Nebraska Department of Education Rule 24 Report
SUPERINTENDENT

Educator Preparation Content Program Review

Name of institution	**University of Nebraska at Kearney**
Date Submitted	**8/22/2016**
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Folio type: ☐ **Regular**   ☐ **Mini**   ☒ **Advanced Program**

Program(s) Covered by this Folio   Press tab in last column to add rows

List Endorsements	Subject Field Supplemental Low-Enrollment	PK-12 6-12 7-12 Etc.	Baccalaureate Post-Baccalaureate Master's Etc.
Superintendent	**Field/Administrative**	**PK-12**	Specialist

Is the endorsement offered at more than one site?   ☐ **Yes**   ☒ **No**

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: ☒ National   ☒ State

Is this a Nationally Accredited Program?   ☐ Yes   ☒ No
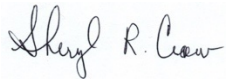
If Yes, list Accrediting Organization:	NCATE/CAEP	Attach National Letter to Cover Sheet

Introduction/Welcome

Welcome!

Thank you for your willingness to participate in the Nebraska Department of Education program approval review process for the University of Nebraska Kearney Educator Preparation Programs (UNK EPPs). The Rule 20 and Rule 24 Folios report information and data for the academic years 2013-14 and 2014-15 (as per permission from NDE and CAEP). Documentation is provided in the form of assessment data, handbooks, catalogs, advising sheets, etc.

Thank you for your time and insight,

Sheryl R. Crow

Sheryl R. Crow, Ph.D.
Associate Dean and Accreditation Officer
University of Nebraska
College of Education

Directions for Navigating

✓ **Organization:** This document page provides narrative, data, data analysis, and supporting documentation for the University of Nebraska Kearney Rule 24 Folio for the Early Childhood Inclusive Endorsement Program. The folio is a single PDF document that may be accessed with Adobe Reader. If you do not have Adobe Acrobat Reader, please follow this link to upload it: https://get.adobe.com/reader/. When opening the file, a bookmarks navigation panel should appear to the left of the document. This panel lists the headings corresponding to specific components of the Folio. If the panel is not visible, please click on View in the top menu > Show/Hide > Navigation Panes > Bookmarks. This will expose the bookmark panel. Some resources are hyperlinked within the document. Clicking on a hyperlink (blue underlined) will open a web page.

✓ Links to UNK's Course Catalogs: Should reviewers need to reference UNK Course Catalogs, please use this link to access current and previous undergraduate and graduate course catalogs.

Support

Should you encounter difficulties with accessing any documents, please contact Sheryl Crow at 308-224-1552 or Brian Wojcik at 309-261-2158.

Section 1: Contextual and Endorsement Program Information

1a. Contextual Information

Please use this link to view, *Institution and Educator Preparation Program Contextual Information,* from Section 1 of the UNK Rule 20 Folio.

1b. Admission, Retention, Transition, and Completion of Endorsement Program

The Education Specialist program leads to the Superintendent endorsement. All students must have a Master's Degree in an education related field and meet the requirements for an Administrative Certificate to be accepted into the program. The Education Specialist program requires a minimum of 69 credit hours beyond the Bachelor's Degree.

Key information regarding the admission, retention, transition, and completion of endorsement programs may be found within the UNK Rule 20 Folio.

Please use this link to view Table 004.06-2 entitled, *Requirements for Program Admission and Progression,* from the UNK Rule 20 Folio.

Completion of UNK Educator Preparation Program

Please refer to **Folio Appendix A** – *Student Advising Sheet for the Superintendent Endorsement Program at University of Nebraska at Kearney*' for a sample progression of courses for teacher candidates pursuing this endorsement.

