

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

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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

**COVER SHEET**

**1. Institution Name**

National Louis University

**2. State**

Illinois

**3. Date submitted**

MM DD YYYY

09 / 13 / 2016

**4. Report Preparer's Information:**

Name of Preparer:	
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**6. Name of institution's program**

Administration and Supervision

**7. NCATE Category**

Educational Leadership-Principal

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

PreK - 12 Leadership

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

**9. Program Type**

- Other School Personnel
- Unspecified

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

**11. Is this program offered at more than one site?**

- Yes
- No

**12. If your answer is "yes" to above question, list the sites at which the program is offered**

Illinois, Wisconsin and Florida

**13. Title of the state license for which candidates are prepared**

Principal License

**14. Program report status:**

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

**15. Is your unit seeking**

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

**16. State Licensure requirement for national recognition:**

**NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**

- Yes
- No

**SECTION I - CONTEXT**

**1. Description of any state or institutional policies that may influence the application of ELCC standards. (Response limited to 4,000 characters)**

The National-Louis School Educational Leadership Program (EDL) is housed in the National College of Education (NCE) at National Louis University. NCE was founded more than 100 years ago by Elizabeth Harrison to prepare kindergarten teachers and who is widely acknowledged as one of the nation's leaders in bringing kindergarten classrooms to be part of universal practice in American schools. Building on the progressive tradition of Chicago's John Dewey, NCE quickly became a broader teacher education institution and subsequently a multi-discipline comprehensive university with undergraduate and graduate programs. National Louis University now has campuses in 3 states, Illinois, Wisconsin and Florida. The EDL Program is currently operating in all three states.

The knowledge, skill and disposition base of the Educational Leadership Programs (EDL) has always been grounded in best professional practices and the expectations identified by both school districts and professional organizations. The EDL programs link research and theory to practice. Currently, the knowledge, skills and dispositions that are aligned to the standards set forth by the Educational Leadership Constituent Council (ELCC), Interstate School Leaders Licensure Consortium (ISLLC) Standards of 2008, Content Area Standards for Educators (Principal 29.120, the Wisconsin PI 34.03 Administrator Standards and the Florida William C. Golden principal competencies along with the National College of Education (NCE) Framework from National-Louis University [Appendices A and B].

The process of addressing these various standards, especially across three different states, has increased the faculty dialogue and honed our focus on the required elements of the program. The EDL Department has successfully integrated all reforms into the work of all three states; in other words, if one state has a lower standard in a particular area, then candidates from all three states must meet the highest state standard level.

During the M.Ed program candidates are working toward their principal certification. The candidates are in the program for 18 months and participate in 6 terms of coursework with their internship integrated into each course. All of the courses are delivered in a cohort model. The majority of the candidates work through the program with the same group of individuals. Cohorts are spread across Wisconsin, Illinois

and Florida. Some cohorts meet at the university locations while others are held in school settings. Candidates who currently hold a M.Ed may choose to work toward a Ed.S., Education Specialist, degree. The course of study is the same for both programs.

**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)**

The Administration and Supervision internship requires candidates to engage in authentic leadership at the school building level. The internship requires candidates to apply theoretical and empirical knowledge to solve practical administrative problems and to transform learning environments. In consultation with the clinical supervisor and a site sponsor, the candidates participate in an extensive internship that involves practice and demonstrates the candidate's competency in all ISLLC 2008 Standards and mastery of the 36 competencies used by successful principals as outlined by the Southern Regional Education Board (SREB). The National Louis University Administration and Supervision Program internship is designed to provide candidates with "real life" leadership experience and opportunities to observe, participate, and engage in the kinds of activities that leaders can expect to encounter in formal leadership positions. The internship reflects a wide variety of leadership experiences at different grade levels, types of schools, locations of schools, etc. Internship activities are opportunities to discover, develop, and improve areas of strength and weakness. Ideally, internship activities should take candidates out of their comfort zones. The records of the internship should reflect growth and a willingness to take on roles of increasing responsibility throughout the course of the program.

