NATIONAL RECOGNITION REPORT
Preparation of Educational Leaders
School Building Leadership Level

Southeastern Louisiana University
October 29, 2007

NCATE recognition of this program is dependent on the review of the program by representatives of the **Educational Leadership Constituent Council (ELCC).**

This report is in response to a(n):

■ Initial Review   □ Revised Report   □ Response to Conditions

Program(s) Covered by this Review:	Award or Degree Level(s)
Educational Leadership	Master's

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—SPA Decision on NCATE recognition of the program(s):

□ Nationally recognized
■ Nationally recognized with conditions
□ Not nationally recognized

A.2—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

A.3—Summary of Strengths:

State test data are incorporated into the program requirements.
Instructional leadership and supervision highlighted.

PART B—STATUS OF MEETING SPA STANDARDS
M = Met   NM = Not Met

ELCC Standard	Specific Program or Level: Master's	Specific Program or Level
Standard 1. 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.		
Standard 1.1. **Develop a School Vision of Learning.**	NM	
Comment: Data indicate high percentage of candidates not meeting standard.		
Standard 1.2. **Articulate a School Vision of Learning.**	NM	
Comment: Data indicate high percentage of candidates not meeting standard.		
Standard 1.3. **Implement a School Vision of Learning.**	NM	
Comment:		
Standard 1.4. **Steward a School Vision of Learning.**	NM	
Comment:		
Standard 1.5. **Promote Community Involvement in School Vision.**	NM	
Comment:		
Standard 2. 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.		
Standard 2.1. **Promote a Positive School Culture.**	M	
Comment:		
Standard 2.2. **Provide an Effective Instructional Program.**	M	
Comment:		
Standard 2.3. **Apply Best Practice to Student Learning.**	M	
Comment:		
Standard 2.4. **Design Comprehensive Professional Growth Plans.**	NM	
Comment: Data presented did not indicate outcomes for this element.		
Standard 3. 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.		
Standard 3.1. **Manage Organization.**	M	
Comment:		
Standard 3.2. **Manage Operations.**	M	
Comment:		
Standard 3.3. **Manage Resources.**	M	
Comment:		
Standard 4. 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.		
Standard 4.1. **Collaborate with Families and Other Community Members.**	M	
Comment:		

ELCC Standard	Specific Program or Level: Master's	Specific Program or Level
Standard 4.2. **Respond to Community Interests and Needs.**	M	
Comment:		
Standard 4.3. **Mobilize Community Resources.**	M	
Comment:		
Standard 5. 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, fairness and in an ethical manner.		
Standard 5.1 **Acts with Integrity.**	M	
Comment:		
Standard 5.2. **Acts Fairly.**	M	
Comment:		
Standard 5.3. **Acts Ethically.**	M	
Comment:		
Standard 6. 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.		
Standard 6.1. **Understand the Larger Educational Context.**	M	
Comment:		
Standard 6.2. **Respond to the Larger Educational Context.**	M	
Comment:		
Standard 6.3. **Influence the Larger Educational Context.**	M	
Comment:		
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.		
Standard 7.1. **Substantial.**	M	
Comment:		
Standard 7.2. **Sustained.**	M	
Comment:		
Standard 7.3. **Standards-Based.**	M	
Comment:		
Standard 7.4. **Real Settings.**	M	
Comment:		
Standard 7.5. **Planned and Guided Cooperatively.**	M	
Comment:		
Standard 7.6. **Credit.**	M	
Comment:		

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates' knowledge of content

Assessment data tables indicate candidates met or exceeded expectations, except for elements in Standard 1.

C.2—Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Not enough data based on new program to determine candidates' abilities in this area.

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

Data insufficient to determine this area

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)

Matrix data from the review of seminars I-IV not available; however evidence from state tests in Assessment 1, was presented.

PART E—AREAS FOR CONSIDERATION

The program needs to be reviewed in order to determine where elements of Standard 1 should be emphasized after the candidate is admitted to the Education Administration program (after Seminar I).

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in Parts B-E:

Determine if the program framework is congruent with the revised program as time and monitoring proceed.

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

PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

Program is nationally recognized with conditions. The program is recognized through spring 2009**.** 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 above, in its published materials. **National recognition is dependent upon NCATE accreditation.**

Subsequent action by the institution: To retain accreditation, a report addressing the conditions to recognition must be submitted within 18 months, or no later than **April 15, 2009.** The report must address the conditions *specified in the box below.* Failure to submit a report by the date specified above will result in loss of national recognition.

Unless required to submit earlier by the state, programs are encouraged to take the full time period specified above to address conditions to recognition. If conditions to recognition are not removed in the Response to Conditions report, program status will change to Not Recognized.

National recognition with conditions. The following conditions must be addressed within 18 months (see above for specific date):

Submit updated data tables for all assessments.

Continue to collect and review data for each standard element from the new program as the transition progresses so that current data will be available. Revise and submit Section V on data results.

Address the standard elements that are not met in this report in both the content assessments and skill assessments.

For further information on due dates or requirements, contact program review staff at NCATE (202-466-7496).