1c. Endorsement Program Field Experiences

> All students must complete EDAD 998 Internship as part of their program. To successfully complete EDAD 998, students must complete a minimum of 120 hours of internship activities under the guidance of an approved mentor. The mentor is required to have a minimum of 3 years of experience as a school superintendent. The internship activities must be aligned to the Educational Leadership Program Standards, and the student must have at least one activity related to each standard. In addition, each student is required to complete a "PK-12 Learning Project" to impact student learning. Students are required to identify an area of concern, develop a plan to address the concern, put the plan into action, assess the impact of the plan, and reflect on the project and observed outcomes. Students must provide a written report of their internship activities, learning project, and a date/time log of hours.
>
> All students are also required to complete EDAD 944 Seminar as part of their Ed S program. As part of EDAD 944, students are required to participate in a class trip to Lincoln where they visit with a variety of education agencies as well as the Lincoln Public Schools. Students spend approximately 15 hours visiting the various agencies.

Program field experiences are embedded in a variety of required coursework in the program. Practica hours and activities are described in the chart below:

Course	Practica Hours	Activities
EDAD 944 Seminar in EDAD	15	Visits to educational agencies.
EDAD 998 Internship	120	Various activities matched to program standards; K-12 Learning project.
TOTAL Hours	135	

Please use this link to view Table 005.03 entitled, *Field Experiences for Initial Certification,* from the UNK Rule 20 Folio.

Please use this link to view Table 006.02 entitled, *Field Experiences for Advanced Certification,* from the UNK Rule 20 Folio.

1d. Endorsement Program Completers Data

Program Completers and Level – Content Area:					Superintendent		
Calendar Year				**Number of Endorsement Program Completers**			
				Bac	**Post Bac**	**Alternate Route**	**Masters**	**Ed. Specialist**	**PhD**

Calendar Year	Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20 14 to 20 14	0	0	0	0	10	0
20 15 to 20 15	0	0	0	0	8	0

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1: Table of Endorsement Program Key Assessments

	Name of Assessment used for the following areas:	Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content - GPA **GPA**	GPA	Cumulative program GPA.	End of program
2	Content - Knowledge **Oral Comprehensive Examination**	Faculty evaluation of student's oral interview using a rubric	Oral interview of student using questions aligned to the program standards. Each faculty member evaluates the student's response to each question. Faculty scores are aggregated for each student.	During term the student is graduating
3	Learner/Learning Environments **Field Study Proposal**	Successful completion of course	Students create a research proposal, including research questions, to explore an area of interest related to education.	EDAD 991 – Field Study (may be taken at any time during the student's program)
4	Knowledge and Effective Use of Professional Practices **Impact or PK-12 Learning Project**	Impact on P-12 Learning Assessment Rubric	Students are required to create an Impact on P-12 Learning project.	EDAD 998 – Internship (generally taken near the end of a student's program)
5	Knowledge and Effective Use of Professional Practices **Professional Dispositions**	Mentor Survey	Mentors are asked to complete a survey related to the professional dispositions and of the intern.	EDAD 998 – Internship (generally taken near the end of a student's program)
6	Knowledge and Effective Use of Professional Practices **Graduate Exit Survey**	Graduate Exit Survey	Graduates are asked to provide feedback on the program.	End of program
7	Knowledge and Effective Use of Professional Practices **Employer Survey**	Employer Survey	Every three years, a survey is sent to employers of students who are currently in district leadership positions. Employers are asked to provide information on the student's preparation related to the program standards and dispositions.	1 to 3 years after graduation and employment in a district leadership position.

Please refer to **Appendix B – Endorsement Program Key Assessments and Scoring Rubrics** to view specific information about the assessments described in the table above.

