Default Report

Q3 - What grades are taught at your school campus?
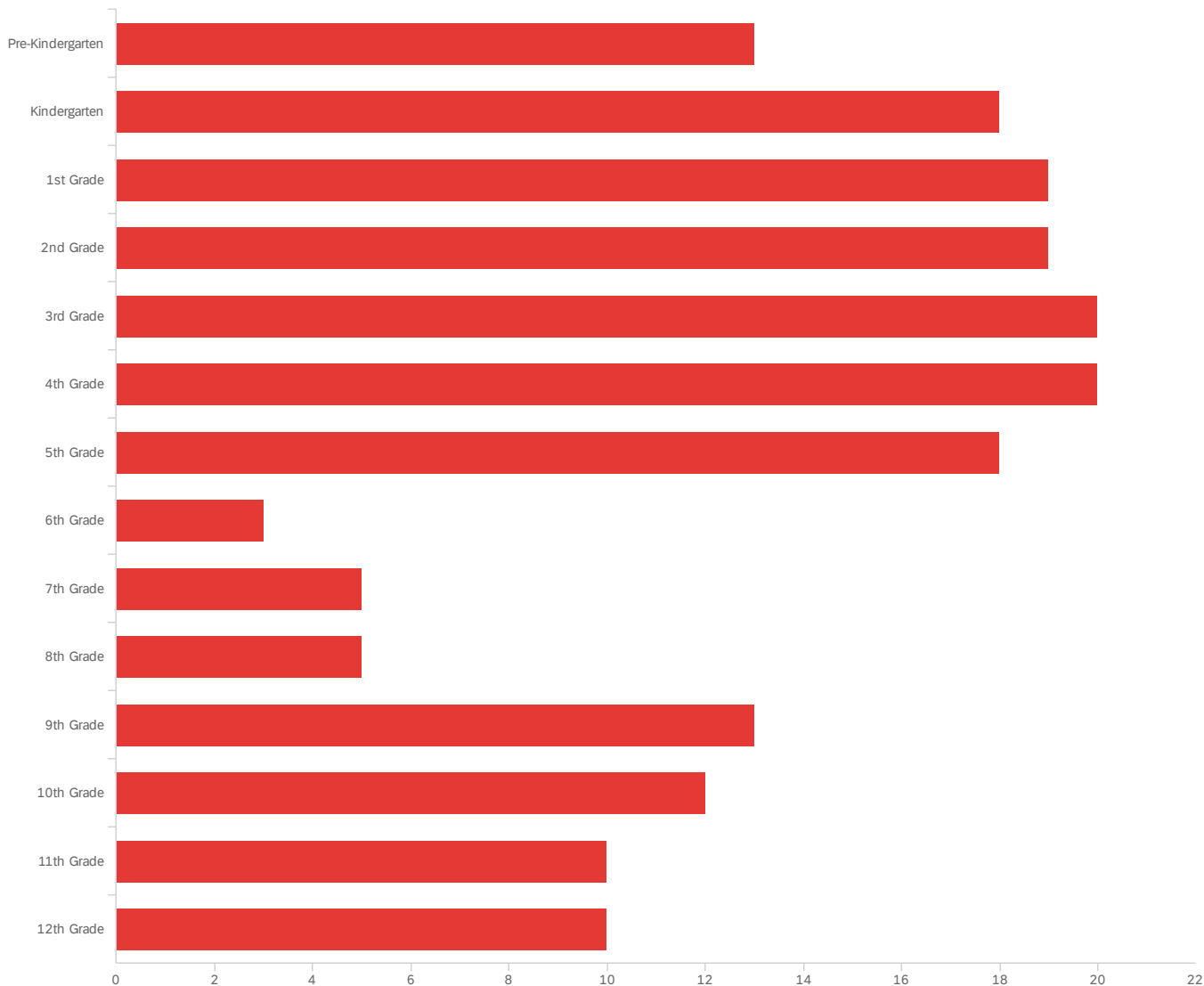
#	Field		Choice Count
1	Pre-Kindergarten	7.03%	13
2	Kindergarten	9.73%	18
3	1st Grade	10.27%	19
4	2nd Grade	10.27%	19
5	3rd Grade	10.81%	20
6	4th Grade	10.81%	20

#	Field	Choice Count	
7	5th Grade	9.73%	18
8	6th Grade	1.62%	3
9	7th Grade	2.70%	5
10	8th Grade	2.70%	5
11	9th Grade	7.03%	13
12	10th Grade	6.49%	12
13	11th Grade	5.41%	10
14	12th Grade	5.41%	10
			185

Showing rows 1 - 15 of 15

Q71 - Which of these best describes your school, campus or district?
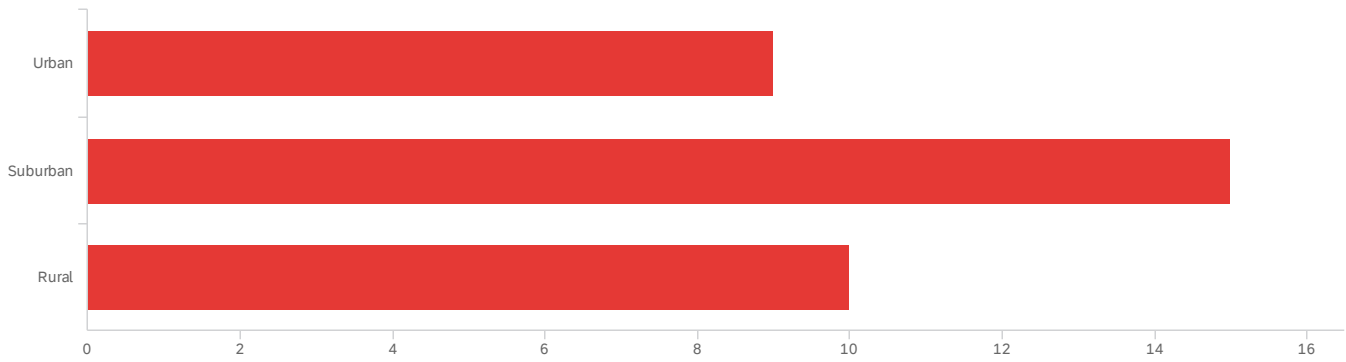
#	Field	Choice Count	
1	Urban	26.47%	9
2	Suburban	44.12%	15
3	Rural	29.41%	10
			34

Showing rows 1 - 4 of 4

Q10 - Approximately how many students attend your school campus?
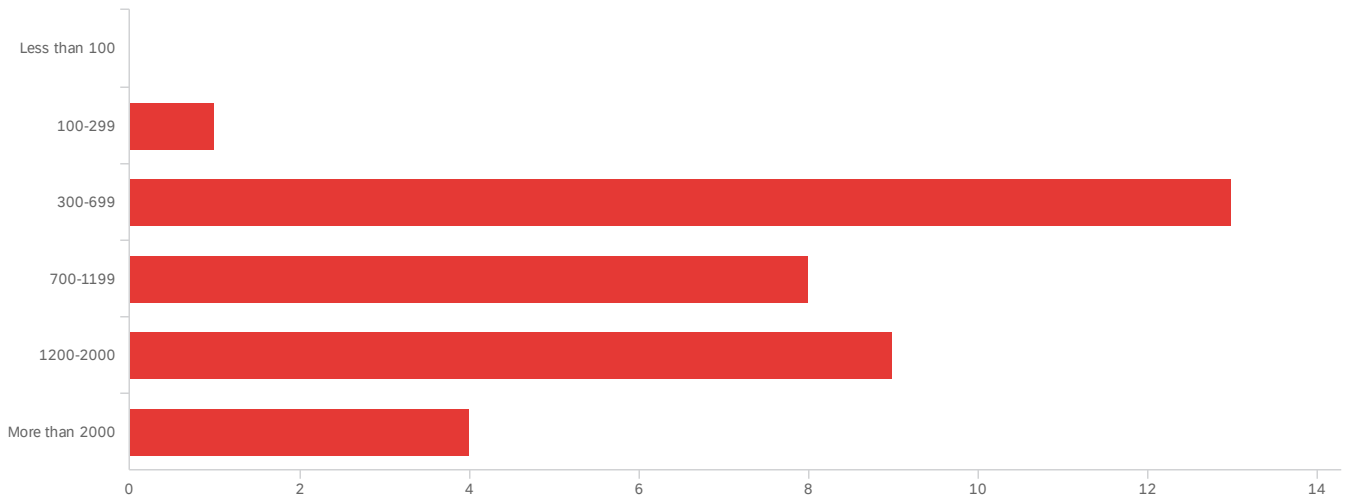
#	Field		Choice Count
1	Less than 100	0.00%	0
2	100-299	2.86%	1
3	300-699	37.14%	13
4	700-1199	22.86%	8
5	1200-2000	25.71%	9
6	More than 2000	11.43%	4
			35