For both the candidate and NLU, tracking the growth in leadership skills over the course of the degree program is a critical component of the internship. Candidates are expected, over time within the internship, to become increasingly responsible for leading, facilitating, managing, supervising, and making decisions typical of those made by administrators at the building level. The level of responsibility and breadth of activity increases over the course of the internship. Throughout the internship, candidates experience various contexts and cultures; therefore, the internship experience includes multiple settings, as well as incorporates leadership activities with appropriate community and service organizations.

Interns are required to keep meticulous notes, annotations, and critical reflections of all their work. In particular, they are required to demonstrate significant experience and competency on internship charts/logs (Appendix M and N). Site mentors and faculty supervisors help the candidates plan appropriate activities, implement the activities and assess the candidates' accomplishment in the following areas:

- Instructional supervision in elementary including early childhood, middle, and high schools.
- Instructional supervision in general education, special education, bilingual/second language classrooms, and gifted classrooms at all of the above-mentioned levels.
- Engagement in the hiring, supervision, and evaluation of teachers, certified staff, and noncertified staff.
- Development, oversight, and evaluation of professional development plans for teachers.
- Leadership in the use of student, classroom, and school-level data.
- Participation in a School Improvement Planning process.
- Involvement in analysis of school budget process and resource allocation to meet specific needs, including low-income students, students with disabilities, ELL and gifted students

In Illinois, candidates must demonstrate achievement of the 36 competencies outlined in the "The Principal Internship: How Can We Get It Right?" (Southern Regional Education Board, 2005). This is to ensure that they, the candidates, have significant leadership experiences in all of the critical areas: school improvement planning, teacher evaluation, resource management, early childhood, elementary, middle and high school as well as with English Language Learners, gifted students and students with disabilities. In Florida and Wisconsin, the candidates complete 300 hours of internship across the six ISLLC standards. In all three states the internship focuses on real work experience as outlined in the ELCC standards 7.1, 7.2 and 7.3.

**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.)**

Appendix C Course Schedule.docx	Appendix A Alignment to NCE Outcomes.docx
Appendix B: Alignment to Program Outcomes	Appendix D: Course Overviews
Appendix L: State of Illinois Detailed Test Framework	Appendix M: Wisconsin and Florida Internship Logs
Appendix N: Illinois Internship Logs	Appendix O: Illinois Internship Handbook
Appendix P: Illinois Internship Assessments and Rubrics I	Appendix Q: Illinois Internship Assessments and Rubrics II

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: Masters in Administration and Supervision and Educational Specialist in Administration and Supervision Illinois		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2015-2016	130	43
2014-2015	108	45
2013-2014	128	76

Program: Masters in Administration and Supervision and Educational Specialist in Administration and Supervision Wisconsin		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2015-2016	67	48
2014-2015	148	49
2013-2014	120	42

Program: Masters in Administration and Supervision and Educational Specialist in Administration and Supervision Florida		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2015-2016	171	43
2014-2015	134	58
2013-2014	125	45

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

## 6. Faculty Information

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

Faculty Member Name	Azcoitia, Carlos
Highest Degree, Field, & University <sup>(3)</sup>	Doctorate in Education Leadership and Educational Policy Northern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Educational Leadership MEd and EdD
Faculty Rank <sup>(5)</sup>	Distinguished Professor of Practice
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>	Appointed Board Member in Chicago Public Schools, Presentations at National and Global Forums, Forthcoming publication of book on Community School Leadership
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Classroom teacher in Middle Grades 9years Principal 10 years Deputy Chief of Education Chicago Public Schools

Faculty Member Name	Brunswick, Jay
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Curriculum and Instruction, Loyola University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Supervised administrative internships for those getting their Masters in Ed Leadership
Faculty Rank <sup>(5)</sup>	Adjunct - Internship supervisor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service	None

(7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	2005-07 Assistant Superintendent 1993-2005 Elementary(PK-8) Principal, 1972-1993 Middle School Social Studies teacher