Artifact 2. Data Related to Program Endorsement Key Assessments by Level

Name of Assessment used for the following areas:		Ed. Specialist		
		CY 2014	**CY 2015**	**Total**
1	Content- GPA **GPA**	Average 3.85 out of 4.00 (n=10)	Average 3.95 out of 4.00 (n=8)	Average 3.90 out of 4.00 (n=18)
2	Content - Knowledge **Oral Comprehensive Exam**	Average 1.2 out of 2.0 (n=10)	Average 1.3 out of 2.0 (n=8)	Average 1.2 out of 2.0 (n=18)
3	Learner/Learning Environments **Field Study Proposal**	Average 1.9 out of 2.0 (n=10)	Average 1.75 out of 2.0 (n=8)	Average 1.83 out of 2.0 (n=18)
4	Knowledge and Effective Use of Professional Practices **Impact or PK-12 Learning Project**	Average 2.0 out of 2.0 (n=10)	Average 1.88 out of 2.0 (n=8)	Average 1.94 out of 2.0 (n=18)
5	Knowledge and Effective Use of Professional Practices **Professional Dispositions**	Average 2.0 out of 2.0 (n=7)	Average 1.53 out of 2.0 (n=5)	Average 1.80 out of 2.0 (n=12)
6	Knowledge and Effective Use of Professional Practices **Graduate Exit Survey**	Average 1.68 out of 2.0 (n=3) *all EDAD graduates	Average 1.68 out of 2.0 (n=9) *all EDAD graduates	Average 1.68 out of 2.0 (n=12) *all EDAD graduates
7	Knowledge and Effective Use of Professional Practices **Employer Survey**	Average 1.71 out of 2.0 (n=2) *all district level graduates	Not Administered	Average 1.71 out of 2.0 (n=2)

Artifact 3: Interpretation and Summary of Assessment Data

In general, our data show that program completers are doing well and meeting the program standards established for this endorsement. Our data also shows that we have incomplete data on several of our indicators. The incomplete data are due to a number of factors, including the following:
- ✓ Data had previously been reported by school year, not calendar year.
- ✓ Data had been reported at the course level, not at the individual student level.
- ✓ Data had not always been disaggregated between each of our MAE and EdS programs, but was provided for the entire Educational Administration program.
- ✓ Assessments and measures have changed in the past two years.
- ✓ We do not currently have a centralized tool for collecting and analyzing assessment data.

We are in the process of addressing each of the items listed above. We are currently collecting data specific to each student except for the Graduate Exit Survey. This will allow us to disaggregate the data on a variety of fields including the following: program, admission date, graduation date, and gender. Doing this will allow us to analyze our data in a more helpful and meaningful manner when attempting to determine program strengths and weaknesses. In an effort to increase participation on the Graduate Exit Survey, we are in the process of making the completion of the survey a requirement for graduation. Doing this will provide us with more information on program strengths and weaknesses.

We are also in the process of designing a data collection system and data base to store all of our program evaluation information. Data has previously been recorded on various spreadsheets and paper documents. Building the data base will allow us to be sure our data collection is complete and also help us with the analysis of our data. We recognize that our data collection is not complete and that we need to build a better system to collect and analyze our data.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

Program data is regularly discussed at monthly Department meetings. Program data is also shared with our EDAD Advisory Committee to obtain their perceptions regarding the quality of our program and our graduates. The review of program data generally brings up discussion around how we might improve our program and ultimately the quality of our graduates.   One examples of how these discussions have impacted our program include the following:

> For the past two years, Advisory Committee members have asked about the possibility of offering a doctoral program in Educational Administration at UNK. The faculty agreed with this idea and wished to pursue this possibility. So, over the course of the pas t school year, we have been in discussion with UNL and UNO regarding the possibility of offering a joint doctoral program with UNL A MOU (memorandum of understanding) was created to outline the joint doctoral program between UNK and UNL. Both universities have signed the MOU and we are proceeding with plans to collaborate on this joint doctoral program.

We are currently not considering any program changes for the Superintendent program with the exception of the joint doctoral program. The joint program collaboration will not change any of the coursework currently offered at UNK

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APPENDIX A - Student Advising Sheet for the Superintendent Endorsement Program at University of Nebraska at Kearney.

