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

Educational Leadership Constituent Council (ELCC)

COVER PAGE

Name of Institution
Oklahoma State University

Date of Review
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 Studies: School Administration Option

Grade Level
P-12

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

(1) e.g. Early Childhood; Elementary K-6
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 district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

Met Met with Conditions Not Met

Comment:
See sections C1, C2, and C3.

1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

Met Met with Conditions Not Met

Comment:
See sections C1, C2, and C3.

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

Met Met with Conditions Not Met

Comment:
See sections C1, C2, and C3.

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

Met Met with Conditions Not Met

Comment:
See sections C1, C2, and C3.

1.5 Promote Community Involvement in District Vision.

Met Met with Conditions Not Met

Comment:
See sections C1, C2, and C3.

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

2.1 Candidates understand and can advocate, nurture, and sustain a district 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 sections C1, C2, and C3.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate district management and operational systems.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

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

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

**Standard 4.0:** A district-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 for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district 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 district’s educational environment.

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Comment:

See sections C1, C2, and C3.

4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.

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Comment:

See sections C1, C2, and C3.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

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Comment:

See Section C.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

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Comment:

See sections C1, C2, and C3.

**Standard 5.0:** A district-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 district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.

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Comment:

See sections C1, C2, and C3.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

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<th>Met with Conditions</th>
<th>Not Met</th>
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Comment:

See sections C1, C2, and C3.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

Standard 6.0: A district-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 within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

6.1 Candidates understand and can advocate for district students, families, and caregivers.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

Met  Met with Conditions  Not Met

Comment:
See sections C1, C2, and C3.

Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.

Met  Met with Conditions  Not Met

Comment:
Not enough specific information was provided in Section 1.2 to determine compliance with this standard element. Please refer to the rubric measurements found for Standard 7.0 in Appendix I of the 2011 ELCC Building Level Educational Leadership Program Standards.

7.2 Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.
- Met
- Met with Conditions
- Not Met

Not enough specific information was provided in Section 1.2 to determine compliance with this standard element. Please refer to the rubric measurements found for Standard 7.0 in Appendix I of the 2011 ELCC Building Level Educational Leadership Program Standards.

Comment:

7.3 Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.
- Met
- Met with Conditions
- Not Met

Not enough specific information was provided in Section 1.2 to determine compliance with this standard element. Please refer to the rubric measurements found for Standard 7.0 in Appendix I of the 2011 ELCC Building Level Educational Leadership Program Standards.

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: State Licensure Exam. Oklahoma licensure exams have been shown to align with the ELCC standards. In addition all data showed candidacy success. Met.
Assessment #2: Ethical Leadership Response Project. Although data charts show success, there is a need to more specifically align the scoring rubric/guide to the content knowledge aspect of each standard element.

Assessment #1: State Licensure Exam. Oklahoma licensure exams were revised in 2014-2015. Certification Examinations for Oklahoma Educators (CEOE) were implemented in 2015, and candidates were able to select either the revised version (148) of the exam or the previous version (048) of the exam during the years represented in this report. Oklahoma Subject Area Tests (OSAT) for superintendent certification are provided by Certification Examinations for Oklahoma Educators (CEOE). The tests are said to align with all of the ELCC standards. A Correlation Table that provides a cross-reference for the alignment of the ELCC Standards and the state of Oklahoma required competencies was included in the report. Data charts for 3 years indicated that all candidates passed the tests with at least an overall score of 240, the minimum composite score.

Assessment #2: Ethical Leadership Response Project. This assessment is said to align with ELCC standard elements 1.1; 1.2; 1.3, 2.1; 3.2; 3.3; 3.4, 4.1; 4.2, 5.1, 5.2; 5.3; 5.4; 5.5, and 6.2. Assessment activities are aligned to the stated ELCC elements. The evaluative criteria contained within the levels of the rubric do not align to a majority of concepts contained within ELCC standard elements 1.1, 1.2, 1.3, 3.2, 3.3, 4.1, 4.2, and 5.2. The criteria in those rubric rows appear to be the standard element itself. Data charts for 3 years were included but the data is not aligned to both the ELCC standard elements and the levels of the scoring rubric. It is not possible to determine candidate mastery of any one ELCC standard element.

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.)

Although data related to the following assessments indicated success rate, there is a need for scoring guides to align completely to the professional leadership skills aspect of the standard elements - Assessment #3: District Improvement Plan; Assessment #4: Leadership Growth Plan and Presentation; Assessment #6: Collaboration Project.

Assessment #3: District Improvement Plan. This assessment is said to align
C.3. Candidate effects on 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.)

Assessment #5: Data-Driven Decision Making. There is a need to clearly state the activities in the scoring rubric especially when this is linked to effectiveness on P-12 learning.
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)

There appears to be a process in place to review assessment results in an effort to improve candidate performance and strengthen the program.

Please revise this section once assessments have been revised and data becomes available, and include information on how assessment results are analyzed and will be used to improve candidate performance and strengthen the program.
Areas for consideration

--Assessment activities - In assessments 5 and 6, directions given to candidates for completing the assessments activities should be clearly written to measure candidates on the concepts outlined in each ELCC standard element listed in the 2011 ELCC standards. It is helpful to cross-reference the ELCC standard element at the place in the directions where the concept is being addressed.

--Scoring rubrics - In assessments 2, 3, 4, 5 and 6 the scoring rubrics should relate back to the assessment tasks outlined in part 2(e). It is helpful if the scoring rubrics lists the assessment tasks. The evaluative criteria used within the levels of the rubric should relate to/include a majority of evaluative indicators outlined in the rubric starter charts given for each ELCC standard element listed in the 2011 ELCC standards document.

--Data charts - one application of data for each assessment.

--Part D: Please revise this section once assessments have been revised and data becomes available and include information on how assessment results are analyzed and will be used to improve candidate performance and strengthen the program.

Jean Auchter, SPA Coordinator, auchterj@nassp.org, is a resource.
**PART F - ADDITIONAL COMMENTS**

<table>
<thead>
<tr>
<th>F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:</th>
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<tbody>
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<th>F.2. Concerns for possible follow-up by the CAEP site visitors:</th>
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<td>Thru Date 8/1/2020</td>
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<td>Action Date 3/15/2020</td>
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Please select final decision:

- Program does not currently satisfy SPA requirements for national recognition. See below for details.
Terms and Subsequent Actions

**National Recognition with Probation** The program does not satisfy SPA requirements for national recognition. The program has **up to two opportunities** to submit a Revised Report addressing unmet standards and other concerns in accordance with the dates provided on this Recognition Report. *A program should NOT submit a Revised Report until it has the required data and is confident that it has addressed all of the unmet standards and any other critical concerns cited in this recognition report.* If no reports are submitted by the noted date, the program's recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Revised Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

**Comment on decision:**

| Thru Date 8/1/2020 |
| Action Date 3/15/2020 |
This is the end of the report. Please click "Next" to proceed.