Faculty Member Name	Buckman, Daniel C.
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D. Educational Doctorate / Educational Leadership University Of Central Florida
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Public School District Instructional Curriculum Coach Reading Recovery Teacher Leader Public School District Literacy Intervention Coach
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. NLU Senate Chair-current 2. 6-21-16 Leadership Development for State of Florida Adult Education School Leaders: Understanding Yourself In The Eyes Of Those You Lead 3. 6-1-2016 Bishop Moore HS PD for faculty: Critical Friends Groups 4. 10-20-2015 Bishop Moore HS PD for faculty: The Journey to GREAT Teaching & Learning
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	30 years in Public Schools: 1. Biology Teacher 10 years 2. Assistant and Principal-14 years 3. Associate Superintendent-6 years

Faculty Member Name	Burg, Carol A.
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. in Higher Education Administration with cognate in Educational Leadership, University of South Florida
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	EDD in EDL MEd / EdS in EDL MEd in TLA
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Burg, C.A. and Carrier, S. I. (2016, August). Preparing Urban School Leaders in Chronically Low-performing Schools. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Detroit, Michigan. Burg, C.A. (2015, September). Good Mentors / Bad Mentors and Good Mentees / Bad Mentees: Perspectives From Mentors. Paper presented at the annual meeting of the British Educational Research Association, Queen s University Belfast, Northern Ireland, U.K. Burg, C.A. (2014, September). Good Synergy and Bad Synergy: The Mentor s Perspective. Paper presented at the annual meeting of the British Educational Research Association, University of London, London, U.K.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Music teacher, Sarasota FL public schools.

Faculty Member Name	Carrier, Stuart
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Curriculum & Instruction, University of South Florida
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	M.Ed. in Administration & Supervision and Teacher Leadership Ed.S. in Administration & Supervision Ed.D. in Educational Leadership M.Ed. in TLA with a major in Teacher Leadership Educational Foundations & Inquiry
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Professional development workshops for teacher leaders. 2. Principal pipeline research in partnership with Florida and Illinois school districts and the Wallace Foundation. 3. Collaborative curriculum development in school, district, and postsecondary leadership with school districts and universities.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Teaching at secondary ed level in language arts, grades 10, 11, 12 2. Service on school district advisory councils and task groups. 3. Visits to schools in support of masters, EdS, and doctoral candidate research projects.

Faculty Member Name	Chesner, Geri
Highest Degree, Field, & University <sup>(3)</sup>	PhD. Urban Education, University of Wisconsin-Milwaukee
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	TLA, EDL, Reading
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	International Visual Literacy Association (IVLA) Board member and secretary, Article: Impact on P-12 Student Learning: Perspectives from Multiple Stakeholders Teacher Education Program, National College of Education), Presenter: Expanding Visual and Viewing Abilities of Young Children, International Visual Literacy Association Conference, Toledo, OH, November 2014
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Milwaukee Public Schools - 38th Street School, HiMount School, Various consulting positions at Milwaukee area schools

Faculty Member Name	Ehiorobo, Terry
Highest Degree, Field, & University <sup>(3)</sup>	EdS in Administration, National-Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Ed leadership, special education
Faculty Rank <sup>(5)</sup>	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>	Published two articles
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	14 K-12 administration

Faculty Member Name	Elkordy, Angela
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Ed. Leadership with Instructional Technologies cognate, Eastern Michigan University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Educational Psychl. NCE GR Illinois teaching foundation or core courses (i.e. ESR 505, EPS 541), there are several -
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>	Emerging Leaders program NLU, publishing (2 articles), service - reviewer for AERA, ISTE and NCPEA
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	School principal (K-8) 2 years Director of Libraries and Instructional Resources (pre-K-12), 7 years Technology teacher (preK-HS), 2 years

Faculty Member Name	Fitzpatrick, James
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Educational Administration, University of Wisconsin-Madison
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Educational Leadership
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>	1) have written guest columns in a regional newspaper focusing on issues related to Wisconsin's public schools. ( scholarly) 2) supervised the Doctoral and Masters internship programs as the Wisconsin program closed out. I was responsible for picking up the supervision duties for many interns after faculty left and NLU ( leadership ). Recently worked with Harry Ross in establishing a partnership with the archdiocese of Chicago. 3) I remain an active member in the Fort Atkinson Rotary club. I have been a co-chai of several fundraising efforts to support projects in the community.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Superintendent of Schools PreK-12 School District. 2. High School Principal (3 different districts-- rural, suburban, and urban) 3. history teacher and coach back in the late 70s