EDUCATIONAL SPECIALIST DEGREE ADVISING WORKSHEET
Educational Administration Department
School Superintendent

Name: _____   NUID: _____

Admission Term: _____   Date: _____

Advisor: _____   Advisor Email: _____

Candidacy Form (after 12 hours complete): _____   Applied for Graduation: _____

Electives applied to program: _____   Signed up for comps (last semester): _____

To sign up for comps and to change in mailing address, contact number, or email address: Contact Educational Administration Department to update information. Bethany Johnson email: johnsonbl2@unk.edu or call (308) 865-8512.

Class schedule (IN GRAY) may change depending on student needs
Specialization (30 hours)

Class	Complete	Summer	Fall	Spring	Summer	Fall	Spring
EDAD 940 Administrative Theory				▓			▓
EDAD 944 Seminar in Education							▓
EDAD 955 The School Administrator and the Law			▓			▓	
EDAD 956 School / Community Relations			▓			▓	
EDAD 957 Public School Finance				▓			▓
EDAD 958 Educational Facility Plan		▓			▓		
EDAD 991 Field Study		▓	▓	▓	▓	▓	▓
EDAD 998 Internship		▓	▓	▓	▓	▓	▓

Electives (6 hours) Selected with the consent of an advisor.

Class	Complete	Summer	Fall	Spring	Summer	Fall	Spring
EDAD 832 Current Issues in Education		Even Summer Semesters					
EDAD 833 EDAD Assessment Leadership		Even Fall Semesters					
EDAD 895 School Improvement		▓			▓		
EDAD 899P ST: Athlethic Director				▓			▓
EDAD 899P ST: Leading Change in a Complex and Pluralistic Society			▓				

Class	Complete	Summer	Fall	Spring	Summer	Fall	Spring
EDAD 899P ST: Practical Applications of Effective Leadership							
EDAD 945 Independent Readings							
EDAD 992 The Executive Administrator		Even Summer Semesters					

APPENDIX B - Program/Endorsement Assessment Instruments and Scoring Rubrics

Impact of PK-12 Learning Rubric

Pedagogical Knowledge and Skills Assessment: Planning Rubric

Descriptor	Unacceptable (0)	Acceptable (1)	Target (2)
Section 1			
Planning skills are demonstrated in an assessment task appropriate to the specific program. NCATE: Ib, Ic, Id, If, Ig ,4a UNK COE DOs Ka,Kb, Kc,Sa, Sb, Da, Db NPBEA: 1-6			
Specific Traits:			
Analysis of contextual setting (P-12 student/classroom characteristics; OR school/program demographic characteristics based on available data in order to identify anticipated strengths and needs) N GATE: Ic, If, 4a; UNK COE DOs: Kb, Kc, Sa NPBEA: 1-6	Does not clearly identify P-12 student/classroom demographic characteristics including race/ethnicity, English language learners, socio-economic status, students with exceptionalities, and achievement OR school/workplace demographic characteristics and/or Does not interpret the demographic data to identify anticipated instructional or program accommodations to meet the needs of all learners	Identifies P-12 student/classroom demographic characteristics; OR school/workplace demographic characteristics, and achievement; and Interprets the demographic data to identify accommodations used to meet needs of all learners/clients; and Identifies school and/or community resources that support learning of diverse populations	Identifies P-12 student/classroom demographic characteristics OR school/workplace demographic characteristics, and achievement; and identifies instructional or program accommodations used to meet needs of all learners and/or specific individuals as well as potential instructional or program accommodations that could further enhance learning for all students; and utilized input from community and/or school resources provided by other professionals to enhance learning of all students

