



Specialty Professional Associations: SPA

The PSEL standards are aspirational, career spanning and speak to all leadership levels. These standards best serve practitioners. The three primary stakeholders for the ELCC and the NELP standards are those responsible for preparation program review and approval, accrediting associations, and higher education programs. Within this professional context, there are 17 Specialty Professional Associations, referred to as SPAS. The ELCC/NELP SPA, coordinated through the NPBEA, deals with all educational leadership programs, both building and district.

Educator accreditation is a seal of approval that assures quality in programs designed for educator preparation. Accreditation provides a framework that has pushed educator preparation programs to continually self-assess and conduct evidence-based analysis of the quality and efficacy of their programs. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs are more likely to produce successful educators.

The SPA or program review is an essential component of the overall accreditation process, which provides evidence that program candidates have a strong foundation of content and pedagogical knowledge in that program area. All EPPs (Educator Preparation Providers) seeking CAEP Accreditation must complete the program review process. Program review is part of the overall accreditation process and occurs prior to the self-study and on-site accreditation visit. EPPs then use the results of program review as evidence to meet applicable CAEP standards. CAEP has a set of requirements for Specialty Professional Association (SPA) reviews.

The accreditation review process and report writing guidelines are discussed below.

TRANSITIONING TO NELP 2018 STANDARDS

NELP 2018 standards will be available for use in January 2018. The CAEP Spring 2020 Cycle is the first time programs will be required to use NELP 2018 standards. Educational leadership programs should base their transition to the NELP standards by back-mapping from the date of their next CAEP onsite review. After the January 2018 release of the NELP standards, program must have time to:

- Develop and align 6-8 assessments to the NELP standards
- Build assessment rubrics aligned with the standards components and indicators
- Collect and report two applications of data

Note: Most universities will be creating program reports based on the ELCC 2011 Building and District Level standards until March 2020.



CAEP/ELCC/NELP PROGRAM REPORTS

Who should create and submit program reports?

All colleges and universities that offer programs for the preparation of superintendents, principals, curriculum directors or supervisors at the master's degree, post-master's, specialist, or doctorate levels may participate in the CAEP/ELCC/NELP program review.

- It is the CAEP Coordinator's responsibility to keep the program's profile updated in CAEP's Accreditation Information Management System (AIMS).

When can programs submit reports?

Three years to twelve-months prior to the on-site CAEP accreditation visit, educational leadership programs submit program reports in AIMS, the CAEP on-line review system, for ELCC program review. These reports must be based on the 2011 ELCC Building or District Level Educational Leadership standards. Programs have two opportunities to submit each calendar year.

CAEP's Annual Calendar of Activities

FALL PROGRAM REVIEW CYCLE

- ELCC Program Reports Posted in AIMS September 15
- ELCC Program Team Review Period Oct 15 – Nov 15
- ELCC Audit Committee Review Period Nov 15 – Jan 1
- CAEP Technical Edit Period Jan 1 – Feb 1
- National Recognition Reports Posted February 1

SPRING PROGRAM REVIEW CYCLE

- ELCC Program Reports Posted in AIMS March 15
- ELCC Program Team Review Period April 15 – May 15
- ELCC Audit Committee Review Period May 15 – July 1
- CAEP Tech Edit Period July 1 – August 1
- National Recognition Reports Posted August 1



Report Guidelines

What are the guidelines for submitting reports?

Guidelines on Submitting a SPA Initial Review Report Educator preparation providers have widely used outcome assessments aligned to standards developed by specialized professional associations (SPAs) to monitor progress of candidates and evaluate programs. The purpose is to ensure that candidates can apply content and pedagogical knowledge and provide evidence for CAEP [Component A.1.2](#) (Advanced Level Programs). Programs selecting the SPA Program Review with National Recognition may use a maximum of eight key assessments to provide evidence that SPA standards are met. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the SPA standards. SPA Program Reports for initial review are due three years prior to the site visit. For instance, if an EPP has its site visit scheduled in fall 2023 the Initial Review Report will be due by fall 2020. SPA review takes place twice every year—one in spring and once in fall. The deadline for submitting the SPA Program Report in spring is March 15 and the deadline for submitting fall reports is September 15 of every year.

