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

COVER PAGE

Name of Institution

Andrews University, MI

Date of Review

MM	DD	YYYY
08	01	2018

This report is in response to a(n):

- ○ Initial Review
- ◉ Revised Report
- ○ Response to Conditions Report

Program(s) Covered by this Review

Educational Leadership - Principal

Grade Level[1]

P-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 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:

Summary of Strengths:

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:

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:

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

Met	Met with Conditions	Not Met
◉	○	○

Comment:

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

Met	Met with Conditions	Not Met
◉	○	○

Comment:

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:

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:

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

school staff.

Met Met with Conditions Not Met
◉ ◯ ◯

Comment:

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:

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:

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

Met Met with Conditions Not Met
◉ ◯ ◯

Comment:

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:

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

Met Met with Conditions Not Met
◯ ◯ ◉

Comment:
3.4 was not measured by performance skills assessment #3, #4, #5 or #6

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:

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:
[   ]

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:
[   ]

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:
[   ]

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:
[   ]

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:
[   ]

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:
[   ]

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

Met   Met with Conditions   Not Met
◉   ○   ○
Comment:
[   ]

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:

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:

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:

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:

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:

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:

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:

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:

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 - The program presented an assessment that documents candidate attainment of content knowledge. Areas for consideration were addressed.
Assessment 2 - The program provided a rationale of how the courses align with specific SPA standards. Areas for consideration were addressed.

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.)

Assessments 3: The Program aligned the assessment tasks and the rubrics with the ELCC standard elements 2.1, 2.2 and 2.3. There are separate rubrics for each activity. The data chart requested aligns with the standard elements. Areas of consideration were addressed.
Assessment 4: Candidate instructions, scoring rubrics and data charts are aligned to the ELCC standards and each other. The program revised the data charts to list only one standard element with each scoring line. Areas of consideration were addressed.
Assessment 6: The program aligned the assessment tasks and rubrics with the 2011 ELCC standards and did not list multiple standard elements together in the candidate instructions. A second application of data was provided and standard elements were listed sequentially. Areas of consideration were addressed.

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.)

Assessments 5 - The Program aligned the survey with the 2011 ELCC standards and expanded and aligned the 5 point Likert Scale rubric with the 2011 ELCC standard elements. The data chart requested aligns with the standard elements. Areas of Consideration were addressed.

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)

Program provided evidence that standards results are evaluated and applied to the improvement of candidate performance and strengthening of the program. After reviewing the data the program has reogranized assessments to more clearly and logically meet each ELCC standards.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

In future data reports, when data are collected on multiple activities for the same standard element, please aggregate the data collected for the same standard element and then report a combined average aggregated score for that standard element and a total standard score.

When creating multiple activities within one assessments, it is helpful to create one rubric against which you can measure multiple activities.

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.