Objectives of Plan NCATE: Ib, Ic, Ie, If, 4a; UNKCOEDOs: Ka,Sa NPBEA: 1-6	Objectives are not clearly appropriate; and/or not based on data analysis; and/or not appropriate to target audience	Objectives are appropriate to disciplinary content; based on data analysis; appropriate to target audience	Objectives are appropriate to disciplinary content; based on data analysis and indicate outcomes based on differentiated strategies
Planning demonstrates application of appropriate disciplinary content, theoretical/research-based pedagogy/methodology To create enhanced learning for all students (either by direct instruction or construction of positive learning environment) NCATE: Ib, Ic, Ie, 4a; UNKCOEDOs: Ka, Kb,Kc, Sa, Sb, Da, Db NPBEA: 1-6	No evidence of use of disciplinary content, broad range of instructional or methodological strategies and/or technologies that enhance learning for all students(either by direct instruction or construction of a positive learning environment); Or no (or very limited) explanation of rationale for choices made	Plan provides evidence of use of disciplinary content, broad range of instructional or methodological strategies and/or technologies that enhance learning for all students(either by direct instruction or construction of positive learning environment); and can explain reason for choices made; identifies resources available	Plan provides evidence of use of disciplinary content, broad range of instructional or methodological strategies and/or technologies that enhance learning for all students (either by direct instruction or construction of positive learning environment)and individualizes the plan for specific groups and individuals; and can explain reason for choices made; utilizes resources available from school and community and plans for collaborative efforts

Impact on P-12 Learner Assessment: Assessment and Analysis of Impact on P-12 Learning Rubric

Section II	Unacceptable (0)	Acceptable (1)	Target (2)
Assessment and analysis of impact(s) on P-12 learning/client/workplac NCATE: Ic, Id, Ie, If, 4a; UNK COE DOs: Ka, Kb, Kc, Kd, Sa, Sb, Db NPBEA: 1-6			
Defines Problem NCATE: Ic, Id, Ie, If, 4a UNK COE DOs: Ka, Kb, Kd NPBEA: 1-6	Candidate fails to define problem or to do so in clearly stated terms	Candidate defines problem in clearly stated terms	Candidate defines problem in measurable terms
Preliminary Data Collection NCATE: Id, If UNK COE DOs: Kc, Sa NPBEA: 1-6	Candidate fails to collect data or data is unrelated to problem	Candidate collects systematic data to establish baseline but amount of data may be limited	Candidate collects data from multiple and systemic sources to establish a baseline and verify existence of problem

Interprets data and generates possible explanation for solving the problem NCATE: Ic, Ie, 4a UNK COE DOs: Ka, Kc, Sa, Db NPBEA: 1-6	Candidate fails to interpret preliminary data correctly and/or does not generate possible explanation for solving problem	Candidate interprets preliminary data and generates an explanation for solving the problem	Candidate generates a possible explanation based on data and identifies specific target audiences that will benefit from resolution of problem
Investigation of causal factors NCATE: Ic, Id, Ie, If UNK COE DOs: Ka, Kb, Kd NPBEA: 1-6	Candidate does not explore contextual factors (family, school or collaborate with other professionals to develop full exploration of contributing factors to the problem	Candidate reviews contextual factors and seeks input from other professionals to further explore contributing factors	Candidate examines contextual factors to assist with explanation of causes of problem and draws upon resources of other professional staff, family, and supporting resources with the purpose of developing a feasible plan or interventions that address causal factors as part of solution to problem
Objectives identification and measurement NCATE: Ic, Id, Ie, If UNK COE DOs: Ka, Kc, Sa NPBEA: 1-6	Candidate does not develop measurable objectives related to the problem or does not present a clear assessment plan for assessing achievement of objectives	Candidate develops measurable objectives that address the problem and presents a plan to assess achievement of objectives	Candidate develops detailed measurable objectives for specific target audiences and a systematic plan for collection of data at various points during the plan or intervention to assess on-going achievement of objectives
Monitoring and reflection of plan or intervention impact NCATE: Id, If UNK COE DOs:Kc, Sa, Db NPBEA: 1-6	Candidate does not assess impact of plan or intervention on meeting objectives, or does not reflect on effectiveness of instruction or propose modifications in plan	Candidate uses data to assess impact of plan or intervention on meeting objectives and reflects on effectiveness of plan and proposes modifications to plan	Candidate uses data to assess impact at various points during plan or intervention implementation and revises planned activities based on continuous data collection; Assessment data identifies when objectives are met

Superintendent Mentor Survey

Default Question Block

Date

Name of Evaluator:

Name Intern you are evaluating:

Your sincere appraisal of the University of Nebraska-Kearney graduate is important to us. The following survey is based on the Nebraska Department of Education's *Rule 24* and the National Policy Board for Educational Administration Standards for District Administrators. Please use the following rating scale as you complete the survey:

1 = Beginning/Novice	2 = Progressing	3 = Proficient
The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.	The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.	The educator consistently demonstrates what is expected for the standard.