Faculty Member Name	Gibson, Harrington
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Learning and Teaching, Harvard Graduate School of Education
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	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>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Designed a study documenting the pedagogy and instruction of four teachers across grade levels (Headstart, third grade, middle school (Reading/Language Arts and High School (English/Language Arts)

Faculty Member Name	Gunther, Vicki
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Educational Administration, Northwestern University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Educational Leadership Doctoral Program
Faculty Rank <sup>(5)</sup>	Adjunct (formerly tenure and rank of Associate Professor in 2013, retired from full time position 2014)
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>	Co-authored book, Strategic Communications for School Leaders, Rowman Littlefield, 2011 Served as a Principal Leadership Coach for Consortia for Educational Change (CEC) - 2013-2014 Served on EDL Search Committee, 2014
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	K-8 Principal, Chicago Public Schools 6-8 Middle School Principal, Skokie District Superintendent, Skokie

Faculty Member Name	Lubelfeld, Michael
Highest Degree, Field, & University <sup>(3)</sup>	EdD Loyola University Chicago Curriculum & Instruction
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Educational Leadership NCE multiple courses EDL 524 525 526 527 570 571
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input type="radio"/> 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>	Advisory Board Member AASA Digital Consortium Published in Journal of Scholarship & Practice Summer 2016 Co directed IASA Aspiring Superintendent Academy 2016
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Superintendent of Schools Deerfield Public Schools District 109 Superintendent Pennoyer School District 79 Teacher and administrator North Shore School District 112

Faculty Member Name	McDaniel-Hall, Gloria
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D. Ed Leadership Concordia University, River Forest
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Ed Leadership
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input type="radio"/> 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>	ASCD PDK Chicago Leadership Collaborative (CLC)
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Teacher - Chicago Public Schools Principal - Chicago International Charter Schools Director of School Quality - National Heritage Academies

Faculty Member Name	McDonald, Elizabeth T.
Highest Degree, Field, & University <sup>(3)</sup>	Doctorate in Educational Leadership from National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	EDL Doctoral - I work with students who are completing their doctoral dissertations and their internship hours.
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input type="radio"/> 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>	I have co-chaired administrators academies for the Illinois State Board of Education
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	School District Superintendent Building Principal Dean of Students

Faculty Member Name	Minor, Elizabeth
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Sociology, University of Notre Dame
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	EDL
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input type="radio"/> 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>	Covay Minor, Elizabeth, Laura Desimone, Jade Caines Lee, & Eric Hochberg. 2016. Insights on How to Shape Teacher Learning Policy: The Role of Teacher Content Knowledge in Explaining Differential Effects of Professional Development. Education Policy Analysis Archives 24(60). Covay Minor, Elizabeth. 2016. Racial Differences in Math Test Scores for Advanced Math Students. The High School Journal 99(3). Covay Minor, Elizabeth. 2016. Classroom Composition and Racial Differences in Opportunities to Learn Journal of Education for Students Placed At-Risk 20:238-262.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	N/A

Faculty Member Name	Monson-Lasswell, Linell
Highest Degree, Field, & University <sup>(3)</sup>	EdD in Educational Leadership, National-Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Educational Leadership
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>	Serve as communication Liaison for Illinois ASCD
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	I was a public school teacher and administrator for 33 years. Twenty years as a secondary math instructor, six as a mathematics coordinator and seven as an Assistant Superintendent for Curriculum/Instruction. Facilitation of Strategic Planning for North Boone, Rockford, and Harlem Public Schools; Curriculum Development for DeKalb Public Schools; Provided Training on Implementation of the Math Common Core for DeKalb Public Schools and Regional Office of Educational

Faculty Member Name	Moxley, Dale
Highest Degree, Field, & University <sup>(3)</sup>	EdD in Educational Leadership, University of Central Florida
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	EDL
Faculty Rank <sup>(5)</sup>	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>	ASCD
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Elementary School Pre-K - 5 Middle School 6-8 High School 9-12

