State Review of School Administration Program

Submission Form

Carefully review each of the following sections and submit responses and additional evidence or documents (Word documents, pdf materials, etc.) electronically to [sbogan@doe.in.gov](mailto:sbogan@doe.in.gov). **Enter the responses below and provide additional evidence as embedded hyperlinks or reference attachments for clarity.** An email message will be sent to the preparer verifying receipt of materials. If an email message is not received within 48 hours, please call 317-232-9178.

**COVER SHEET**

* Name of Institution: **insert here**
* Date Submitted (MM/DD/YYYY): **insert here**
* Name of Program: **insert here**
* Website or link where program information is available to the public: **insert here**
* Program Type (initial, advanced, etc.): **insert here**
* Method of Delivery (online, onsite, hybrid, blended): **insert here**
* List any other site, if any, where program is offered: **insert here**
* Degree awarded upon completion: **insert here**
* Type/title of Indiana license received upon completion: **insert here**
* Grade setting (P-3, K-6, etc.): **insert here**
* Name of Preparer(s): **insert here**

E-Mail address: **insert here**

* Accreditation Coordinator(s): **insert here**

E-Mail address: **insert here**

* Any applicable special cases **(“x” all that that apply)**:

\_\_\_Redesigned program

\_\_\_Add-on program

\_\_\_Other extenuating circumstances

* Type of Report **(select)**:

\_\_\_Initial Review

\_\_\_Response to “Further Development Required” or “At Risk” status

**SECTION I - CONTEXT**

1. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for internships. Additionally, programs should describe the process for identifying and training cooperating/mentor educators (school-based faculty) and the training provided to all faculty charged with supervising candidates in the field.

**Insert text; insert hyperlink(s) and/or reference attachment(s) addressing this item here.**

1. Please provide files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles and should also denote the required courses for all candidates. This information may be provided as an attachment from the college catalog or as a student advising sheet. **Provide syllabi for all content and pedagogy courses required in the program.**

**Insert hyperlink(s) or reference attachment(s) addressing this item here.**

1. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic or calendar year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate)addressed in this report. Only programs leading to licensure or a teaching credential should be included. Data must also be reported separately for programs offered at multiple sites. Create additional tables as necessary.

|  |  |  |
| --- | --- | --- |
| **Academic Year**  (September 1 to August 31) | **Total Number of Candidates Enrolled in the Program** | **Subset of Program Completers** |
|  |  |  |
|  |  |  |
|  |  |  |

1. Faculty Information

Directions: Provide the information below for each EPP faculty member responsible for professional coursework, clinical supervision, or administration. Include any educator(s) directly involved in teaching the content area education portion of the licensure program. **Feel free to download and use** [**this template**](https://drive.google.com/file/d/1Jr9EuCYhao7KkwGUb0QSFsUOoE9ldiki/view?usp=sharing) **or create your own. Insert hyperlink(s) or reference attachment(s) addressing this item here.**

1. Faculty member name;
2. Highest degree earned;
3. Assignment or role of the faculty member (faculty, clinical supervisor, department chair, administrator, etc.);
4. Faculty rank (professor, assistant professor, adjunct professor, instructor, etc.);
5. One example of professional work or leadership within the past three years and related to the content area.

**SECTION II - LIST OF ASSESSMENTS**

In this section, list the six to eight assessments that are being submitted as evidence for meeting the [**Indiana Educator Standards**](https://www.in.gov/doe/educators/educator-licensing/indiana-educator-standards/). All programs must provide a minimum of six assessments. If the state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. ***See section IV for additional information related to submitting assessment evidence.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Type and Number of Assessment** | **Name of Assessment** | **Type or Form of Assessment**  *(e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio)* | **When the Assessment is Administered**  *(e.g., admission to the program, admission to student*  *teaching/internship, required courses [specify course title and numbers], or completion of the program)* |
| **Assessment #1: Licensure Assessment (or other content-based assessment if the state does not require a state licensure test)**  **(required)** |  |  |  |
| **Assessment #2: Assessment of content knowledge in educational leadership (required)** |  |  |  |
| **Assessment #3: Assessment that demonstrates candidates' instructional leadership skills (required)** |  |  |  |
| **Assessment #4: Assessment that demonstrates candidates' leadership skills and management skills within a field-based setting (required)** |  |  |  |
| **Assessment #5: Assessment that demonstrates candidates’ leadership skills in supporting an effective P-12 student learning environment (required)** |  |  |  |
| **Assessment #6: Demonstration of candidate's leadership skills in the areas of family and community relations (required)** |  |  |  |
| **Assessment #7: Additional assessment that addresses Indiana Educator standards (optional)** |  |  |  |
| **Assessment #8: Additional assessment that addresses Indiana Educator standards (optional)** |  |  |  |

