional Services, West Virginia Department of Education, 2002-2006; Teacher, Nicholas and Braxton Counties, respectively, 1975-1998

Faculty Member Name	Druggish, Richard S.
Highest Degree, Field, & University <sup>(3)</sup>	Ph. D., Curriculum and Instruction - Literacy Education, Virginia Polytechnic Institute and State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Undergraduate and graduate faculty, supervision of student teachers Coordinator of Clinical Experiences
Faculty Rank <sup>(5)</sup>	Director of Teacher Education Coordinator of Clinical Experiences Master of Arts in Teaching (MAT) Program Coordinator Professor of Education
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Grant writer for Professional Development Schools Grant, WV 2005-2015 Grant writer and project director for two awarded WV ITQ Grants 2013 and 2104 Attended AACTE Conference (2014); CAEP Conference (2013, 2014, 2015); WV State PDS Conference (2012,13 and 14) Member WV High Quality Educator Stakeholder Committee, 2013-16 Presenter, National Professional Development Schools Conference, "A Partnership for Prosperity: Sharing Resources to Meet Students' Needs, Atlanta, GA 2015 Presenter, Conquering the Common Core Professional Workshop for Teachers, 2012 and 2013 Presenter, National Association of Professional Development Schools National Conference - "He Said/She Said: A PDS Partnership from Two Views", Daytona Beach, FL. Presenter, National Association of Professional Development Schools National Conference, 2012 - "Taking a Road Less Traveled, A Tale of Change in Teacher Education."
	WV Teacher Quality Partnership School Liaison and Local School Improvement Council member, Mercer Elementary, WV 2009-2016 WV State

Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Geography Bee judge 2013-present School Library Media Specialist, McDowell County Public Schools, WV 1986-1987 (1 year) High School English Teacher, McDowell County Public Schools, 1979-1985 (6 years) Presenter, "Writing Project: The 6+1 Traits of Writing, Mercer Elementary, WV, fall 2015 Judge, Social Studies Fair, Mercer County Public Schools, WV, 2000-2011 Judge, Battle of the Books, Mercer Elementary, WV, 2004-2011 Judge, Spelling Bee, Mercer Elementary, WV, 2008-2016 Judge, Regional Social Studies Fair, Regional Education Serve Agency I, 2009 Read Aloud WV, Mercer County Public Schools, WV, 2005-present
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Faculty Member Name	Liptak, Kathryn L.
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., Curriculum and Instruction with emphasis in Literacy, Virginia Polytechnic Institute and State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	CAEP Coordinator and M.Ed. and MAT Coordinator
Faculty Rank <sup>(5)</sup>	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	State Co-Chair, West Virginia Teacher Education Advisory Council (WVTEAC) 2016 to Present; ; International Literacy Association, Professional Standards and Ethics Project, May 2016-Present; Council for the Accreditation of Educator Preparation Site Visitor Training, 2016; Board Member for WV Regional Education Service Agency (RESA I), 2008-Present;
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Language Arts Teacher, Collins Middle School, Fayette County, WV, 1982-1985 (3 years) Second and Fourth Grade Teacher, Gatewood Elementary School, Fayette County, WV, 1980-1982 (2.5 years)

Faculty Member Name	Lyons, Robert
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., Teacher Leadership, Walden University, 2013
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Adjunct faculty in Educational Leadership and Supervision
Faculty Rank <sup>(5)</sup>	Graduate Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	2013/2014 Principals Leadership Academy, Charleston/Flatwoods/Morgantown, WV; Presenter, National High Schools that Work Conference, New Orleans, LA, 2012; 2012 Thinkfinity Award for Technology in the Classroom; 2011 RESA I Exemplary Educator Award
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Principal, Berlin-McKinney Elementary, Wyoming County, WV, 2015-Present; tAssistant Principal, Westside High School, Wyoming County, WV, 2012-2015; Teacher, Westside High School, Wyoming County, WV 2002-2012

