

**NCATE
Approval with Specialized Professional Association
Guidelines**

Professional Organization: Educational Leadership Constituent Council (ELCC)

Institution Submitting Program: Loyola College in Maryland

Program(s): Principal, Supervisor

Date of Review: November 30, 2000

Degree Level: Masters and Sixth-Year Certification

GUIDELINES/COMPETENCIES NOT MET: 2.4, 4.3, 4.5, 4.6, 5.2, 5.3, 5.4, 5.5, 7.5, 8.4, 10.1, 10.3, 10.4, 10.5, 10.6, 11.1, 11.2, 11.3, 11.4, 11.6, 11.7, 12.1, 12.2, 12.3

PERCEIVED PROGRAM STRENGTHS:

Guideline 1.0 Professional and Ethical Leadership

The programs enable students to develop and implement a shared vision and strategic plan for a school that focuses on teaching and learning and create conditions that motivate staff, students, and families to achieve the school's vision. The programs provide students with knowledge and application of leadership theories and assists students to develop a professional code of ethics and solve problems.

Guideline 3.0 Curriculum, Instruction, Supervision and the Learning Environment.

The programs prepare students to create a positive school culture that promotes learning through the cooperative efforts of teachers, parents, and students. Students are able to design curriculum and instructional programs with varied teaching and learning styles that meet the needs of a diverse student body. They learn about and use a variety of supervisory models, staffing patterns, and student assessment techniques.

Guideline 6.0 Organizational Management.

The programs provide students with the knowledge and ability to establish operational plans and processes to accomplish strategic goals from a systems perspective, so that appropriate management techniques and group processes can be implemented to monitor and assess the progress of programs and activities.

Guideline 9.0 Technology and Information Systems.

The programs prepare students to use current technologies to enrich curriculum and instruction, apply and assess current technologies for school business management functions, and develop and monitor long range plans for school and district technology and information systems.

PERCEIVED PROGRAM WEAKNESSES:

Guideline 5.0. Student Personnel Services.

The programs lacked evidence that students are prepared to develop a program of student advisement, counseling, and guidance services; develop and administer policies that provide a safe school environment and promote student health and welfare; address student and family conditions affecting learning by collaborating with community service agencies; and plan and manage activity programs.

Guideline 10.0 Community and Media Relations.

The programs lacked evidence that students are prepared to apply knowledge of power to the analysis of community and district power structures; communicate effectively with various cultural, ethnic, racial, and special interest groups; develop an effective and interactive staff communication plan and public relations program; and use and respond effectively to electronic and new media.

Guideline 11.0 Educational Law, Public Policy, and Political Systems.

The programs lacked evidence that students are prepared to apply knowledge of the law; connect the general characteristics of political systems to schools; describe educational policy development processes; analyze the effects of major contemporary philosophical tenets on education; and develop working relationships with local governing bodies.

Guideline 12.0 Internship.

Insufficient evidence is found to document that the internship has sufficient duration (six-months), variety (elementary, middle, secondary levels), and diversity (different types of sites); that it is supervised by trained mentors; and that it includes experiences with social service, private, and community organizations.

OTHER COMMENTS/RECOMMENDATIONS: None noted.

SPECIALIZED PROFESSIONAL ASSOCIATION’S RECOMMENDATION(S):

Program(s) Approved: None

Program(s) Not Approved: Principal and Supervisor

Program(s) Deferred: None

Additional Information Needed to Determine Approval: Not Applicable

REJOINDERS: A rejoinder may be filed with NCATE to be reviewed by the ELCC if you feel that a recommendation is not correct for a given standard. Please include clarified and supporting evidence needed to re-evaluate approval. Do not refer to previous folios. If a second review of the program folio is requested, please submit three copies of the rejoinder to ELCC, via NCATE. Please do not send a rejoinder unless explanations and evidence support a case for approval.