Each SPA has specific guidelines for submitting a successful SPA Program Report. Please refer to their instructions provided on the CAEP [website](#). Instructions are provided on both Option A and Option B of preparing SPA reports.

How to Plan for the Initial Review Report Submission:

To submit an Initial Review Report a program will request shells (templates used by programs to submit SPA Program Reports) through CAEP's Accreditation Information Management System ([AIMS](#)) using institutional login information. Instructions on how to request shells are provided on the CAEP [website](#).

Shells may be requested as early as one year before the submission due date and no later than five days before the deadline. Although the templates for Initial Review Reports, Revised Reports, and Response to Conditions Reports appear to be similar, programs need to specify during the request that the shells requested are for initial review. The shells are named accordingly for reviewers to know of their nature.



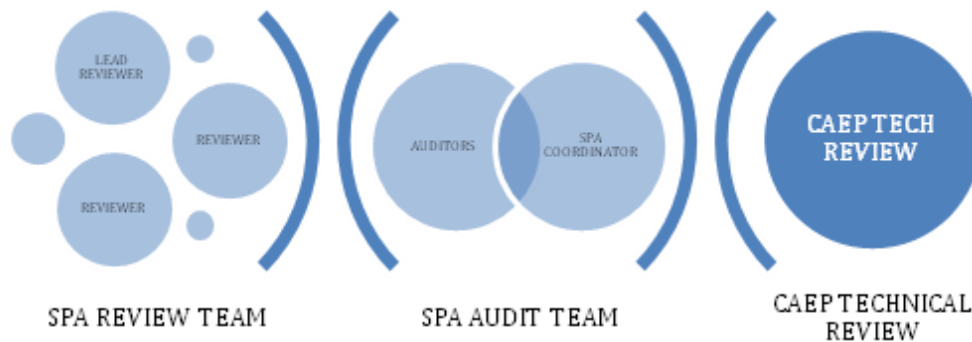
How to Complete the Program Report Template/Form:

Completing the on-line program report

- Programs must contact CAEP to receive program templates
- Programs must complete all sections of the report templates
 - Section I. Context
 - Specifies general program information
 - Enter Candidate Information table online
 - Enter information for all faculty online in the AIMS Manage Faculty Information view
 - Pertinent faculty information imports into each program report
 - Specifies character limits for responses to narrative questions
 - Requires one attachment
 - Section II. List of Assessments
 - Section III. Relationship of Assessments to Standards
 - Section IV. Evidence for Meeting Standards
 - For each assessment, attach one document that includes the assessment, scoring guide/criteria, data tables and a 2-page maximum narrative
 - The assessment narrative must include a/an
 - brief description of the assessment and its use in the program (one sentence may be sufficient);
 - description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - brief analysis of the data findings;
 - interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording
 - The assessment description
 - Can be the assessment tool itself or a rich description of the assessment (often the directions given to candidates for completing the assignment)
 - Should indicate standard alignment to assessment tasks (e.g. ELCC 3.1 or ELCC 3.2) so reviewers can easily find your evidence
 - Design a scoring guide or a likert scale instrument that explicitly defines the criteria you will use to evaluate the degree of candidate mastery of the essential ELCC Standards concepts required in the assessment.
 - The scoring guide instrument must
 - evaluate a preponderance of the standard elements
 - align to the assessment description and directions
 - Data tables should relate back to what is measured in the scoring guide instrument.

- Report data at the standard level, not element level. Use elements level data to make case for standard quality as a whole.
 - Initial reports must include TWO applications of data on assessments 1, 2, 3, 4, 5 and 6.
 - Section V. Use of Assessment Results to Improve the Program
 - Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge, pedagogical and professional knowledge, skills and dispositions, and student learning
- For ELCC Reports Only:
 - Program must include a one-page description to inform reviewers how the internship/clinical experience(s) have been designed to meet ELCC Standards 7.1 and 7.3
 - Assessment 4 evaluates candidate skills (ELCC 7.2)

The Program Review Process



ELCC SPA Reviewers must

- Be actively employed in educational leadership field
- Convey clear and concise observations and judgment in writings without personal bias
- Finish reviews on time and submit complete reports to AIMS system
- Participate in at least one review cycle per year
- Work as part of team and contact team member as part of team process