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

1.1: Understands and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

1.2: Understands and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

1.3: Understands and can promote continual and sustainable district improvement

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

1.4: Understands and can evaluate district progress and revise district plans supported by district stakeholders

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

Comments:

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

2.1: Understands and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

2.2: Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

2.3: Understands and can develop and supervise the instructional and leadership capacity across the district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

2.4: Understands and can promote the most effective and appropriate district technologies to support teaching and learning within the district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

Comments:

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

3.1: Understands and can monitor and evaluate district management and operational systems

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

3.2: Understands and can efficiently use human, fiscal, and technological resources within the district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

3.3: Understands and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

3.4: Understands and can develop district capacity for distributed leadership

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

3.5: Understands and can ensure that district time focuses on supporting high-quality school instruction and student learning

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

Comments:

_____

Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

4.1: Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

4.2: Understands and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

4.3: Understands and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

4.4: Understands and can respond to community interests and needs by building and sustaining productive district relationships with community partners

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

Comments:

Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; valuating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

5.1: Understands and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

5.2: Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

5.3: Understands and can safeguard the values of democracy, equity, and diversity within the district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

5.4: Understands and can evaluate the potential moral and legal consequences of decision making in the district

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

5.5: Understands and can promote social justice within the district to ensure individual student needs inform all aspects of schooling

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

Comments:

[   ]

Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

6.1: Understands and can advocate for district students, families, and caregivers

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

6.2: Understands and can act to influence local, district, state, and national decisions affecting student learning in a district environment

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

6.3: Understands and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

Comment:

[   ]

College of Education Dispositions

COE1. Collaboration: The Intern demonstrates the ability to work productively with others to facilitate positive

influences of decision-making affecting learning for all learners.

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

COE2. Reflection: The Intern demonstrates ability to evaluate impact of instruction, interventions, and/or management decisions on the welfare of those served.

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

COE3. Responsibility: The Intern demonstrates responsibility to the profession as defined by the Educational Administration program, a readiness to lead, and support of learning for all in a democratic and diverse society.

1. Beginning / Novice	2. Progressing	3. Proficient
○	○	○

Please add any additional comments you feel would assist the Intern to further develop in knowledge, skills and/or dispositions *and* to help us further evaluate the Intern's administrative potential.

Q25 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 1 of 20. My program has further contributed to my understanding of my content area. (K.a.)

Q28 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 2 of 20. My program has further contributed to my understanding of the structure and central concepts of my content area. (K.a)

Q30 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 3 of 20. My program has further contributed to my understanding of the purposes of schooling in a diverse and democratic society. (K.b.)

Q31 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 4 of 20. My program has further contributed to my understanding of the purposes of professional practice in a diverse and democratic society. (K.b.)

Q32 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 5 of 20. My program has further contributed to my understanding of the concept of data collection to enhance learning for all learners within my content area. (K.c.)

Q33 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 6 of 20. My program has further contributed to my understanding of the concept of evaluation to enhance learning for all learners within my content area. (K.c.)

Q42 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 7 of 20. My program has further contributed to my understanding of the tools of inquiry and research for expanding knowledge and/or solving problems in the workplace. (K.d., S.a.)

Q44 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 8 of 20. My program has taught me how to work productively with others. (D.a.)

Q43 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 9 of 20. My program has taught me how to work productively with others to facilitate positive influences on decision-making effecting learning of all learners in professional settings. (D.a.)

Q45 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 10 of 20. My program has taught me how to independently evaluate impact of instruction, treatment/intervention/management decisions (whichever applies to you) on the welfare of those served. (D.b.)