ELCC EVALUATION FOR SPECIALTY PROGRAM IN EDUCATIONAL LEADERSHIP

AREA I, STRATEGIC LEADERSHIP: The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

1. Professional and Ethical Leadership

The institution's program should prepare school leaders who demonstrate an understanding and capability with regards to the following indicators: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7.

Program Strengths: The programs under review meet expectations for the following guideline indicators: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7.

Guideline Indicator 1.1: Plans (action, technology, action research) and activities in AD 662, 681, 682, 684, and the internship provide strong evidence that students are provided with high-level skills in facilitating the development and implementation of a shared vision and strategic plan for schools or districts.

Guideline Indicator 1.5: The extensive work in AD 662, 680, 681, 682, 683, 684, 686, and 687 provides students with an outstanding knowledge of theories of leadership and their application to various school environments.

Guideline Indicator 1.6: As evidenced by the extensive work on historical, philosophical, social, and ethical foundations of education in ED 601, ED 650, and AD 674, 682, 683, and 776 students are well prepared to act with an understanding of the many forces that affect schools and education.

Guideline Indicator 1.7: Through the development of a leadership philosophy in AD 680, the development of actions plans in AD 681 and through case studies and discussion in AD 683, 684, and 686 students are provided with an excellent background to create and manifest a professional code of ethics and values in their work.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

2. Information Management and Evaluation

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 2.1, 2.2, 2.3, and 2.4.

Program Strengths: The programs under review meet expectations for the following guideline indicators: 2.1, 2.2, and 2.3.

Guideline Indicator 2.3: There are several projects (e.g., the world class school project in AD 683 and the action plan in AD 681) and collaborative efforts that provide students with opportunities to engage

staff in an on-going study of best practices and relevant research and demographic data to impact school improvement.

Program Weakness(es):

Guideline Indicator 2.4: No evidence is found in the references for ED 600, ED 650, AD 662, AD 682, AD 684, and AD 686 that shows how students are able to analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications. More detailed descriptions of the student activity requirements in this area are needed to determine compliance.

Suggestion(s) for Visiting Team: None noted.

AREA II, INSTRUCTIONAL LEADERSHIP: The knowledge, skills and attributes to design with others appropriate curriculum and instructional programs; develop learner centered school cultures; assess outcomes; provide student personnel services; and plan with faculty professional development activities aimed at improving instruction.

3. **Curriculum, Instruction, Supervision, and the Learning Environment**

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9.

Program Strengths : The programs under review meet expectations for the following guideline indicators: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.9.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

4. **Professional Development and Human Resources**

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

Program Strengths: The programs under review meet expectations for the following guideline indicators: 4.1, 4.2, and 4.4.

Guideline Indicator 4.1: Several opportunities are provided in AD 662, AD 681, and AD 682 to help students work with faculty and stakeholders to identify needs for professional development; organize, facilitate, and evaluate professional development programs; integrate district and school priorities; build faculty as a resource; and ensures that professional development activities focus on improving student outcomes.

Program Weakness(es):

Guideline Indicator 4.3: No evidence is found in referenced courses AD 662, 684, 687 or in student work for the application of supervisory techniques and performance appraisal to non-instructional personnel. Description of student performance activities in this area is needed to determine compliance.

Guideline Indicator 4.5: No evidence is found in referenced courses AD 668, AD 684, and AD 687 that shows how students are able to apply appropriate policies, criteria, and processes to the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity and diversity. Description of student performance activities in this area is needed to determine compliance.

Guideline Indicator 4.6: No evidence is found in the referenced course AD 668 showing how students are able to negotiate and manage effectively collective bargaining or written agreements.

Suggestion(s) for Visiting Team: None noted.

5. Student Personnel Services

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 5.1, 5.2, 5.3, 5.4, and 5.5.

Program Strengths: The programs under review meet expectations for the following guideline indicator: 5.1.

Program Weakness(es):

Guideline Indicator 5.2: No evidence is found in referenced courses AD 680, 682, and 668 that indicates students will be able to develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services. Description of student performance activities in this area is needed to determine compliance.