Showing rows 1 - 7 of 7

Q11 - Using the Likert scale, please indicate the extent to which:

Legend:
- This employee demonstrates a commitment to professional growth.
- This employee effectively uses technology to enhance instruction or other r...
- This employee demonstrates professionalism.
- This employee demonstrates understanding and is respectful and inclusive of...
- This employee practices ethical behavior.
- This employee collaborates with faculty, administrators, and stakeholders.
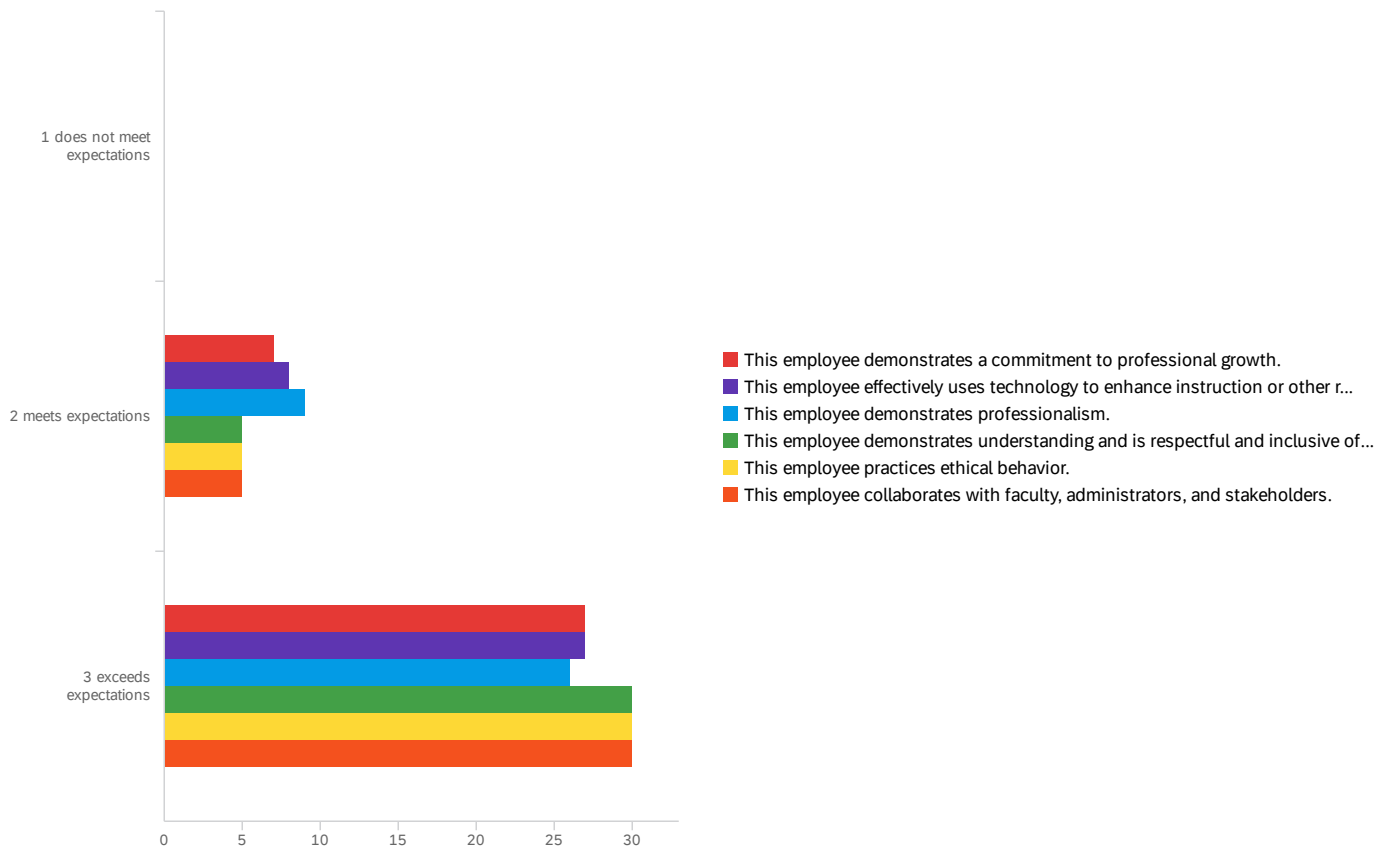
| #	Field	1 does not meet expectations		2 meets expectations		3 exceeds expectations		Total
1	This employee demonstrates a commitment to professional growth.	0.00%	0	20.59%	7	79.41%	27	34
2	This employee effectively uses technology to enhance instruction or other responsibilities.	0.00%	0	22.86%	8	77.14%	27	35
3	This employee demonstrates professionalism.	0.00%	0	25.71%	9	74.29%	26	35
4	This employee demonstrates understanding and is respectful and inclusive of diverse learners.	0.00%	0	14.29%	5	85.71%	30	35
5	This employee practices ethical behavior.	0.00%	0	14.29%	5	85.71%	30	35
6	This employee collaborates with faculty, administrators, and stakeholders.	0.00%	0	14.29%	5	85.71%	30	35

Showing rows 1 - 6 of 6

Q12 - Rate the quality of this employee's job performance with respect to impact on student learning.
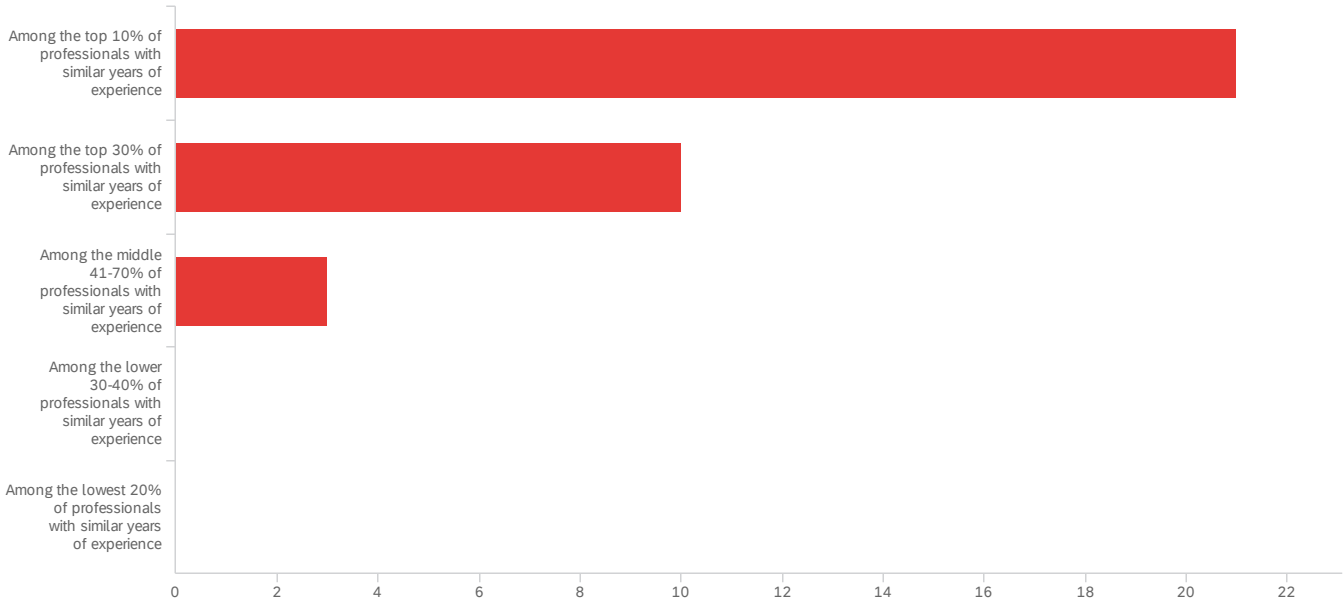
#	Field		Choice Count
1	Among the top 10% of professionals with similar years of experience	61.76%	21
2	Among the top 30% of professionals with similar years of experience	29.41%	10
3	Among the middle 41-70% of professionals with similar years of experience	8.82%	3
4	Among the lower 30-40% of professionals with similar years of experience	0.00%	0
5	Among the lowest 20% of professionals with similar years of experience	0.00%	0
			34

