

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 / 2011

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⁾

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:

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 revisions they have made so far to their assessments. The Assessment 1 (School Leaders Licensure Assessment Examination) pass score for the SLLA exam is 160 or higher. Data provided shows that 100% of candidates were successful on the exam which directly correlates with the ISLLC standards on which the ELCC Standards are based.

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
jn	jn	jn

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
jn	jn	jn

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

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
jñ	jñ	jñ

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
jñ	jñ	jñ

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
jñ	jñ	jñ

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
jñ	jñ	jñ

Comment:

7.2 Sustained.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

7.3 Standards-based.

Met	Met with Conditions	Not Met
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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:

7.5 Planned and Guided Cooperatively.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

7.6 Credit.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidate knowledge of content

Assessment 1, School Leaders Licensure Assessment Examination: The LEAD pass score for the SLLA exam is 160 or higher. Data provided shows that 100% of candidates were successful on the exam which directly correlates with the ISLLC standards on which the ELCC Standards are based.

Assessment 2, Comprehensive Exam: Issue recognized by the institution and work is in progress to address the weakness i.e. Lack of clarity in terms of directions and alignment. Greater alignment needed between exam questions, standards, and elements, and scoring rubric.

Assessment 6: Issue recognized by the institution and work in progress to address the weakness i.e. portfolio descriptions need to be redesigned to more clearly align in measuring candidates mastery of specific ELCC standard elements. The data chart needs to assess aggregated results for specific standard elements.

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

Assessment 3, Portfolio: Issue recognized by the institution and work in progress to address the weakness i.e in the process of revising the assessment description in order to provide additional specificity around expectations. Rubric being redesigned to align with specific standards, elements.

Assessment 4: Need to ensure that all specific standards, elements indicated in the assessment guidelines are mastered by all interns.

Assessment 7: Full detailed, descriptor of field experience task provided to address the degree that candidates are skilled in organizational and community relations. While considerable detail is provided there is a lack of alignment between the project requirements, rubric and ELCC standards that needs to be addressed.

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

Assessment 5: Combining several standard elements together in the rubric does not give the candidate a clear indication of which or all elements have been mastered.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Faculty is developing new rubrics that align with standards, elements, and key indicators. LEAD faculty is updating coursework to ensure alignment to the new ELCC/RI Leadership Standards. This is work in progress. Need to ensure that rubric assessed mastery of standard and performance as well as demonstrate knowledge.

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:

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

/ /

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 9/15/11, 3/15/12, 9/15/12, or 3/15/13. *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 9/15/12 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

/ /

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.

Assessments 2, 3, 4, 6 and 7: Revise and submit assessment descriptions, scoring guides, and data table to address the concerns noted in Section C for these assessments.

Please click "Next"

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