Guideline Indicator 5.3: No evidence is found in referenced courses ED 650, AD 668, AD 674, AD 682, and AD 687 that students will be able to develop and administer policies that provide a safe school environment and promote student health and welfare. Description of student performance activities in this area is needed to determine compliance.

Guideline Indicator 5.4: No evidence is found in referenced courses ED 650, AD 674, AD 682, AD684, and AD 682 that students will be able to address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students. Description of student performance activities in this area is needed to determine compliance.

Guideline Indicator 5.5: No evidence is found in referenced courses AD 684, AD 687, and in the student work that shows how students are able to work with students, families, and community to plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership, and scholastic needs. Description of student performance activities in this area is needed to determine compliance.

Suggestion(s) for Visiting Team: None noted.

AREA III, ORGANIZATIONAL LEADERSHIP: The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

6. Organizational Management

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 6.1, 6.2, 6.3, and 6.4.

Program Strengths: The programs under review meet expectations for the following guideline indicators: 6.1, 6.2, 6.3, and 6.4.

Guideline Indicator 6.1: Exceptional opportunities in AD 662, AD 681, and AD 682 are provided to enable students to establish operational plans and processes needed to accomplish strategic goals using practical applications of organizational theories.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

7. Interpersonal Relationships

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 7.1, 7.2, 7.3, 7.4, and 7.5.

Program Strengths: The programs under review meet expectations for the following guideline indicators: 7.1, 7.2, 7.3, and 7.4.

Guideline Indicators 7.2 and 7.3: A variety of exceptional opportunities are provided in AD 662, AD 674, AD 681, and AD 682 to enable students to use appropriate written and oral communication strategies in a variety of settings.

Program Weakness(es):

Guideline Indicator 7.5: No evidence of the utilization of stress management and conflict management techniques is found in course AD 662. Evidence that is more specific to this indicator is needed to determine compliance.

Suggestion(s) for Visiting Team: None noted.

8. Financial Management and Resource Allocation

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 8.1, 8.2, 8.3, and 8.4.

Program Strengths: The programs under review meet expectations for the following guideline indicators: 8.1, 8.2, and 8.3.

Program Weakness(es):

Guideline Indicator 8.4: No evidence is found in AD 662, 682, 684, or 687 that indicates students will be able to perform such budget management functions as financial planning, monitoring, cost control, expenditures accounting, or cash flow management. Description of student performance activities in this area is needed for compliance.

Suggestion(s) for Visiting Team: None noted.

9. Technology and Information Systems

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 9.1, 9.2, and 9.3.

Program Strengths: The programs under review meet expectations for the following guideline indicators: 9.1, 9.2, and 9.3.

Program Weakness(es): None noted.

Suggestion(s) for Visiting Team: None noted.

AREA IV, POLITICAL AND COMMUNITY LEADERSHIP: The knowledge, skills, and attributes to act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

10. Community and Media Relations

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 10.1, 10.2, 10.3, 10.4, 10.5, and 10.6.

Program Strengths: The programs under review meet expectations for the following guideline indicator: 10.2.

Program Weakness(es):

Guideline Indicator 10.1: Although there is considerable evidence of knowledge of power concepts, no evidence is found in AD 622, 681, 682, 683, 684, 687, or in student work to show that students will be able to analyze community and district power structures or identify major opinion leaders and their relationships to school goals and programs. Further description of the activities students are engaged in should be provided to determine compliance.

Guideline Indicator 10.3: No evidence is found in ED 650, AD 662, AD 674, AD 687, or in student work that shows that students are able to communicate with various cultural, ethnic, racial, or special interest groups. Evidence that is more specific to this indicator is needed to determine compliance.

Guideline Indicator 10.4: No evidence is found in AD 674, AD 682, AD 684, AD 687, or in student work that shows how students are able to involve families and the community in policy development,

program planning, or assessment processes. Descriptions of student performance activities in this area is needed for compliance.