Faculty Member Name	St. John, Santina
Highest Degree, Field, & University <sup>(3)</sup>	Ed. D., Educational Leadership, Walden University
Assignment: Indicate the	

role of the faculty member (4)	Graduate faculty, Supervisor of EDEL interns, Teacher in Residence Coordinator
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member, Concord University Division of Education, Scholarship Committee, 2012-Present Member, WVDE State Leadership Stakeholder Committee, 2016-2016. Reviewer, Curriculum Analysis Report, West Virginia Department of Education, 2015. Member, LSIC Committee for two schools in Mercer County, WV, 2015-Present
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	School Principal, Mercer County Schools, WV (6 years) Dean of Students, Mercer County Schools, WV (2 years) School Psychologist (1 year) Public School Teacher (14 years)

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

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) For example, 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, in-service 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 ELCC 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)	PRAXIS II- Educational Administration: Administration and Supervision	State Licensure Test	Prior to Licensure
Assessment #2: Assessment of content knowledge in educational leadership (required)	Content Knowledge Exam	Essay	Before beginning internship
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)	School-wide Discipline	Portfolio project	EDEL 500
Assessment #4: Assessment that demonstrates candidates' leadership skills through school-level internship/clinical practice settings.	Internship Field Experience	Internship, Evaluation, Journals, and Logs	EDEL 560
Assessment #5: Assessment of ability to support student learning and development (required)	Capstone Action Research Project	Action research	During the 2 internship courses- EDEL 550 and 560

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)	Strategic Plan Project	Portfolio project	EDEL 570
Assessment #7: Additional assessment that addresses ELCC standards (optional)	School Improvement Plan	Portfolio Project	EDEL 590
Assessment #8: Additional assessment that addresses ELCC standards (optional)			

(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.

- 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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.								

- 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.								

- 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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, scoring guides/rubrics 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/rubrics 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 than 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 CAEP 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/rubric 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/rubrics 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. Please name files as directed in the guidelines for preparing a SPA Program Report found on the CAEP website at: <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedure>

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-PRAXIS Exam Spring 2017

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 Content Knowledge Exam Spring 2017

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 School-Wide Discipline Plan Spring 2017

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 Internship Evaluation Spring 2017

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 School Leadership Skills Spring 2017

Assessment 5 Capstone Action Research Project Spring 2017

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 ELCC Strategic Plan Spring 2017

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 School Improvement Plan Spring 2017

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

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve 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)

Concord University offers the M.Ed. in Educational Leadership and Supervision (EDEL) that leads to West Virginia licensure as a principal and/or supervisor in grades Pre-K-12. The EPP uses a variety of assessments to measure the overall effectiveness of the graduate program, EDEL program, and the success of our advanced candidates. The assessment points for both the EPP and the EDEL program begin with the candidates' admission to the university and progress through the 12 hours of core content required of every graduate student, as well as the 24 hours of EDEL content specialization course work. The EDEL program culminates with a two-semester internship/capstone experience where candidates complete extensive clinical experience and an action research project. All M.Ed. candidates, including the EDEL candidates, must demonstrate the dispositions necessary to be effective teachers and leaders. The graduate program assesses dispositions at admission to the program and at the completion of the internship. EDEL candidates must also pass a comprehensive exam in order to be admitted to the first internship course. At the completion of the program, EDEL candidates must complete an Exit Survey (evaluation) of the program.

A semester after graduation, follow-ups and exit surveys are sent to EDEL graduates to complete. The EPP's assessments and the EDEL assessments are interconnected so that the assessments for the EDEL program feed into the EPP's assessment system and provide faculty with programmatic information, as well as specific information about how our EDEL candidates are performing on specific assessments. The overall EPP assessments and the EDEL program assessments provide us with an overall "snapshot" of the success and/or shortcomings of the graduate program, as well as the EDEL program. This, in turn, enables faculty to identify strengths/weaknesses and make changes to specific programs or to the overall graduate program.