**SECTION III: RELATIONSHIP OF CURRICULUM AND ASSESSMENTS TO INDIANA EDUCATOR STANDARDS**

Provide a matrix or matrices showing alignment between the required standards and the curriculum and assessments for this program. For each [**Indiana Educator Standard**](https://www.in.gov/doe/educators/educator-licensing/indiana-educator-standards/) relevant to this program, identify the curriculum components and key assessment(s) in section II that address each standard. **References to the standards should be inserted into assessment instruments, scoring guides, and data tables.** One assessment may apply to multiple standards. At minimum, alignment should be demonstrated to each overall standard. You may demonstrate alignment at the component/element level for more detail. Feel free to use [**this template**](https://drive.google.com/file/d/1cWuTysGjg_u8VmdBEFRXzPz3YrhJOLie/view?usp=sharing) or create your own table(s).

***Insert template(s)/table(s) as hyperlink(s) or reference attachment here.***

**SECTION IV - EVIDENCE FOR MEETING STANDARDS**

**DIRECTIONS:** The six to eight key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the Indiana Educator Standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the [**Indiana Educator Standards**](https://www.in.gov/doe/educators/educator-licensing/indiana-educator-standards/). This means that the concepts in the Indiana Educator Standard elements should be apparent in the assessments and in the scoring guides/rubrics. Data tables should also be aligned with the standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 criteria [each relating to specific standard], then the data chart should report the data on each of the criteria rather than reporting a cumulative score.

**For each assessment, the compiler should prepare one document that includes the following items:**

a)A brief description of the assessment and its use in the program (one sentence may be sufficient);

b) The assessment tool itself or a rich description of the assessment (often the directions given to candidates);

c) The scoring guide/rubric for the assessment;

d) Charts that provide a *minimum* of two (2) cycles of candidate data derived from the assessment; and

e) A brief analysis of the data findings.

Please note:

* Do not include candidate work.
* Only items d and e are required for licensure assessments.
* **For confidentiality purposes, please do not submit assessment data for programs with fewer than ten enrolled students to IDOE. Although low enrollment programs are not submitting data for IDOE review, program faculty and/or representatives should analyze all assessment data internally for continuous improvement purposes.**

**For each assessment listed in Section II, provide assessment information as outlined in the directions for Section IV below. Please clearly label each assessment file or reference the attachment containing the assessment documentation.**

1. **Assessment #1: State licensure tests or professional examinations of content knowledge (required)**

If the state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Documentation should include total scores plus sub-scores for the state licensure test. Data charts should also include the number (n) of candidates assessed and the range of scores for each sub-score and composite score**.**

**Assessment #1 - Include hyperlink or reference attachment here:**

1. **Assessment #2: Content knowledge (required)**

Examples of assessments include comprehensive examinations, program-required course grades where course descriptions indicate a clear alignment to the standards. See guidance on documenting course grades as an assessment [here](http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/documenting-grades-for-spa-review).

**Assessment #2 -** **Include hyperlink or reference attachment here:**

1. **Assessment #3: Assessment that demonstrates candidates' instructional leadership skills (required)**

Examples of assessments include conducting school faculty observations, developing a school faculty

professional development plan, a school faculty intervention plan, and/or a school instruction/curriculum

project.

**Assessment #3 -** **Include hyperlink or reference attachment here:**

1. **Assessment #4: Assessment that demonstrates candidates' leadership skills and management skills within a field-based setting (required)**

Examples of assessments include faculty evaluations of candidates’ performances, internship/clinical site supervisors’ evaluations of candidates’ performances, internship projects, and evaluation of candidates’ formative and summative logs and reflections.

**Assessment #4 - Include hyperlink or reference attachment here:**

1. **Assessment #5: Assessment that demonstrates candidates’ leadership skills in supporting an effective P-12 student learning environment (required)**

Examples of assessments include a school leadership intervention project, an action research project to improve a school problem related to P-12 student learning, and/or project to develop a school P-12 student learning model.

**Assessment #5 - Include hyperlink or reference attachment here:**

1. **Assessment #6: Demonstration of candidate's leadership skills in the areas of family and community relations (required)**

Examples of assessments include developing school-based strategic plans, a school improvement project, a school-community relations strategic plan, and/or a school simulation.

**Assessment #6 - Include hyperlink or reference attachment here:**

1. **Assessment #7: Additional assessment that addresses Indiana Educator Standards (optional)**

Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers..

**Assessment #7 -** **Include hyperlink or reference attachment here:**

1. **Assessment #8: Additional assessment that addresses Indiana Educator Standards (optional)**

Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers.

**Assessment #8 - Include hyperlink or reference attachment here:**

**SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

**Insert text**

**SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY**

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section.

**Insert text**

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section.

**Insert text**