Guideline Indicator 10.5: No evidence is found in AD 682, AD 684, or AD 687 that shows students' knowledge and ability to develop an interactive staff communications plan and public relations program.

Guideline Indicator 10.6: This item may have been misinterpreted by the compiler of the report. The evidence cited in AD 682 (internet compilation, web site preparation, and software and hardware demonstrations), AD 687, and in student work is not associated with using and responding effectively to the news media.

Suggestion(s) for Visiting Team: None noted.

11. **Educational Law, Public Policy, and Political Systems**

The institution's program should prepare school leaders who demonstrate an understanding and capability with regard to the following indicators: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, and 11.7.

Program Strengths: The programs under review meet expectations for the following guideline indicator: 11.5.

Program Weakness(es):

Guideline Indicator 11.1: No relevant information is found in AD 668 and AD 674 that shows student opportunities for the application of knowledge in federal and state constitutional provisions, statutory and regulatory provisions, and judicial decisions to education. Evidence that is more specific to this indicator is needed to determine compliance.

Guideline Indicator 11.2: No relevant information is found in AD 668 that shows student opportunities for the application of knowledge in common law and contractual requirements and procedures in an educational setting. The references cited could not be correlated with the intent of this indicator.

Guideline Indicator 11.3: No relevant evidence is found in ED 650, AD 662, or AD 682 to show that students are able to define and relate the general characteristics of internal and external political systems to school settings.

Guideline Indicator 11.4: No information is found in AD 662 or AD 682 to show that students are required to describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, or evaluated. Evidence that is more specific to this indicator is needed to determine compliance.

Guideline Indicator 11.6: No relevant information is found in ED 601 to show that students are required to analyze the major philosophical tenets of contemporary intellectual movements and apply these tenets to their school context.

Guideline Indicator 11.7: No relevant evidence is found in AD 684 to show that students are required to develop appropriate procedures and relationships for working with local and governing boards. Descriptions of student performance activity in this area is needed for compliance.

Suggestion(s) for Visiting Team: None noted.

AREA V, INTERNSHIP: The internship is defined as the process and product that result from applying, in a workplace environment, the strategic, instructional, organizational, and contextual leadership Guidelines. When coupled with integrating experiences through related clinics or cohort seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship includes a variety of substantial, concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with interagency activities affecting schools. An acceptable internship would be a six month, full-time mentored experience (or the equivalent), preferably involving two or more settings and multiple levels (elementary, secondary, etc.) An optimum internship would be a year-long, full-time mentored experience. Universities and school districts should collaborate to achieve state policies that support these Guidelines for the internship. School district, university and state policies and practices which encourage and facilitate paid internship positions allow interns to engage in a rich variety of mentored leadership activities and decision making responsibilities. These opportunities raise the level of professional preparation and provide evidence of a serious commitment to developing quality leadership for the nation's schools.

12. **Internship**

The institution's program should provide significant opportunities in the workplace to synthesize and apply the knowledge learned, as well as to develop and practice the skills identified in the other 11 Guideline areas. Therefore, the preparation program must demonstrate approval with: 12.1, 12.2, and 12.3.

Program Strengths: None noted.

Program Weakness(es):

Guideline Indicator 12.1: A substantial internship (six months or the equivalent) is not evident (only 150 hours is required). Students are not required to complete portions of the internship in diverse settings or at different levels. More detailed description of the types of experiences students are required to complete in different settings and how this experience equates to six-month's worth of internship experience is needed for compliance.

Guideline Indicator 12.2: There is no evidence in AD 687 of mentorship training. Evidence that is more specific to this indicator is needed to determine compliance.

Guideline Indicator 12.3: Experiences with social service, private, or community organizations is optional. It is encouraged, but not required. This does not meet the intent of this standard.

Suggestion(s) for Visiting Team: None noted.