NATIONAL RECOGNITION REPORT
Preparation of Educational Leaders
School Building Level

COVER PAGE

Name of Institution

Rhode Island College

Date of Review

MM	DD	YYYY
08	01	2010

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Educational Leadership Program (LEAD) Principal

Program Type

Other School Personnel

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **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:

○ Yes

○ No

○ Not applicable

○ Not able to determine

Comment:

The School Leaders Licensure Exam (SLLA) is not required by the State of Rhode Island as part of its requirements for an administrative certification endorsement; however, in order to qualify for a LEAD degree, Rhode Island College candidates must have completed three years of successful program requirements, pass the SLLA exam, and pass the Program's Comprehensive Exam.

Summary of Strengths:

Faculty are to be commended on the progress that has been made to align assessments with ELCC standards. Assessments #1, #4, and #5 were found to be aligned to ELCC standard elements. Program expectations are directly connected to the ISLLC standards as evidenced by course syllabi, outcomes, tasks, and assessments. Continued evaluation of coursework and candidate understanding of standards is ongoing.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

1.1 Develop a School Vision of Learning.

Met	Met with Conditions	Not Met
○	○	○

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

1.2 Articulate a School Vision of Learning.

Met	Met with Conditions	Not Met
○	○	○

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

1.3 Implement a School Vision of Learning.

Met	Met with Conditions	Not Met
○	○	○

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

1.4 Steward a School Vision of Learning.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

1.5 Promote Community Involvement in School Vision.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote a Positive School Culture.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

2.2 Provide Effective Instructional Program.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

2.3 Apply Best Practice to Student Learning.

Met   Met with Conditions   Not Met

jn   jn   jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

2.4 Design Comprehensive Professional Growth Plans.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

3.2 Manage the Operations.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

3.3 Manage the Resources.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

4.2 Respond to Community Interests and Needs.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

4.3 Mobilize Community Resources.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

5.2 Acts Fairly.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

5.3 Acts Ethically.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Educational Context.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

6.2 Respond to the Larger Educational Context.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

6.3 Influence the Larger Educational Context.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

No information was found to support this standard.

7.2 Sustained.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

No information was found to support this standard.

7.3 Standards-based.

Met	Met with Conditions		Not Met
jn	jn		jn

Comment:

See comments in Parts C.1, C.2 and C.3 of this report.

7.4 Real Settings.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

No information was found to support this standard.

7.5 Planned and Guided Cooperatively.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

No information was found to support this standard.

7.6 Credit.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

No information was found to support this standard.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidate knowledge of content

Assessment #1: Scores on the SLLA exam show a 100% pass rate for the first year of candidates who have taken the exam. No other data are available at this time.

Assessment #2: The Comprehensive Exam does not identify any specific questions that align to specific standard elements, however, the scoring rubric does align to specific standard elements. Unfortunately, the evaluative criteria listed in the scoring rubric are narrowly defined and only cover one aspect of any standard element (e.g., 2.3c). Therefore, the scoring rubric does not evaluate candidate mastery on the majority of concepts outlined for any standard element (e.g., 2.3a-c). The data chart provides aggregated data results for each standard element.

Assessment #6: The program portfolio assessment description is vague and not clearly aligned to measuring candidate content mastery of specific ELCC standard elements. The evaluative criteria found within the levels of the scoring rubric do not align to a majority of concepts outlined for each standard element listed. It is not clear how the rubric will be used to evaluate the program portfolio. More clarity is needed on the scoring rubric and the assessment description.

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

Assessment #3: Portfolio. While the assignment has been well laid out it is not clear what candidates

will do that relates to any standard element. The problems noted above regarding the scoring rubric are the same for this assessment.

Assessment #4: The internship evaluation is clearly laid out and aligned to specific ELCC standard sub-elements. A likert scale is defined for measurement of each sub-element. The data chart presents candidate data results on each standard element.

Assessment #7: The field experience assessment states: "Students participate in a 50 hour field experience in an urban family setting: urban family or youth-serving agency. This field experience will be different from your regular employment and must be completed during the current semester. Students will work to identify the goals to be accomplished during the field work by maintaining a journal capturing the full scope of the field experience, identifying a problem/issue within the field experience and collaborating with the field supervisor on a comprehensive review of the problem, potential solution/opportunities, barriers to implementation, and realistic solution to the problem. There will also be specific connections to ELCC standards to specific incidences/experiences."
Unfortunately, no clear field activities are identified. In the scoring guide, the ELCC standard elements are listed along with sub-elements, then the evaluator scores them using a Likert scale with the following: 5 = Highly skilled
4 = Skilled
3 = Somewhat skilled
2 = Marginal skills
1 = No skills
0 = Not observed
The data chart presents data different from these categories – it presents the data results on for: Target, Acceptable, Developing, Limited. It appears from the Likert scale that candidates may not be observed for their skill ability on any standard element. It is not clear how the Likert scale and data chart categories relate to each other.

No information was provided in the report to support standard elements 7.1, 7.2, 7.4, 7.5, and 7.6.

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

Assessment #5: The program report description for this assessment states: "the purpose of this assessment is to allow candidates to practice influence/change strategies within the school context, with the goal of improving school culture The assessment description is well-designed and targeted to evaluate candidate skill mastery of the concepts contained in the ELCC standard elements." The scoring rubric is specific and aligned to ELCC standard elements. Some evaluative criteria could be more closely aligned to the standard sub-elements but overall they address the concepts found in these standards. The data chart show aggregated results on each standard element.

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)

According to this report, as a result of coursework, faculty are developing new rubrics that align with standards, elements, and key indicators. LEAD faculty are continually updating coursework with more relevant required textbooks and articles that are specifically connected to the new ELCC/RI Leadership Standards, the FSEHD advanced competencies, and the recently developed dispositions connected to the Rhode Island leadership standards including: seminal textbooks; revisiting the nature of the required

artifacts for the exit portfolio; examining a possible redesign of the comprehensive examination to complement the SLLA; inter-departmental sharing; an increased focus on technology; refining the relationship among assessment tools; examining the recommendation of a diverse internship experience; and reconsidering the 3-year program calendar.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None

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:

ⓙ Program is nationally recognized 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

08   /   01   /   2012

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report for the first time, the range of possible deadlines for submitting that report are 9/15/10, 3/15/11, 9/15/11, or 3/15/12. 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 3/15/12 submission date noted above. 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

03 / 15 / 2012

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. Revise and submit assessment descriptions, scoring guides, and aggregated data tables for Assessments #2, #3, #6 and #7 to address the concerns noted in Section C.1, C.2, and C.3 of this report.

2. Provide updated data tables for those assessments that are disaggregated by standard element to indicate the percentage who achieved Target, Acceptable, or Unacceptable ratings for each standard element, not the entire standard.

3. Provide supporting documentation for standard elements 7.1-7.6.

4. Provide updated Section V information.

Please click "Next"

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