ELCC SPA Review Team must

- Make a program report recommendation to Audit Committee on whether to grant
 - Nationally Recognition
 - Recognition with Conditions, or
 - Not Nationally Recognized

ELCC Audit Team,

Five members appointed by National Policy Board for Educational Administration (NPBEA)

- Review every Program Recognition Report to ensure fair and unbiased team reports
- Make final program report decision based on team recommendation
- Will also review reports that have been flagged by CAEP staff



ELCC/NELP NATIONAL RECOGNITION REPORTS

What do my National Recognition Report Results mean?

a. *National Recognition contingent upon unit accreditation*

- The program substantially meets all ELCC standards 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0;
- No further submission required; program will receive full *National Recognition* when the unit receives accreditation;
- Program will be listed on the NCATE website as *Nationally Recognized* if the unit is already accredited. If the unit is not accredited, then the program will be listed as *Nationally Recognized pending unit accreditation*.

b. *National Recognition with Conditions contingent upon unit accreditation*

- The program substantially meets some but not all ELCC standards; therefore, a "Response to Conditions" report must be submitted within 18 months to remove the conditions. Conditions could include one or more of the following:
 - Insufficient amount of data to determine if ELCC standards are met;
 - Insufficient alignment among ELCC standards or assessments or scoring guides or data (see ELCC Standard Evaluation Rubric);
 - Lack of quality in some assessments or scoring guides;
 - The NCATE requirement for an 80 percent pass rate on state licensure tests is not met
- The program has two opportunities within 18 months after the decision to remove the conditions. If the program is unsuccessful after two attempts, then the program status will be changed to *Not Recognized*.
- The program is listed on the NCATE website as *Nationally Recognized with Conditions* until it achieves *National Recognition*. If its status is changed to *Not Recognized*, then the program will be removed from the list on the website.

c. *Further Development Required:*

- The program does not substantially meet all ELCC standards and the ELCC standards that are not met are critical to a high-quality program and more than a few in number, or are few in number but so fundamentally important that recognition is not appropriate;
- The program will have two opportunities within 12 to 14 months after the first decision to attain *National Recognition* or *National Recognition with Conditions*. If the program is unsuccessful after two attempts, then the program status will be changed to *Not Recognized*.

Guidelines for Submitting a Response to Conditions SPA Program Report

A Response to Conditions SPA Program Report (also referred to as a Response to Conditions Report) is submitted when a program receives a decision of "National Recognition with Conditions" for their previous SPA report submission.

A Response to Conditions Report does not require the resubmission of all components of the original report. The Response to Conditions Report will usually focus on the submission of revised or new assessments that were developed based on the SPA's guidance on their previous SPA Program Report. The goal is to provide improved evidence for standards previously found unmet by reviewers.

How to Plan for the Response to Conditions Report Submission:

To submit Response to Conditions Reports a program will request shells (templates used by programs to submit SPA Program Reports) through CAEP's Accreditation Information



Management System ([AIMS](#)) using institutional login information. Instructions on how to request shells are provided on the CAEP [website](#).

Shells may be requested as early as one year before the submission due date and no later than five days before the deadline. Although the templates for Initial Review Reports and Revised Reports appear to be similar, programs need to specify during the request that the shells requested are for “Response to Conditions.” The shells are named accordingly for reviewers to know of their nature.

To plan what to submit in responding to the SPA’s decision of “National Recognition with Conditions,” the program should focus on the conditions specified in Part G (Decisions) of the prior SPA Recognition Report (report that the program receives notifying the SPA’s decision on National Recognition). If a program can meet the conditions listed in Part G through evidence presented in the Response to Conditions Report, it should be eligible for National Recognition. Comments provided in Part B (Status of Meeting SPA Standards), Part C (Evaluation of Program Report Evidence), Part D (Evaluation of the Use of Assessment Results), and Part E (Areas for Consideration) of the prior SPA Recognition Report may also provide valuable information on ways to address the conditions stated in Part G.