Q47 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 11 of 20. My program has taught me how to be responsible to the profession as defined by my specific program (D.c.)

Q48 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 12 of 20. My program has taught me how to be a leader in my content area. (D.c.)

Q51 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 13 of 20. My program has taught me how to be an advocate for individuals to foster learning for all learners. (D.c.)

Q50 - Please respond to the statement below by clicking on the button that best matches your perceptions about your program. - Question 14 of 20. My

program has taught me how to be an advocate at systemic levels to foster learning for all learners. (D.c.)

Q49 - Please respond to the statement below by clicking on the pull down menu and selecting the choice that best matches your perceptions about your competency with this skill. - Question 15 of 20. I have the skills to collect data within my specific content area. (K.d., S.a.)

Q57 - Please respond to the statement below by clicking on the pull down menu and selecting the choice that best matches your perceptions about your competency with this skill. - Question 16 of 20. I have the skills to collect data within my specific content area to guide the planning of specialization specific methodology to enhance learning of all learners. (K.d., S.a.)

Q58 - Please respond to the statement below by clicking on the pull down menu and selecting the choice that best matches your perceptions about your competency with this skill. - Question 17 of 20. I have the skills to analyze data within my specific content area. (K.d., S.a.)

Q59 - Please respond to the statement below by clicking on the pull down menu and selecting the choice that best matches your perceptions about your competency with this skill. - Question 18 of 20. I have the skills to analyze data within my specific content area to guide the planning of specialization specific methodology to enhance learning of all learners. (K.d., S.a.)

Q60 - Please respond to the statement below by clicking on the pull down menu and selecting the choice that best matches your perceptions about your competency with this skill. - Question 19 of 20. I have the skills to utilize technology appropriate to my content area to deliver instruction. (S.b.)

Q62 - Please respond to the statement below by clicking on the pull down menu and selecting the choice that best matches your perceptions about

your competency with this skill. - Question 20 of 20. I have the skills to utilize technology appropriate to my content area to manage information. (S.b.)

2014 Employer Survey

Q2 In an effort to continue improving our graduate level EDUCATOR PREPARATION programs, UNK seeks your evaluation as an employer of UNK graduate(s). The 7 standards you will be rating in this survey have been identified as priority student learning outcomes by national accreditation (NCATE/CAEP) and state endorsement (NDE). Thank you in advance for taking the 5-10 minutes to complete this survey. Directions: Please indicate your rating of the educator's performance on each standard according to the following rubric. For each standard, example indicators are provided to clarify and develop the standard but are not an exhaustive list. There is a text box at the end of the evaluation for you to include comments.

Please select how you will be completing this survey
○ as a recent UNK graduate, evaluating myself
○ as an employer, evaluating a UNK graduate

1 = Beginning/Novice - The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.
2 = Progressing - The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.
3 = Proficient - The educator consistently demonstrates what is expected for the standard.

Learning Environments. The educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Collaborate with students and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work Manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment Promote responsible student use of interactive technologies. Develop learning experiences that engage students in collaborative and self-directed learning. Demonstrate/Model a firm commitment to the core democratic principles of freedom (liberty), equality, and justice in ways that help prepare others for productive living in a democratic society.

Demonstrates a belief that all learners can be successful and an understanding of the impact of diverse perspectives and experiences on learning.
○ 1. Beginning / Novice (4)
○ 2. Progressing (5)
○ 3. Proficient (6)

Content Knowledge. The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make

these aspects of the discipline accessible and meaningful for students to assure mastery of the content. This includes the ability to integrate literacy skills and Nebraska Content Standards into instruction. Effectively use multiple representations and explanations that capture key ideas in the discipline. Engage students in learning experiences in the discipline(s) that encourage students to understand, question, and analyze ideas from diverse perspectives. Stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences. Use supplementary resources and technologies effectively to ensure accessibility and relevance for all students. Evaluate and modify instructional resources and curriculum materials