Showing rows 1 - 6 of 6

Q13 - Compared to professionals prepared at other institutions, this SHSU graduate is:
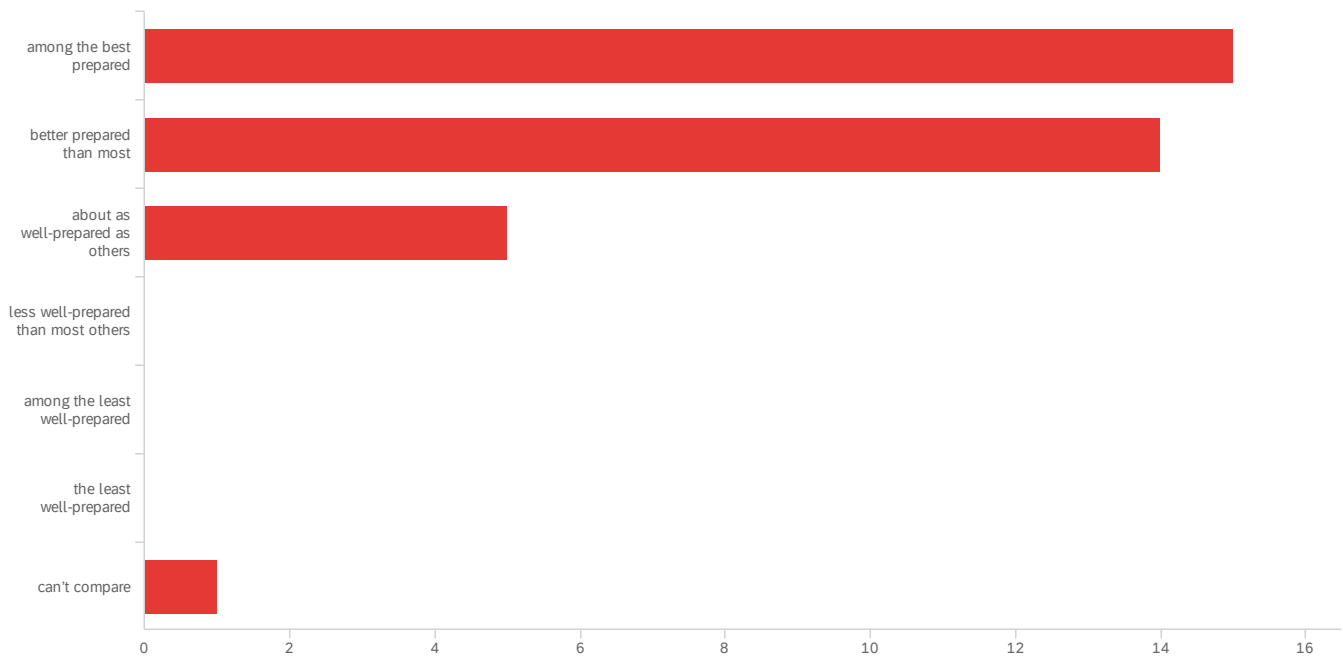
#	Field		Choice Count
1	among the best prepared	42.86%	15
2	better prepared than most	40.00%	14
3	about as well-prepared as others	14.29%	5
4	less well-prepared than most others	0.00%	0
5	among the least well-prepared	0.00%	0
6	the least well-prepared	0.00%	0
7	can't compare	2.86%	1
			35

Showing rows 1 - 8 of 8

Q14 - Please indicate any areas where this employee needs additional instruction in the following five areas:
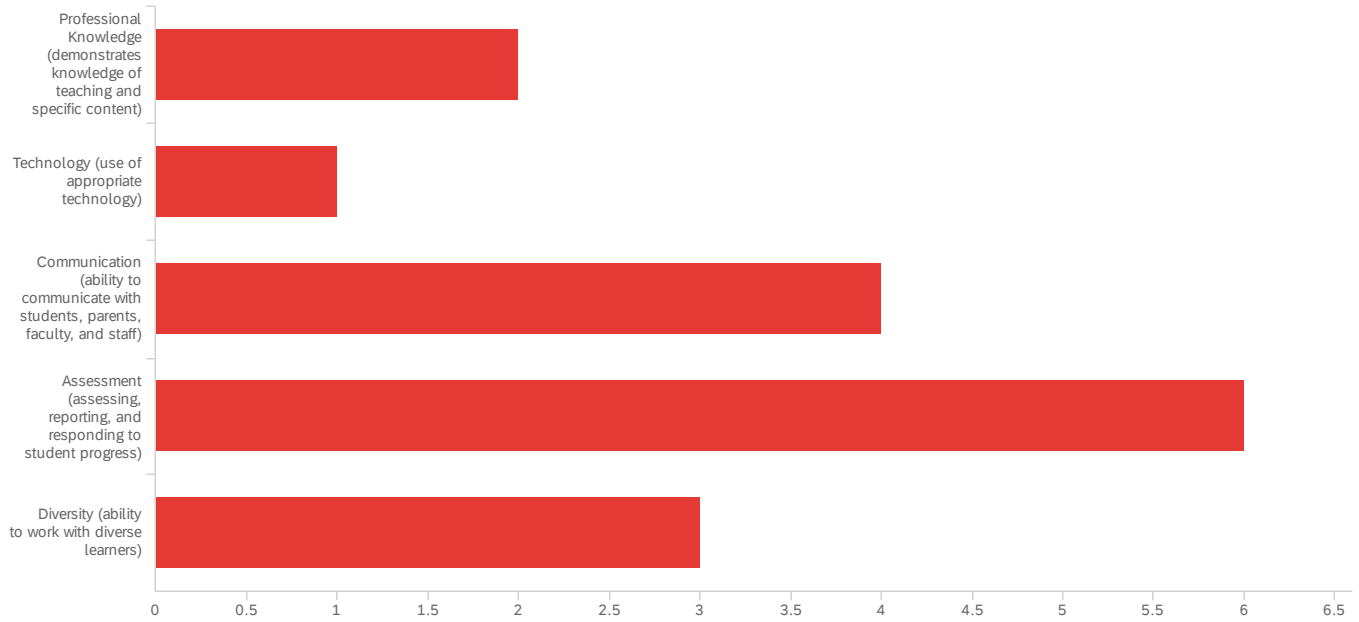
#	Field		Choice Count
1	Professional Knowledge (demonstrates knowledge of teaching and specific content)	12.50%	2
2	Technology (use of appropriate technology)	6.25%	1
3	Communication (ability to communicate with students, parents, faculty, and staff)	25.00%	4
4	Assessment (assessing, reporting, and responding to student progress)	37.50%	6
5	Diversity (ability to work with diverse learners)	18.75%	3
			16

Showing rows 1 - 6 of 6

Q15 - Please indicate strengths you have identified in this employee in the following five areas:

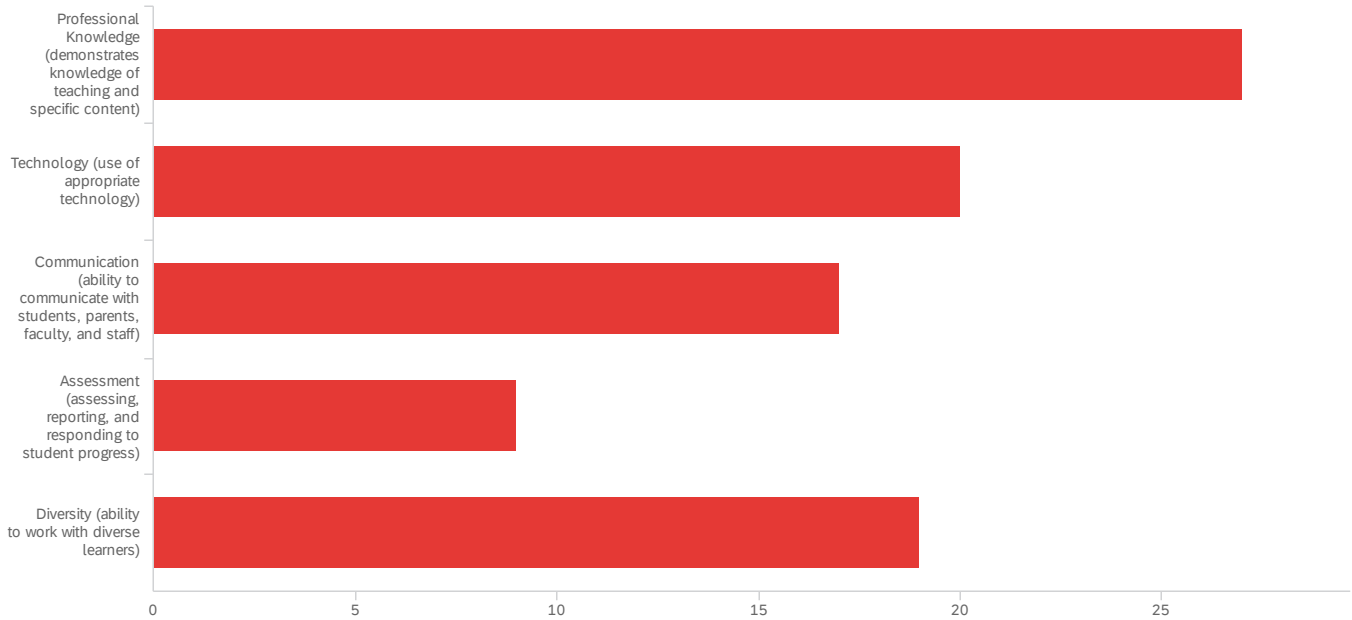| #	Field	Choice Count	
1	Professional Knowledge (demonstrates knowledge of teaching and specific content)	29.35%	27
2	Technology (use of appropriate technology)	21.74%	20
3	Communication (ability to communicate with students, parents, faculty, and staff)	18.48%	17
4	Assessment (assessing, reporting, and responding to student progress)	9.78%	9
5	Diversity (ability to work with diverse learners)	20.65%	19
			92