### Content Knowledge

Graduates of Concord University's EDEL program have a reputation of being competent and well prepared to serve as leaders in the public schools. Our candidates have taken a minimum of 24 hours in content specific coursework and have an overall G.P.A. of 3.0 or better. EDEL candidates have a 100% pass rate on PRAXIS II for the last three years. Data from the follow-up survey of graduates indicate that the majority of our EDEL graduates are employed as

principals or as supervisors for school districts in West Virginia and Virginia.

The EDEL candidates demonstrate strong content area knowledge as assessed through the PRAXIS II, Educational Leadership Administration and Supervision Content Assessment test (5411), the achievement of the required 3.0 G.P.A. in the M.Ed. program, as well as content knowledge documented/evaluated on the comprehensive content exam that all EDEL candidates must successfully pass prior to admission to the first internship experience.

In examining the data, we are pleased that our candidates know their content and combine it effectively and appropriately with pedagogy to facilitate P-12 students' learning and knowledge. Candidates in the EDEL program have had a 100% pass rate on PRAXIS II for the last three years. Additionally, EDEL candidates have a mean score of 2.93 (out of a possible 3 points) on the comprehensive content exam. We believe that Assessments 1 and 2 will continue to provide the EDEL program with informative data about our program and our EDEL candidates.

#### Professional and Pedagogical Knowledge, Skill, and Dispositions

EDEL candidates have a variety of opportunities to develop professional and pedagogical knowledge, skills, and dispositions across the sequentially organized courses and during the internship experiences that are embedded throughout the EDEL program. Candidates have opportunities to observe and participate in variety of professional activities at each level (elementary, middle, and secondary) and in a variety of settings (e.g., Social Services, district offices, DHHR, etc.). Specific course and field-based requirements also afford EDEL candidates with opportunities to communicate with teachers, other professionals, and parents. Data indicate that EDEL candidates have an overall mean score of 2.86 (out of a possible 3) on the Internship Evaluation. Additionally, EDEL candidates have an overall mean score of 2.86 out of possible high score of 3.0 on portfolio artifacts such as the School Improvement Plan and an overall mean score of 2.93 out of a possible 3 points on the School-wide Discipline Project. The triangulation of data from content assessments and content/pedagogical assessments document that our EDEL candidates are well-prepared.

While we work hard to provide quality classes and internship experiences, we know that schools at all levels (i.e., elementary, middle, and secondary) are organized differently and different internship experiences offer a variety of experiences for our EDEL candidates. Anecdotal evidence from internship journals and logs in the EDEL program provide faculty with an opportunity to provide one on-one training/mentoring for public school principals so that they understand and provide the experiences the EDEL candidates need to be successful. Since the last SPA report, the EDEL faculty revised the field experience hours and spread them across five courses rather than three. The program faculty revised the internship handbook to delineate specific

programmatic levels for each of the course- embedded clinical experiences and identified the types of tasks/activities EDEL candidates must complete. Faculty provide onsite visits and interviews with the interns and their principals to discuss the interns' progress as well as evaluate the quality of the internship setting. During the last three years, 100% of the interns have been successful in their two-semester-long placements and on-site visits of EDEL faculty have confirmed the effectiveness of the placements.

### Effects on Student Learning and on Creating Environments that Support Learning

Data from the EDEL Capstone Research Project are very positive and suggest that the program prepares graduates to be effective school leaders who can positively impact student learning at all levels. With a mean of mean score of 2.90 out of a possible 3.0, evidence indicates that candidates can identify, research, set goals, and maximize resources to facilitate P-12 students' learning.

In summary, the data have revealed a great deal about the EDEL program and our candidates. Changes to the EDEL program have been based on evaluative data as we have worked for the last few years to refine the program and document what our candidates know and are able to do. Data driven decisions and changes to the program have resulted in a "work in progress" as we have undertaken this developing program, piloted assessments, reflected/evaluated, implemented changes, and started the process again. We have been involved in much collaboration with regional education agencies and county superintendents to initiate EDEL courses that will lead to certification to other regions of the state that are having difficulty finding certified administrators. This collaborative effort is further enhanced by shared staff development practices between the county board office, public school employees, and our EDEL candidates.

## 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 CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

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 CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)



**Please click "Next"**

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