NATIONAL RECOGNITION REPORT
Preparation of Educational Leaders (2011 Standards)
School Building Level

COVER PAGE

Name of Institution

Southern Wesleyan University, SC

Date of Review

MM   DD   YYYY

02   /   01   /   2013

This report is in response to a(n):

⌿ Initial Review

⌿ Revised Report

⌿ Response to Conditions Report

Program(s) Covered by this Review

Master of Administration and Supervision

Grade Level[1]

K-12

_____

(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 NCATE recognition of the program(s):

- jn Nationally recognized
- jn Nationally recognized with conditions
- jn Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds an 80% pass rate on state licensure exams:

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

Comments, if necessary, concerning Test Results:

Cohorts have not taken the Praxis II test yet.

Summary of Strengths:

Not able to determine at this time.

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
jn	jn	jn

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
jn	jn	jn

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:

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:

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:

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

jn   jn   jn

Comment:

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

jn   jn   jn

Comment:

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

jn   jn   jn

Comment:

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

jn   jn   jn

Comment:

See comments in Part C.

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

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

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

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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

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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

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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

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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

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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

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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

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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

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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

jn   jn   jn

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

jn   jn   jn

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

jn   jn   jn

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

jn   jn   jn

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

jn   jn   jn

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

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Comment:

See comments in Part C.

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

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Comment:

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

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Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidate knowledge of content

Candidates' knowledge is addressed by assessments #1 (Praxis), #2 (GPA) and #8. However, the program is new; except for some courses, there are no results yet for the three assessments. NCATE expects data to be provided for two applications of the assessment instrument.

Assessment #1: Praxis Exam. Not able to determine at this time. No data results were submitted.

Assessment #2: Course Grades. The alignment chart does not provide enough specific information about what is taught in the courses listed that relates to the ELCC standards referenced. Please provide more specific information in the third column of the alignment chart to show alignment with the concepts outlined in the standard elements listed.

Assessment #6: School Improvement Plan. The assessment description is too brief to see what candidate expectations are for completing the assessment and how they relate to the ELCC standards listed in the

first column of the scoring rubric. The scoring rubric is well-aligned to the ELCC standards but does not seem to measure candidate mastery on the assessment assignment. The evaluative criteria within the levels of rubric are well-aligned to the indicators outlined for each of the standard elements. Two applications of data were not submitted for this assessment.

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

Assessment #3: Curriculum Redesign Project. The assessment description is too brief to see what candidate expectations are for completing the assessment and how they relate to the ELCC standards listed in the first column of the scoring rubric. The scoring rubric does not measure candidate mastery on the assessment description activities. The evaluative criteria within the levels of rubric do not align to a majority of indicators outlined for each ELCC standard element. Two applications of data were not submitted for all campuses listed in this report.

Assessment #4: Internship. No specific internship activities were listed for this assessment. The assessment description is too brief to see what candidate expectations are for completing the internship/field experience and how they relate to the ELCC standards listed in the first column of the scoring rubric. The scoring rubric is well-aligned to the ELCC standards but does not seem to measure candidate mastery on any internship/field experience activity. The evaluative criteria within the levels of rubric do not align to a majority of indicators outlined for each ELCC standard element. Two applications of data were not submitted for all campuses listed in this report.

Assessment #7: Action Research. The assessment description is too brief to see what candidate expectations are for completing the assessment and how they relate to the ELCC standards listed in the first column of the scoring rubric. The scoring rubric does not measure candidate mastery on the assessment description activities. The evaluative criteria within the levels of rubric do not align to a majority of indicators outlined for each ELCC standard element. No data are provided.

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

For assessment #5: Community Survey. It is not clear how this assessment will adequately measure candidates' leadership skills in creating a supportive P-12 student learning environment. The assessment states: "Candidates will develop a community needs survey using a Likert Scale to determine how the school can best meet the needs of the school population. The candidate must develop the survey, administer it, and analyze the results." The assessment description is too brief to see what candidate expectations are for completing the assessment and how they relate to the ELCC standards listed in the first column of the scoring rubric. The scoring rubric does not measure candidate mastery on the assessment description activities. The evaluative criteria within the levels of rubric do not align to a majority of indicators outlined for each ELCC standard element. No data results were submitted.

Assessment #8: Ethical Essay. The assessment description is too brief to see what candidate expectations are for completing the assessment and how they relate to the ELCC standards listed in the first column of the scoring rubric. The scoring rubric does not measure candidate mastery on the assessment description activities. The evaluative criteria within the levels of rubric do not align to a majority of indicators outlined for each ELCC standard element. Two applications of data were not submitted for all campuses listed in this report.

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)

No evidence yet. Most of the assessments have not been implemented.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Field experiences are not clear.

PART F - ADDITIONAL COMMENTS

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

None

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

PART G - DECISIONS

Please select final decision:

ⓘ **National Recognition with Conditions**. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM	DD	YYYY
02	01	2015

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted in accordance with the instructions below. The program has **up to two opportunities** to address conditions. If the program is submitting a Response to Conditions Report **for the first time**, the possible deadlines for submitting that report are 3/15/13, 9/15/13, 3/15/14, or 9/15/14. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 3/15/14 submission deadline; however, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

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
09	15	2014

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

1. Assessments #1-#8: Please revise and submit assessment descriptions, scoring rubrics, and data tables to address the concerns outlined in Section C of this report. 2. Section V: Please update this section once the assessments and data charts have been revised.

Please click "Next"

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