Showing rows 1 - 6 of 6

Q80 - Part II: Administration and Principal Certification Directions: Please choose the responses to the statements that best describes your perceptions of the extent to which you feel the person you are evaluating was prepared to address leadership issues after completing the administration degree and/or the principal preparation program. These questions are aligned to the Educational Leadership Constituent Council (ELCC) Standards. Please use the Likert scale below to evaluate your preparation.

Minimally prepared

Adequately prepared

Very prepared

Not Observed

	0	0.5	1	1.5	2	2.5	3	3.5	4

#	Field	Minimally prepared		Adequately prepared		Very prepared		Not Observed		Total
1	1. The graduate collaborates to develop, articulate, implement, and steward a shared vision of learning for a school. (Standard 1)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
2	2. The graduate collects and uses data to identify school goals, assess organizational effectiveness, and implements plans to achieve school goals. (Standard 1)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
3	3. The graduate promotes continual and sustainable school improvement. (Standard 1)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
4	4. The graduate evaluates school progress and revises school plans supported by school stakeholders. (Standard 1)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4

#	Field	Minimally prepared		Adequately prepared		Very prepared		Not Observed		Total
5	5. The graduate sustains a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (Standard 2)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
6	6. The graduate creates and evaluates a comprehensive, rigorous, and coherent curricular and instructional school program. (Standard 2)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
7	7. The graduate develops and supervises the instructional and leadership capacity of school staff. (Standard 2)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
8	8. The graduate promotes the most effective and appropriate technologies to support teaching and learning in a school environment. (Standard 2)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
9	9. The graduate monitors and evaluates school management and operational systems. (Standard 3)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
10	10. The graduate efficiently use human, fiscal, and technological resources to manage school operations. (Standard 3)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
11	11. The graduate promotes school-based policies and procedures that protect the welfare and safety of students and staff within the school. (Standard 3)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
12	12. The graduate develops school capacity for distributed leadership. (Standard 3)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
13	13. The graduate ensures teacher and organizational time focuses on supporting high-quality school instruction and student learning. (Standard 3)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
14	14. The graduate collaboratse with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (Standard 4)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
15	15. The graduate mobilizes community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. (Standard 4)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
16	16. The graduate responds to community interests and needs by building and sustaining positive school relationships with families and caregivers. (Standard 4)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
17	17. The graduate responds to community interests and needs by building and sustaining productive school relationships with community partners. (Standard 4)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4
18	18. The graduate acts with integrity and fairness to ensure a school system of accountability for every student's academic and social success. (Standard 5)	0.00%	0	0.00%	0	100.00%	4	0.00%	0	4

19. The graduate models principles of self-awareness, reflective

#		Minimally prepared	Adequately prepared	Very prepared	Not Observed	Total
19	practice, transparency, and ethical behavior as related to their roles within the school. (Standard 5)	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4
20	20. The graduate upholds the values of democracy, equity, and diversity within the school. (Standard 5)	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4
21	21. The graduate evaluates the potential moral and legal consequences of decision making in the school. (Standard 5)	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4
22	22. The graduate promotes social justice within the school to ensure that individual student needs inform all aspects of schooling. (Standard 5)	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4
23	23. The graduate advocates for school students, families, and caregivers. (Standard 6)	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4
24	24. The graduate acts to influence local, district, state, and national decisions affecting student learning in a school environment. (Standard 6)	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4
25	25. The graduate anticipates and assesses emerging trends and initiatives in order to adapt school-based leadership strategies. (Standard 6)	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4

Showing rows 1 - 25 of 25

Q66 - Using the Likert scale, please indicate the extent to which

1 never

2 seldom

3 sometimes

- 1) This employee is able to recognize limitations as a school counselor and...
- 2) This employee is honest and thoughtful in reflections regarding your own...
- 3) This employee articulates, models and advocates for an appropriate schoo...
- 4) This employee uses strategies to promote, develop, and enhance teamwork ...
- 5) This employee serves as an advocate and make appropriate referrals to sc...
- 6) This employee is understanding, respectful and inclusive of diverse clie...
- 7) This employee applies and adheres to ethical and legal standards in thei...
- 8) This employee uses strategies and methods for working with parents, guar...
- 9) This employee understands the role of the school counselor as a system c...
- 10) This employee participates in the design, implementation, management, a...

4 almost always

5 always

#	Field	1 never	2 seldom	3 sometimes	4 almost always	5 always	Total
1	1) This employee is able to recognize limitations as a school counselor and seek supervision when appropriate.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
2	2) This employee is honest and thoughtful in reflections regarding your own professional growth.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
3	3) This employee articulates, models and advocates for an appropriate school counselor identity program.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
4	4) This employee uses strategies to promote, develop, and enhance teamwork within the school and larger community.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
5	5) This employee serves as an advocate and make appropriate referrals to school and community resources based on the needs of each client.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
6	6) This employee is understanding, respectful and inclusive of diverse clients.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
7	7) This employee applies and adheres to ethical and legal standards in their work as a school counselor.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
8	8) This employee uses strategies and methods for working with parents, guardians, families and communities to empower them to act on behalf of their children.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
9	9) This employee understands the role of the school counselor as a system change agent.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
10	10) This employee participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4

Showing rows 1 - 10 of 10

Q54 - These questions are tied to the National Board for Professional Teaching Standards. Using the Likert scale, please indicate the extent to which:

Does not meet expectations

Meets expectations

- 1. The graduate recognizes individual differences in their students and adj…
- 2. The graduate has an understanding of how students develop and learn. (Pr…
- 3. The graduate treats students equitably. (Proposition 1)
- 4. The graduate's mission extends beyond developing the cognitive capacity …
- 5. The graduate appreciates how knowledge in their subjects is created, org…
- 6. The graduate commands specialized knowledge of how to convey a subject t…
- 7. The graduate generates multiple paths to knowledge. (Proposition 2)
- 8. The graduate calls on multiple methods to meet their goals. (Proposition…
- 9. The graduate orchestrates learning in group settings. (Proposition 3)
- 10. The graduate places a premium on student engagement. (Proposition 3)
- 11. The graduate regularly assesses student progress. (Proposition 3)
- 12. The graduate is mindful of their principal objectives. (Proposition 3)
- 13. The graduate continually makes difficult choices that tests their judgm…
- 14. The graduate seeks the advice of others and draws on education research…
- 15. The graduate contributes to school effectiveness by collaborating with …
- 16. The graduate works collaboratively with parents. (Proposition 5)
- 17. The graduate takes advantage of community resources. (Proposition 5)