Faculty Member Name	Riley, Rosita C.
Highest Degree, Field, & University <sup>(3)</sup>	Doctoral degree in Educational Leadership (Ed.D.) from Nova Southeastern University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	EDL - I have taught all of the Masters and Specialist classes in the NCE, except EDL 573.
Faculty Rank <sup>(5)</sup>	Professional Adjunct Lecturer (PAL) Florida
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>	I also serve as the Chief Executive Director of Academic Services at Hope Academy, Inc. This is a private school for students 6-12. I mentor, at no cost, to aspiring school leaders, provide seminars on the mock interview process, and provide guidance and wise counsel to those in need.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	I have taught at the elementary level for approximately 13 years. I have been a resource teacher, assistant principal, principal, executive area director, and area superintendent for 36 schools prior to my retirement in Orange County Public Schools (OCPS) in 2011. I served 32.5 years in the OCPS.

Faculty Member Name	Smith, Jay
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Educational Administration, Vanderbilt University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct 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>	none
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Retired from public education.

Faculty Member Name	Stringer, Sandra
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D. Education Leadership National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	EDL
Faculty Rank <sup>(5)</sup>	
Tenure Track	
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>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	



Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input type="radio"/> 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>	N/A
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Asst. Supt, principal, Assoc. Supt.

Faculty Member Name	Tardrew, Karen
Highest Degree, Field, & University <sup>(3)</sup>	EdD in Instructional Leadership, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	TLA TL EDL EDL DOC
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="radio"/> 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>	President of IVLA AERA Holistic SIG Secretary & Membership chair Paper presentations at IVLA and AERA
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Action research & dissertation supervision for Masters & EDD students

Faculty Member Name	Weston, Norman
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Curriculum Design, University of Illinois at Chicago
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Educational Leadership Doctoral Program
Faculty Rank <sup>(5)</sup>	Emeritus Professor Adjunct Instructor
Tenure Track	<input checked="" type="radio"/> 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, Editorial Board, Concept Schools 2nd Annual International Conference on Education, 2014 Panel Discussion Moderator, Concept Talks: Best Practices in K-16 Education in Finland and Korea, 2014 Evaluator, Arts Communities Engaging Students Project (ACES), Chicago Public Schools, 2015
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Elementary teacher Research Advisor, Illinois Alliance for Achievement Network Evaluator, Pilsen & Little Village Arts and Education Collaborative, Chicago Public Schools

Faculty Member Name	Widergren, Lu Ann
Highest Degree, Field, & University <sup>(3)</sup>	Ed.S. in Educational Leadership from Northern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	EDL
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input type="radio"/> 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>	Assisting school districts designated by ISBE as priority or focus school districts through Illinois Center for School Improvement while as an organization participating and leading professional development to better assist the school districts.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Principal District Director in Curriculum/Assessments Illinois Center for School Improvement - District Assistance Team

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as 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) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the 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 <sup>(10)</sup>	Type or Form of Assessment <sup>(11)</sup>	When the Assessment Is Administered <sup>(12)</sup>
Assessment #1: Licensure assessment, or other content-based assessment (required)	State of Illinois Principal Test 195, 196  State of Florida FELE exam  Wisconsin submission of an electronic portfolio providing evidence of proficiency in Wisconsin Administrator Standards	State tests  Portfolio	Near the end of the program
Assessment #2: Assessment of content knowledge in educational leadership (required)	School Improvement Case Study - EDL 572	Case Study - Narrative paper	End of program
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)	Video Case Study - EDL 572	Case Study - Narrative paper	End of program
Assessment #4: Assessment that demonstrates candidates' leadership skills through school- level internship/clinical practice settings.	Internship	Work experiences in school settings with logs, reflections and artifact submission	Wisconsin and Florida Terms 1-6  Illinois Terms 2-6 or 2-7 for MED candidates
Assessment #5: Assessment of ability to support student learning and development (required)	Mock interview - EDL 572 and Action Research Project - EDL 573	Oral examination  Action Research Project - Narrative paper	End of Program
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)	Mock Interview - EDL 572 Case Study on School Consolidation - EDL 571  School Improvement Case Study, EDL 572	Oral examination  Case Study - Narrative paper  Case Study - Narrative paper	End of Program  Middle of Program  End of Program

Assessment #7: Additional assessment that addresses ELCC standards (optional)	Dispositions Assessment  SIP Case Study	Candidate self reflection and faculty assessment  Case Study - Narrative paper	Beginning, middle and end of program  End of program
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.