How to Complete the Program Report Template/Form:

- Cover Sheet (must be completed for initial, revised, and response to conditions reports): Complete the entire section: Numbers 1-16.
- Sections I and II: Not required for Response to Conditions Reports unless there is a replacement of one or more of the assessment(s) originally submitted in the Initial Review Report, or there is new faculty information since the submission of the previous report.
- Section III: Not required for Response to Conditions Reports unless a new assessment replaces one submitted in the Initial Review Report to meet a SPA standard
- Section IV: Required for Response to Conditions Reports. Follow the directions provided in Section IV of the template to provide information on the key assessments that are being resubmitted. The data requirement for a Response to Conditions Report is a minimum of one cycle of data collected from the revised assessment based on SPA feedback received in the previous SPA Recognition Report.
- Section V: Required for Response to Conditions Reports. Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.
- Section VI: Required for Response to Conditions Reports. Describe what changes or additions have been made in the report to address the conditions and concerns raised in the original SPA Recognition Report. List the sections of the report you are resubmitting and the changes that have been made.



Guidelines for Submitting Revised SPA Program Reports

A Revised SPA Program Report (also referred to as a Revised Report) is submitted when a program receives a decision of either “Further Development Required” or “National Recognition with Probation” for their previous SPA report submission.

A Revised Report does not require the resubmission of all components of the original report. The Revised Report will usually focus on the submission of revised or new assessments that were developed based on the SPA’s guidance on their previous SPA Program Report. The goal is to provide improved evidence for standards previously found unmet by reviewers.

How to Plan for the Revised Report Submission:

To submit Revised Reports a program will request shells (templates used by programs to submit SPA Program Reports) through CAEP’s Accreditation Information Management System ([AIMS](#)) using institutional login information. Instructions on how to request shells are provided on the CAEP [website](#).

Shells may be requested as early as one year before the submission due date and no later than five days before the deadline. Although the templates for Initial Review Reports and Revised Reports appear to be similar, programs need to specify during the request that the shells requested are for “Revised Reports.” The shells are named accordingly for reviewers to know of their nature.

To plan what to submit in responding to the SPA’s decision of “Further Development Required” or “National Recognition with Probation,” the program should refer to the comments for unmet standards noted in Part B (Status of Meeting SPA Standards), as well as to comments in Part E (Areas for Consideration) of the prior SPA Recognition Report (report that the program receives notifying the SPA’s decision on National Recognition). Parts C (Evaluation of Program Report Evidence) and D (Evaluation of the Use of Assessment Results) of the report may also provide information on the aspects of the original report that are deficient, lacking, or require clarification.



How to Complete the Program Report Template/Form:

- Cover Sheet (must be completed for initial, revised, and response to conditions reports): Complete the entire section: Numbers 1-16.
- Sections I and II: Not required for Revised Reports unless there is a replacement of one or more of the assessment(s) originally submitted in the Initial Review Report, or there is new faculty information since the submission of the previous report.
- Section III: Not required for Revised Reports unless a new assessment replaces one submitted in the Initial Review Report to meet a SPA standard
- Section IV: Required for Revised Reports. Follow the directions provided in Section IV of the template to provide information on the key assessments that are being resubmitted. The data requirement for a Revised Report is a minimum of one cycle of data collected from the revised assessment based on SPA feedback received in the previous SPA Recognition Report.
- Section V: Must be completed. Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.
- Section VI: Must be completed. Describe what changes or additions have been made in the report to address the conditions and concerns raised in the original SPA Recognition Report. List the sections of the report you are resubmitting and the changes that have been made.

Program Reviewer Application Process

The NPBEA encourages educational leadership practitioners and higher education faculty who prepare school and district leaders to become involved and serve as volunteers on ELCC's educational leadership program review teams. We encourage you to review the attached selection criteria and application process for becoming an ELCC Program Reviewer (see below). For more information on the ELCC Program Review Process please contact Ms. Honor Fede, ELCC Coordinator, at [hfede \(at\) naesp.org](mailto:hfede@naesp.org):

- ELCC Reviewer Application Form ([PDF](#) | [MS Word](#))

Whom to contact:

- Questions about ELCC Program Report Design: Joan Auchter auchterj@nassp.org or (703) 860-7280
- Questions about AIMS systems and technical submission problems: Banhi Bhattacharya auchterj@nassp.org or (202) 223-0077