#	Field	Does not meet expectations		Meets expectations		Exceeds expectations		Total
1	1. The graduate recognizes individual differences in their students and adjusts their practice accordingly. (Proposition 1)	0.00%	0	100.00%	1	0.00%	0	1
2	2. The graduate has an understanding of how students develop and learn. (Proposition 1)	0.00%	0	0.00%	0	100.00%	1	1
3	3. The graduate treats students equitably. (Proposition 1)	0.00%	0	0.00%	0	100.00%	1	1
4	4. The graduate's mission extends beyond developing the cognitive capacity of their students. (Proposition 1)	0.00%	0	100.00%	1	0.00%	0	1
5	5. The graduate appreciates how knowledge in their subjects is created, organized, and linked to other disciplines. (Proposition 2)	0.00%	0	0.00%	0	100.00%	1	1
6	6. The graduate commands specialized knowledge of how to convey a subject to students. (Proposition 2)	0.00%	0	0.00%	0	100.00%	1	1
7	7. The graduate generates multiple paths to knowledge. (Proposition 2)	0.00%	0	0.00%	0	100.00%	1	1
8	8. The graduate calls on multiple methods to meet their goals. (Proposition 3)	0.00%	0	100.00%	1	0.00%	0	1
9	9. The graduate orchestrates learning in group settings. (Proposition 3)	0.00%	0	0.00%	0	100.00%	1	1
10	10. The graduate places a premium on student engagement. (Proposition 3)	0.00%	0	0.00%	0	100.00%	1	1
11	11. The graduate regularly assesses student progress. (Proposition 3)	0.00%	0	100.00%	1	0.00%	0	1
12	12. The graduate is mindful of their principal objectives. (Proposition 3)	0.00%	0	0.00%	0	100.00%	1	1
13	13. The graduate continually makes difficult choices that tests their judgment. (Proposition 4)	0.00%	0	100.00%	1	0.00%	0	1

#	Field	Does not meet expectations		Meets expectations		Exceeds expectations		Total
14	14. The graduate seeks the advice of others and draws on education research and scholarship to improve their practice. (Proposition 4)	0.00%	0	0.00%	0	100.00%	1	1
15	15. The graduate contributes to school effectiveness by collaborating with other professionals. (Proposition 5)	0.00%	0	0.00%	0	100.00%	1	1
16	16. The graduate works collaboratively with parents. (Proposition 5)	0.00%	0	0.00%	0	100.00%	1	1
17	17. The graduate takes advantage of community resources. (Proposition 5)	0.00%	0	100.00%	1	0.00%	0	1

Showing rows 1 - 17 of 17

		Does not meet expectations		Meets expectations		Exceeds expectations		Total
14	14. The graduate seeks the advice of others and draws on education research and scholarship to improve their practice. (Proposition 4)	0.00%	0	0.00%	0	100.00%	1	1

Q71 - Part II: Educational Leadership and Superintendent Preparation Program

Directions: Please choose the responses to the statements that best describes your perceptions of the extent to which you felt the person you are evaluating was prepared to address leadership issues after completing the program.

Minimally Prepared
(1)

Adequately Prepared
(2)

Very Prepared (3)

Legend:
01. values and ethics of leadership
02. leadership and campus culture
03. human resources leadership management
04. communication and community relations
05. organizational leadership and management
06. curriculum planning and development
07. instructional leadership and management
08. model the highest standard of conduct
09. promote the highest standard of conduct
10. articulate the importance of education in a free democratic society
11. promote multicultural awareness and tolerance
12. promote gender sensitivity
13. promote continuous development of all learners
14. create a campus culture that sets high expectations for all
15. ensure effective collaboration of campus staff
16. respond appropriately to the diverse needs of individuals within the co...
17. ensure that parents and other members of the community are an integral ...
18. facilitate the development of a shared campus vision that focuses on te...
19. align all resources to support the implementation of the campus vision
20. examine campus organizational health
21. implement effective recruitment strategies for personnel
22. implement effective selection strategies for personnel
23. implement effective induction strategies for personnel
24. utilize formative evaluation processes to develop campus staff
25. utilize summative evaluation processes to develop campus staff
26. develop and implement a comprehensive program of community relations
27. demonstrate effective communication skills
28. use effective conflict management skills
29. respond to pertinent political issues in the internal and external envi...
30. develop and implement change processes for organizational effectiveness
31. evaluate change processes
32. implement appropriate management techniques to determine accountability...
33. gather and organize information from a variety of sources for use in ef...
34. implement strategies that enable the physical plant, equipment, and sup...
35. apply all laws to support sound decisions
36. facilitate implementation of research-based theories to provide effecti...
37. facilitate implementation of strategies to provide school safety
38. acquire and allocate sufficient instructional resources on campus in an...
39. facilitate use and integrate technology
40. facilitate the development of a campus learning organization
41. implement special campus programs to ensure that all students are provi...
42. facilitate implementation of sound instruction
43. facilitate the effective coordination of campus curricular, co-curricul...
44. use student data and data from other relevant sources as basis for camp...

Not Observed

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                                                                      0   0.1  0.2  0.3  0.4  0.5  0.6  0.7  0.8  0.9   1   1.1
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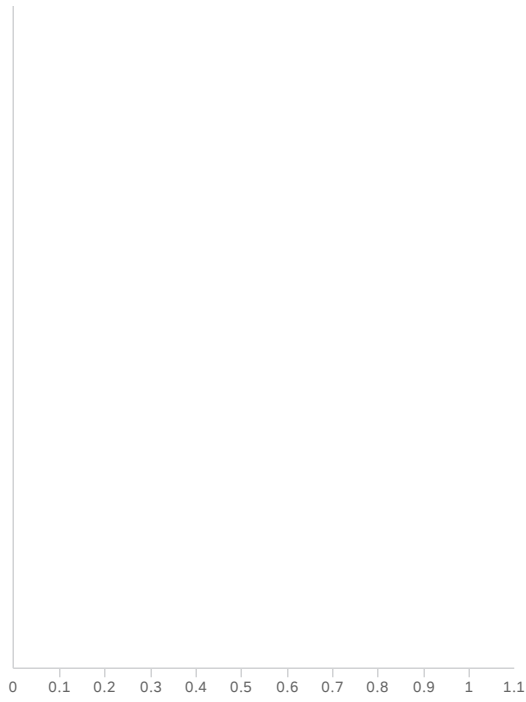
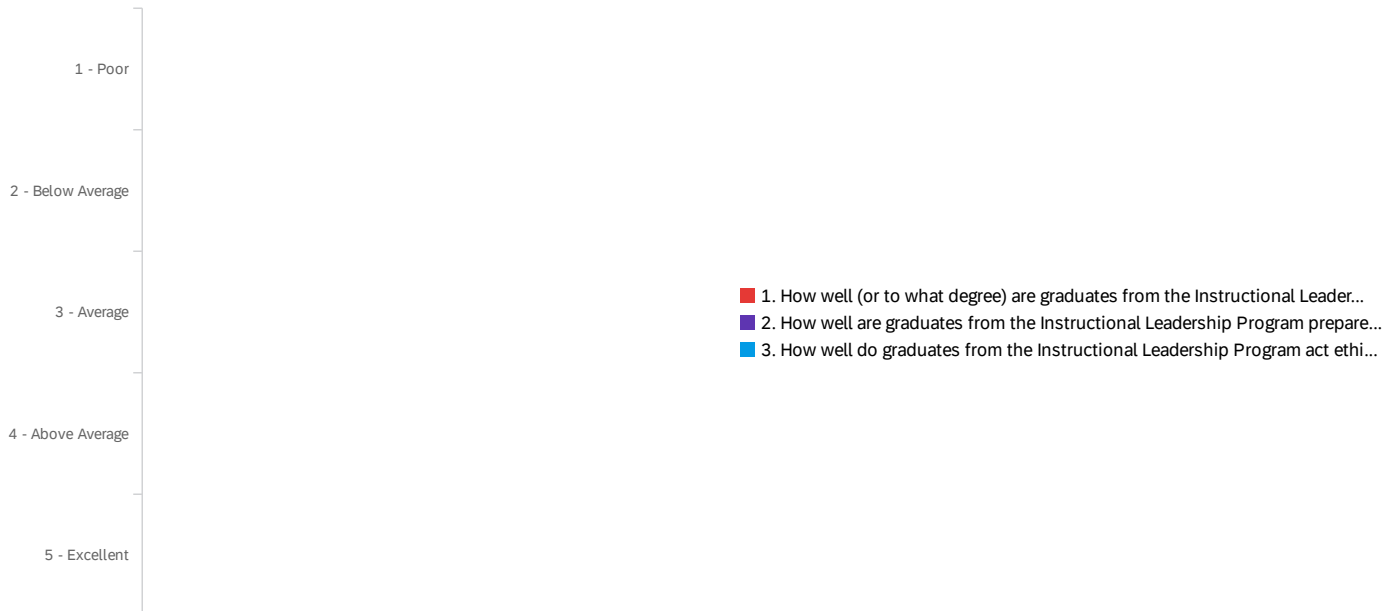| #	Field	Minimally Prepared (1)		Adequately Prepared (2)		Very Prepared (3)		Not Observed		Total
1	01. values and ethics of leadership	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
2	02. leadership and campus culture	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
3	03. human resources leadership management	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
4	04. communication and community relations	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
5	05. organizational leadership and management	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
6	06. curriculum planning and development	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
7	07. instructional leadership and management	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
8	08. model the highest standard of conduct	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
9	09. promote the highest standard of conduct	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
10	10. articulate the importance of education in a free democratic society	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
11	11. promote multicultural awareness and tolerance	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
12	12. promote gender sensitivity	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
13	13. promote continuous development of all learners	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
14	14. create a campus culture that sets high expectations for all	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
15	15. ensure effective collaboration of campus staff	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
16	16. respond appropriately to the diverse needs of individuals within the community	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1