**1. Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.**

#1 #2 #3 #4 #5 #6 #7 #8

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.								
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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.								

**2. Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.**

#1 #2 #3 #4 #5 #6 #7 #8

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.								
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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.								

**3. Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.**

#1 #2 #3 #4 #5 #6 #7 #8

3.1 Candidates understand and can monitor and evaluate school management and operational systems.								
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.								
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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.								

with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

#1 #2 #3 #4 #5 #6 #7 #8

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.								
4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.								
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	✓					✓		
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.								

**5. Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.**

#1 #2 #3 #4 #5 #6 #7 #8

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.								
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.								
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.		✓			✓		✓	
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.								
5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.								

**6. Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.**

#1 #2 #3 #4 #5 #6 #7 #8

6.1 Candidates understand and can advocate for school students, families, and caregivers.								
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	✓		✓			✓		
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.								

**7. Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.**

**7.1 Substantial Field and Clinical Internship Experience:** The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. Information should be provided in Section IV, Assessment 4 to address this standard.

**7.2 Sustained Internship Experience:** Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment. Information should be provided in Section I (Context), question 2, to address this standard.

**7.3 Qualified On-Site Mentor:** An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Information should be provided in Section I (Context), question 2, to address this standard.

## SECTION IV - EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the

concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather 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 NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
  - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
  - c. A brief analysis of the data findings;
  - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**1. State licensure tests or professional examinations of content knowledge. ELCC standards addressed in this entry could include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)**

**Provide assessment information as outlined in the directions for Section IV**

Appendix E Assessment 1 Content Knowledge I.docx

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**

Appendix F Assessment 2 Content Knowledge II.docx

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.

Appendix G Assessment 3 Leadership in Instruction and PD.docx

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.

Appendix H Assessment 4 Internship Professional Work Experiences.docx

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

Appendix I Assessment 5 Leading Student Learning.docx

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

Appendix J Assessment 6 Management and School Community Relations.docx

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

Appendix K Assessment of Candidate Dispositions.docx

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)**

#### Content Knowledge

Overall our analysis of assessment results lead us to conclude that our candidates are generally well prepared to move into leadership roles in the schools. The weakest areas identified in faculty analysis of assessment results were in school operations and school law. The department has taken steps to include additional learning opportunities for mastery of these topics during the 2015-16 school year and the instructors for the school law course were changed. The 2015-16 data indicates that candidates were beginning to be more successful in the area of school operations.

We have found, both through this data and through our conversations with practicing educational leaders that content knowledge of the educational system is necessary to maneuver through the complicated regulations, political demands and practices. The content knowledge components of our data demonstrate that our candidates are performing quite well in the current system. We have used and will continue to use this assessment data to guide us in thinking strategically about the range of educational pedagogy and knowledge important for educational leaders in the coming decades to best serve our students and the students in the schools they serve.

#### Professional and Pedagogical Knowledge

Our candidates also demonstrated effective preparation in their pedagogical knowledge of instruction as indicated on the Video Case Studies. Given the changes to the teacher evaluation system in Illinois and Florida, this is a positive trend. In Illinois, candidates are now required to pass the Teacher Evaluation modules from the State of Illinois before beginning their internship. In both Florida and Illinois the courses are designed around effective teaching frameworks, Marzano and Danielson, so candidates will be well prepared for their work in the field. In the past diversity was a concern of the department in this area. With the addition of the course, Leading Diverse Schools, candidates seem to be more aware and sensitive to diversity.

#### Student Learning

In the area of student learning, our partnership group scored the lowest in the area of supervising effective instruction while the mean score was proficient in all the other areas and across all three states. One item to note was that there were some discrepancies in the scoring across the states. As a department we are committed to improve our scoring and eliminate grade inflation by doing some inter-rater scoring of the key assessments across the state boundaries. Instruction in the area of supervision of effective instruction will be reviewed and strengthened for any new partnership cohorts.

### **SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY**

**1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>**

**For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx>**

**(Response limited to 24,000 characters.)**

**Please click "Next"**

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