

NATIONAL RECOGNITION REPORT

Preparation of Educational Leaders (2018 NELP Standards)

School Building Level

COVER PAGE

Name of Institution

Lehman College CUNY, NY

Date of Review

MM DD YYYY

02 / 01 / 2021

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Educational Leadership: School Building Leader

Grade Level⁽¹⁾

P-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 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:

The Program addressed the initial feedback and presented a thoughtful, well-designed suite of assessments to measure the skills of educational leadership candidates.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Met



Met with Conditions



Not Met



Comment:

1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Met



Met with Conditions



Not Met



Comment:

Standard 2.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Met



Met with Conditions



Not Met



Comment:

2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Met



Met with Conditions



Not Met



Comment:

2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Met



Met with Conditions



Not Met



Comment:

Standard 3.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each

student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Met Met with Conditions Not Met

Comment:

3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Met Met with Conditions Not Met

Comment:

3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Met Met with Conditions Not Met

Comment:

Standard 4.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Met Met with Conditions Not Met

Comment:

4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Met Met with Conditions Not Met

Comment:

4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Met Met with Conditions Not Met

Comment:

4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Met Met with Conditions Not Met

Comment:

Standard 5.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Met Met with Conditions Not Met

Comment:

5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Met Met with Conditions Not Met

Comment:

5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Met Met with Conditions Not Met

Comment:

Standard 6.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Met Met with Conditions Not Met

Comment:

6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Met Met with Conditions Not Met

Comment:

6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Met Met with Conditions Not Met

Comment:

Standard 7.0: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

7.1 Program completers understand and have the capacity to collaboratively develop the school's professional

capacity through engagement in recruiting, selecting, and hiring staff.

Met

Met with Conditions

Not Met



Comment:

7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Met

Met with Conditions

Not Met



Comment:

7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Met

Met with Conditions

Not Met



Comment:

7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Met

Met with Conditions

Not Met



Comment

Standard 8.0 : Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1-7.

Met

Met with Conditions

Not Met



Comment

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

NELP standards addressed in this entry could include (but are not limited to) Standards 1, 2, 3, 4, 5, 6 and 7. Information from Assessments #1, and #2 should provide primary evidence in this area. (Assessment #7 may also focus on content knowledge)

Assessment 1: met in prior report

Assessment 2: The Program revised the assessment directions to ensure that one standard element is aligned with one assessment task and put the standard element at the end of the aligned statement. Condition met. The Program revised the rubric to clearly differentiate among the performance levels by using performance skills indicators. Condition met. The program aggregated standard element data to the

standard level to provide total standard scores. Standard elements only appeared once. Condition met.

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

NELP standards that could be addressed in this entry include but are not limited to Standards 1, 2, 3, 4, 5, 6, and 7. 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.)

Assessment 3: The Program revised the assessment directions to ensure that one standard element is aligned with one assessment task and put the standard element at the end of the aligned statement. Condition met. The Program revised the rubric to clearly differentiate among the performance levels by using performance skills indicators; however, 7.4 is limited to an individual teacher evaluation rather than systems. Condition met. The Program aggregated standard element data to the standard level to provide total standard scores. Standard elements only appeared once. Condition met.

Assessment 4: The Program revised the assessment directions to ensure that one standard element is aligned with one assessment task and put the standard element at the end of the aligned statement. Condition met. The Program revised the rubric to clearly differentiate among the performance levels by using performance skills indicators. Condition met. The program aggregated standard element data to the standard level to provide total standard scores. Standard elements only appeared once. Condition met.

Assessment 6: The Program revised the assessment directions to ensure that one standard element is aligned with one assessment task and put the standard element at the end of the aligned statement. Condition met. The Program revised the rubric to clearly differentiate among the performance levels by using performance skills indicators. Condition met. The program aggregated standard element data to the standard level to provide total standard scores. Standard elements only appeared once. Condition met.

C.3. Candidates' effects on P-12 student learning

NELP standards that could be addressed in this entry include but are not limited to Standards 1, 2, 3, 4, 5, 6, and 7. Information from Assessment #5 should provide primary evidence in this area. (Assessment #7 may also focus on student learning.)

Assessment 5: The Program revised the assessment directions to ensure that one standard element is aligned with one assessment task and put the standard element at the end of the aligned statement. Condition met. The Program revised the rubric to clearly differentiate among the performance levels by using performance skills indicators. The reviewer is assuming that serving a diverse population indicates that the Program is focusing on the intent of standard element 3.2 "use the data to design, cultivate, and advocate for a supportive and inclusive school culture." Advocacy and inclusive are not explicit in the tasks and rubric. Condition met. The program aggregated standard element data to the standard level to provide total standard scores. Standard elements only appeared once. Condition met.

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)

Met with initial Program Report.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

As the Program evolves, consider addressing the breadth of the standard element indicators.

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 CAEP site visitors:

PART G - DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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