#	Field	Minimally Prepared (1)		Adequately Prepared (2)		Very Prepared (3)		Not Observed		Total
17	17. ensure that parents and other members of the community are an integral part of the campus culture	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
18	18. facilitate the development of a shared campus vision that focuses on teaching and learning	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
19	19. align all resources to support the implementation of the campus vision	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
20	20. examine campus organizational health	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
21	21. implement effective recruitment strategies for personnel	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
22	22. implement effective selection strategies for personnel	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
23	23. implement effective induction strategies for personnel	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
24	24. utilize formative evaluation processes to develop campus staff	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
25	25. utilize summative evaluation processes to develop campus staff	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
26	26. develop and implement a comprehensive program of community relations	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
27	27. demonstrate effective communication skills	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
28	28. use effective conflict management skills	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
29	29. respond to pertinent political issues in the internal and external environment	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
30	30. develop and implement change processes for organizational effectiveness	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
31	31. evaluate change processes	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
32	32. implement appropriate management techniques to determine accountability for campus goal attainment	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
33	33. gather and organize information from a variety of sources for use in effective campus decision making	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
34	34. implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
35	35. apply all laws to support sound decisions	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
36	36. facilitate implementation of research-based theories to provide effective student discipline	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
37	37. facilitate implementation of strategies to provide school safety	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
38	38. acquire and allocate sufficient instructional resources on campus in an equitable manner	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
39	39. facilitate use and integrate technology	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1

#	Field	Minimally Prepared (1)	Adequately Prepared (2)	Very Prepared (3)	Not Observed	Total
40	40. facilitate the development of a campus learning organization	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
41	41. implement special campus programs to ensure that all students are provided programs to meet their individual needs	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
42	42. facilitate implementation of sound instruction	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
43	43. facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1
44	44. use student data and data from other relevant sources as basis for campus curriculum decisions	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1

Showing rows 1 - 44 of 44

		Minimally Prepared (1)	Adequately Prepared (2)	Very Prepared (3)	Not Observed	Total

Q65 - Please use the Likert scale below to evaluate the Instructional Leadership graduate.

■ 1. How well (or to what degree) are graduates from the Instructional Leader…
■ 2. How well are graduates from the Instructional Leadership Program prepare…
■ 3. How well do graduates from the Instructional Leadership Program act ethi…

#	Field	1 - Poor	2 - Below Average	3 - Average	4 - Above Average	5 - Excellent	Total
1	1. How well (or to what degree) are graduates from the Instructional Leadership Program prepared to promote the success of all students through best practices in learning, organizational management and teacher development?	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
2	2. How well are graduates from the Instructional Leadership Program prepared to respond to the interests and needs of students and community members from diverse populations?	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
3	3. How well do graduates from the Instructional Leadership Program act ethically, fairly and with integrity when promoting the success of all students?	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Showing rows 1 - 3 of 3

Q82 - Using the Likert scale, please indicate for each the extent your employee's
knowledge base is: not proficient, somewhat proficient, proficient, N/A

Not Proficient

Somewhat Proficient

■ Contribute to the development, communication, and implementation of a share...
■ Contribute to the planning, development, communication, implementation, and...
■ Advocate for policies, procedures, programs, and funding strategies to supp...
■ Implement strategies for initiating and sustaining technology innovations a...
■ Coach teachers in and model design and implementation of technology-enhance...
■ Coach teachers in and model design and implementation of technology-enhance...
■ Coach teachers in and model engagement of students in local and global inte...
■ Coach teachers in and model design and implementation of technology-enhance...
■ Coach teachers in and model design and implementation of technology-enhance...
■ Coach teachers in and model incorporation of research-based best practices ...
■ Coach teacher in and model effective use of technology tools and resources ...
■ Coach teachers in and model effective use of technology tools and resources...
■ Model effective classroom management and collaborative learning strategies ...
■ Maintain and manage a variety of digital tools and resources for teacher an...
■ Coach teachers in and model use of online and blended learning, digital con...
■ Select, evaluate, and facilitate the use of adaptive and assistive technolo...
■ Troubleshoot basic software, hardware, and connectivity problems common in ...
■ Collaborate with teachers and administrators to select and evaluate digital...
■ Use digital communication and collaboration tools to communicate locally an...
■ Conduct needs assessments to inform the content and delivery of technology-...
■ Design, develop, and implement technology-rich professional learning progra...
■ Evaluate results of professional learning programs to determine the effecti...
■ Model and promote strategies for achieving equitable access to digital tool...
■ Model and facilitate safe, healthy, legal, and ethical uses of digital info...
■ Model and promote diversity, cultural understanding, and global awareness b...
■ Engage in continual learning to deepen content and pedagogical knowledge in...
■ Engage in continuous learning to deepen professional knowledge, skills, and...
■ Regularly evaluate and reflect on their professional practice and dispositi...

Proficient

N/A

#	Field	Not Proficient		Somewhat Proficient		Proficient		N/A		Total
1	Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
2	Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

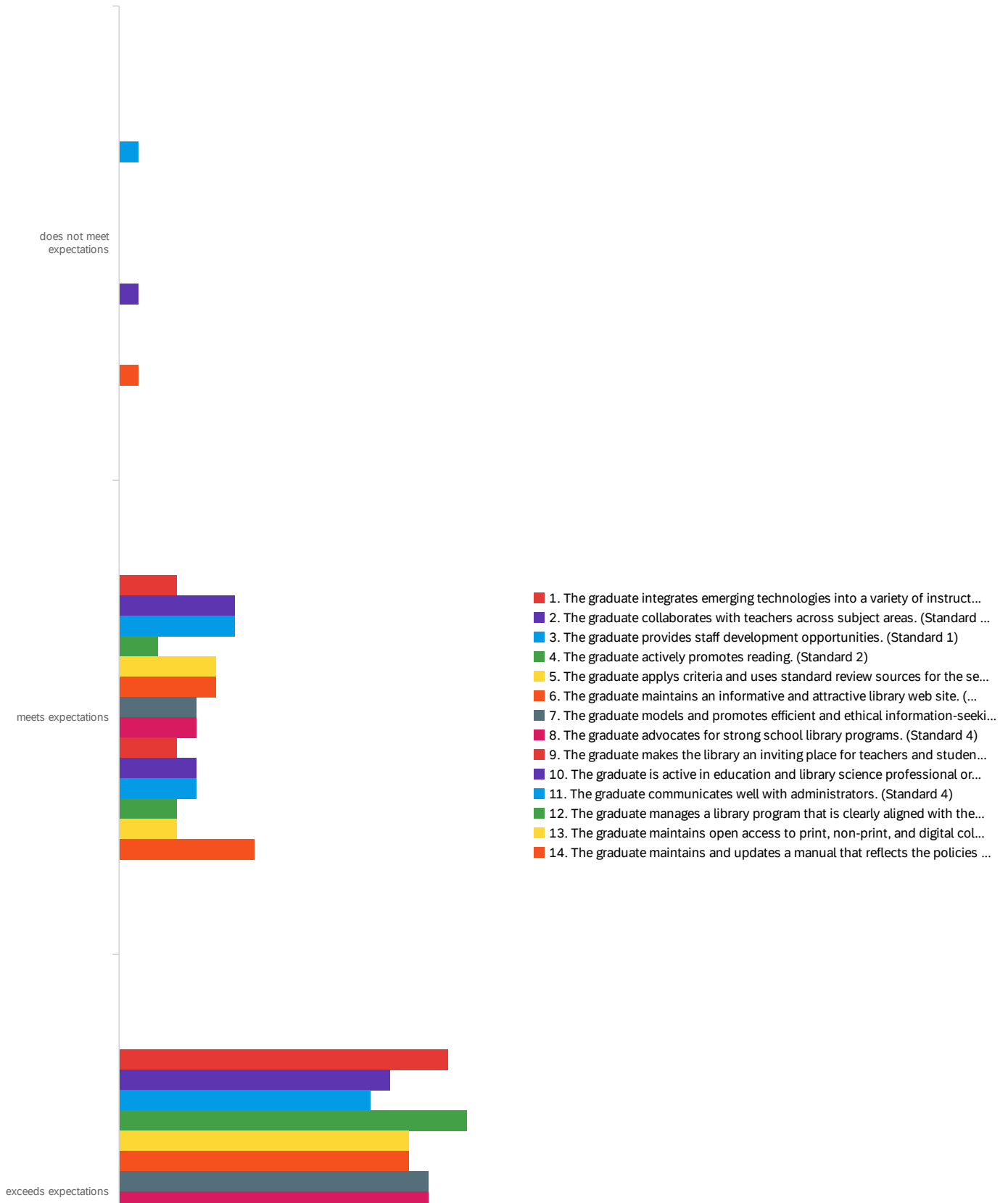| #	Field	Not Proficient		Somewhat Proficient		Proficient		N/A		Total
3	Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
4	Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
5	Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
6	Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
7	Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
8	Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
9	Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
10	Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
11	Coach teacher in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
12	Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
13	Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
14	Maintain and manage a variety of digital tools and resources for teacher and student use in technology- rich learning environments	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0

#	Field	Not Proficient	Somewhat Proficient	Proficient	N/A	Total
15	Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
16	Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
17	Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
18	Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
19	Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
20	Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
21	Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
22	Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
23	Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
24	Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
25	Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
26	Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
27	Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
28	Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology enhanced learning experiences	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

model and facilitate technology-enhanced learning experiences

#	Field	Not Proficient	Somewhat Proficient	Proficient	N/A	Total

Q86 - These questions are tied to the American Association of School Librarians (AASL)

standards. Using the Likert scale, please indicate the extent to which:

- 1. The graduate integrates emerging technologies into a variety of instruct...
- 2. The graduate collaborates with teachers across subject areas. (Standard ...
- 3. The graduate provides staff development opportunities. (Standard 1)
- 4. The graduate actively promotes reading. (Standard 2)
- 5. The graduate applys criteria and uses standard review sources for the se...
- 6. The graduate maintains an informative and attractive library web site. (...
- 7. The graduate models and promotes efficient and ethical information-seeki...
- 8. The graduate advocates for strong school library programs. (Standard 4)
- 9. The graduate makes the library an inviting place for teachers and studen...
- 10. The graduate is active in education and library science professional or...
- 11. The graduate communicates well with administrators. (Standard 4)
- 12. The graduate manages a library program that is clearly aligned with the...
- 13. The graduate maintains open access to print, non-print, and digital col...
- 14. The graduate maintains and updates a manual that reflects the policies ...

does not meet expectations

meets expectations

exceeds expectations

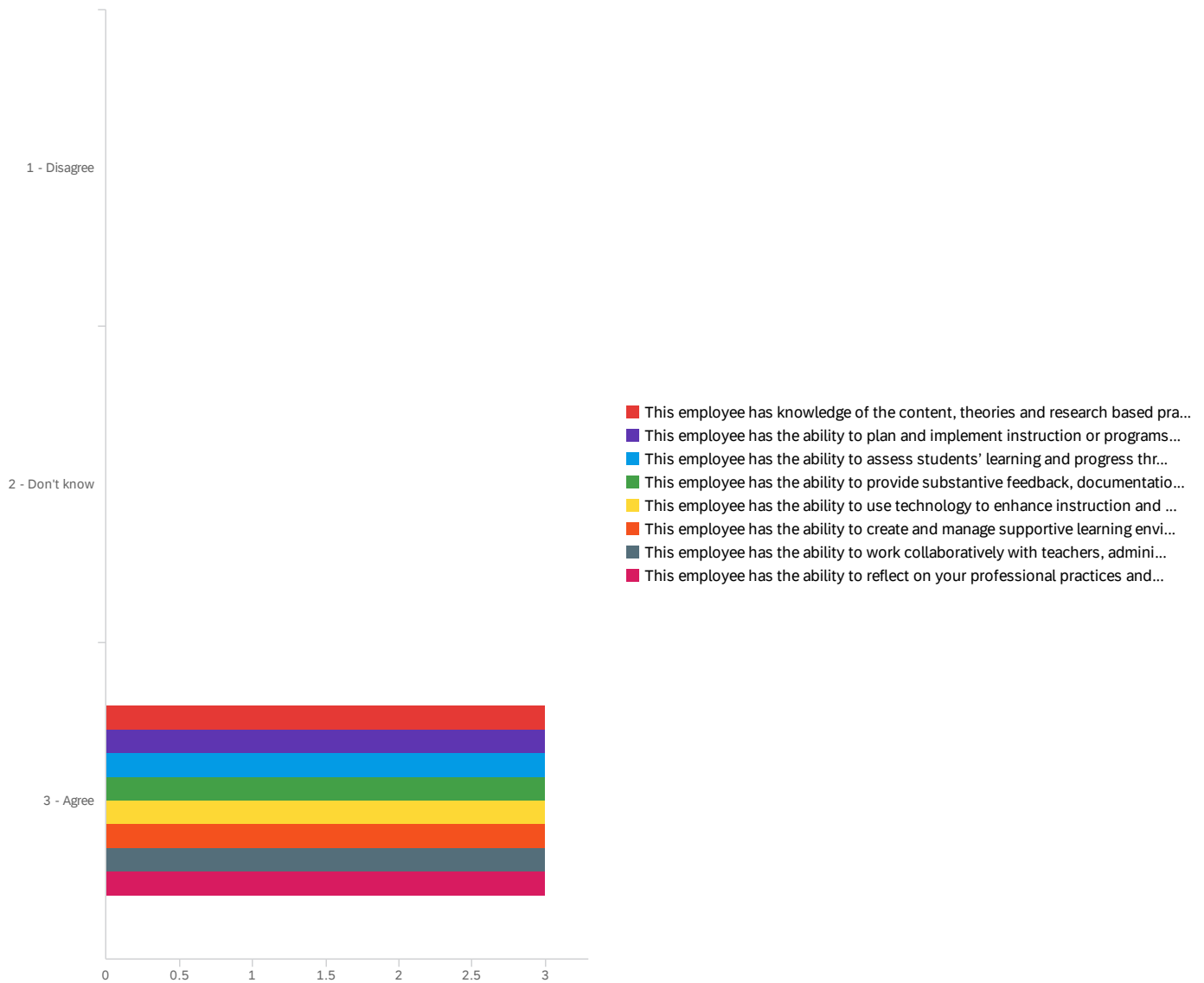| #	Field	does not meet expectations		meets expectations		exceeds expectations		Total
1	1. The graduate integrates emerging technologies into a variety of instructional strategies. (Standard 1)	0.00%	0	15.00%	3	85.00%	17	20
2	2. The graduate collaborates with teachers across subject areas. (Standard 1)	0.00%	0	30.00%	6	70.00%	14	20
3	3. The graduate provides staff development opportunities. (Standard 1)	5.00%	1	30.00%	6	65.00%	13	20
4	4. The graduate actively promotes reading. (Standard 2)	0.00%	0	10.00%	2	90.00%	18	20
5	5. The graduate applys criteria and uses standard review sources for the selection of children's and young adult literature. (Standard 2)	0.00%	0	25.00%	5	75.00%	15	20
6	6. The graduate maintains an informative and attractive library web site. (Standard 3)	0.00%	0	25.00%	5	75.00%	15	20
7	7. The graduate models and promotes efficient and ethical information-seeking behaviors. (Standard 3)	0.00%	0	20.00%	4	80.00%	16	20
8	8. The graduate advocates for strong school library programs. (Standard 4)	0.00%	0	20.00%	4	80.00%	16	20
9	9. The graduate makes the library an inviting place for teachers and students. (Standard 4)	0.00%	0	15.00%	3	85.00%	17	20
10	10. The graduate is active in education and library science professional organizations. (Standard 4)	5.00%	1	20.00%	4	75.00%	15	20
11	11. The graduate communicates well with administrators. (Standard 4)	0.00%	0	20.00%	4	80.00%	16	20
12	12. The graduate manages a library program that is clearly aligned with the school's mission. (Standard 5)	0.00%	0	15.00%	3	85.00%	17	20
13	13. The graduate maintains open access to print, non-print, and digital collections that support and enhance needs and interests of students. (Standard 5)	0.00%	0	15.00%	3	85.00%	17	20
14	14. The graduate maintains and updates a manual that reflects the policies and procedures of the library program. (Standard 5)	5.00%	1	35.00%	7	60.00%	12	20

Showing rows 1 - 14 of 14

Q58 - Using the Likert scale, please indicate the extent to which:

does not meet expectations

meets expectations

exceeds expectations

0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1   1.1
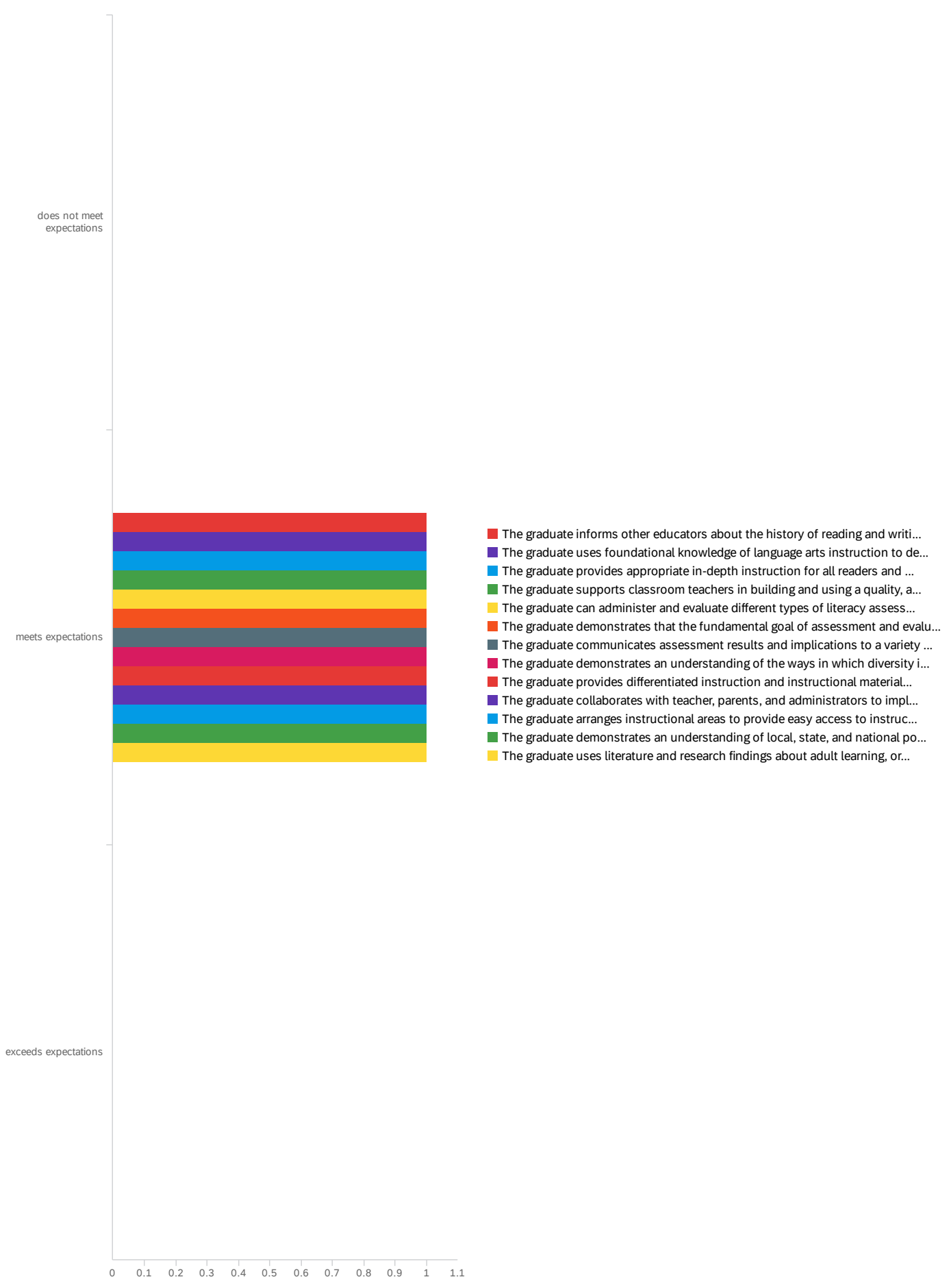
#	Field	does not meet expectations		meets expectations		exceeds expectations		Total
1	The graduate informs other educators about the history of reading and writing instruction and how it has changed over time. (Standard 1)	0.00%	0	100.00%	1	0.00%	0	1
2	The graduate uses foundational knowledge of language arts instruction to design and implement an integrated, comprehensive, and balanced curriculum. (Standard 2)	0.00%	0	100.00%	1	0.00%	0	1
3	The graduate provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. (Standard 2)	0.00%	0	100.00%	1	0.00%	0	1
4	The graduate supports classroom teachers in building and using a quality, accessible classroom library and materials collection that meet the specific needs and abilities of all learners. (Standard 2)	0.00%	0	100.00%	1	0.00%	0	1
5	The graduate can administer and evaluate different types of literacy assessments and recognize their purposes, strengths, and limitations. (Standard 3)	0.00%	0	100.00%	1	0.00%	0	1
6	The graduate demonstrates that the fundamental goal of assessment and evaluation is to inform instruction and optimize student learning. (Standard 3)	0.00%	0	100.00%	1	0.00%	0	1
7	The graduate communicates assessment results and implications to a variety of audiences: parents, teachers, and administrators. (Standard 3)	0.00%	0	100.00%	1	0.00%	0	1
8	The graduate demonstrates an understanding of the ways in which diversity influences the reading and writing development of all students, especially who struggle with reading and writing. (Standard 4)	0.00%	0	100.00%	1	0.00%	0	1
9	The graduate provides differentiated instruction and instructional materials including traditional print, digital and online resources that capitalize on diversity. (Standard 4)	0.00%	0	100.00%	1	0.00%	0	1
10	The graduate collaborates with teacher, parents, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy. (Standard 4).	0.00%	0	100.00%	1	0.00%	0	1
11	The graduate arranges instructional areas to provide easy access to instructional materials for a variety of individual, small group, and whole class activities and support teachers in doing the same. (Standard 5)	0.00%	0	100.00%	1	0.00%	0	1
12	The graduate demonstrates an understanding of local, state, and national policies that affect reading and writing instruction. (Standard 6)	0.00%	0	100.00%	1	0.00%	0	1
13	The graduate uses literature and research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals. (Standard 6)	0.00%	0	100.00%	1	0.00%	0	1

Showing rows 1 - 13 of 13

Q53 - Please rate the employee using the Likert scale.

Legend:
- This employee has knowledge of the content, theories and research based pra…
- This employee has the ability to plan and implement instruction or programs…
- This employee has the ability to assess students' learning and progress thr…
- This employee has the ability to provide substantive feedback, documentatio…
- This employee has the ability to use technology to enhance instruction and …
- This employee has the ability to create and manage supportive learning envi…
- This employee has the ability to work collaboratively with teachers, admini…
- This employee has the ability to reflect on your professional practices and…

#	Field	1 - Disagree		2 - Don't know		3 - Agree		Total
1	This employee has knowledge of the content, theories and research based practices relevant to your field.	0.00%	0	0.00%	0	100.00%	3	3
2	This employee has the ability to plan and implement instruction or programs of service that meet diverse needs of students.	0.00%	0	0.00%	0	100.00%	3	3
3	This employee has the ability to assess students' learning and progress through a variety of formal and informal measures.	0.00%	0	0.00%	0	100.00%	3	3
4	This employee has the ability to provide substantive feedback, documentation and interpretations of students' assessment information.	0.00%	0	0.00%	0	100.00%	3	3
5	This employee has the ability to use technology to enhance instruction and facilitate students' learning and success.	0.00%	0	0.00%	0	100.00%	3	3

#	Field	1 - Disagree	2 - Don't know	3 - Agree	Total
6	This employee has the ability to create and manage supportive learning environments that are flexible and sensitive to cultural and learning differences.	0.00% 0	0.00% 0	100.00% 3	3
7	This employee has the ability to work collaboratively with teachers, administrators, parents and community members.	0.00% 0	0.00% 0	100.00% 3	3
8	This employee has the ability to reflect on your professional practices and seek professional development experiences.	0.00% 0	0.00% 0	100.00% 3	3

Showing rows 1 - 8 of 8

End of Report

#	Field	1 - Disagree	2 - Don't know	3 - Agree	Total
6	This employee has the ability to create and manage supportive learning environments that are flexible and sensitive to cultural and learning differences.	0.00% 0	0.00% 0	100.00% 3	3