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Assessment. The educator understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making. Balance the use of formative and summative assessment as appropriate to support, verify, and document learning. Design assessments that match learning objectives with assessment methods and minimizes sources of bias. Work independently and collaboratively to examine test and other performance data. Effectively use multiple and appropriate types of assessment data. Engage students in understanding and identifying quality work. Provide students with effective descriptive feedback to guide their progress toward that work. Engage students in multiple ways of demonstrating knowledge and skill as part of the assessment process. Continually seek appropriate ways to employ technology to support assessment practice

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Planning for Instruction. The educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of students and the community context. Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to students. Plan how to achieve each student's learning goals. Choose appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students. Plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest. Plan collaboratively with professionals who have specialized expertise. Evaluate plans in relation to short- and long-range goals. Systematically adjust plans to meet each student's learning needs and enhance learning. Develop appropriate sequencing of learning experiences. Provides multiple ways to demonstrate knowledge and skill
○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Instructional Strategies. The educator understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication. Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of students. Continuously monitor student learning, engage students in assessing their progress, and adjust instruction in response to student learning needs. Collaborate with students to design and implement relevant learning experiences. Vary his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. Provide multiple models and representations of concepts and skills. Engage all students in developing higher order questioning skills and metacognitive processes. Engage students in using a range of learning skills and technology tools. Ask questions to stimulate discussion that serves different purposes
○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Professional Learning and Ethical Practice. The educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student. Engage in ongoing learning opportunities to develop knowledge and skills. Engage in meaningful and appropriate

professional learning experiences. Advocate, model, and teach safe, legal, and ethical use of information and technology. Use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice. Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences. Demonstrates the ability to evaluate the impact and refine instruction/treatment (intervention). Engages in reflective management decisions for the welfare of those served. Selects and analyses appropriate assessment strategies for individuals or systems served.

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Leadership and Collaboration. The educator seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth, and to advance the profession. Take an active role on the instructional team. Work with other school professionals to plan and jointly facilitate learning. Work collaboratively with students and their families to establish mutual expectations and ongoing communication. Use technological tools and a variety of communication strategies to build local and global learning communities. Advocates at individual and systemic levels. Facilitates positive influences on decision-making affecting those served.

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Comments:

Q11 What UNK program did the student that you are evaluating graduate from? Refer back to your email if you have any questions.

○ Educational Administration: MAE School Principalship PK-8 & 7-12 (1)
○ Educational Administration: MAE Supervisor of Special Education,MAE Curriculum Supervisor of Academic Area, EdS School Superintendent (2)
○ Art/Art History: MAE Art Education (3)
○ Counseling and School Psychology: MSE School Counseling - Elementary/Secondary (4)
○ Counseling and School Psychology: EdS School Psychology (13)
○ Science/Math Education: MSE Science / Math Education (6)
○ Physical Education Master Teacher: MAE (Pedagogy Emphasis, Special Populations Emphasis) (7)
○ Modern Languages: MAE Spanish Education (8)
○ Teacher Education: MAE Curriculum and Instruction (Early Childhood Education Concentration, Elementary Education Concentration, Reading/Special Education Concentration, English as a Second Language Concentration, Secondary Education Concentration, Instructional Effectiveness Concentration) (10)
○ Teacher Education: MAE Reading PK-12 (includes Nebraska Endorsement) (11)
○ Teacher Education: MAE Special Education (Gifted Emphasis - Includes Nebraska Endorsment, Advanced Practitioner Empasis, Mild/Moderate Emphasis) (9)
○ Teacher Education: MSE Technology Concentration (Instructional Technology, School Librarian Concentration - Includes Nebraska Endorsement, Information Technology Concentration) (12)

If Educational Administration:... Is Selected, Then Skip To The remainder of the survey is based ...If Educational Administration:... Is Selected, Then Skip To The remainder of the survey is based ...If Art/Art History: MAE Art E... Is Selected, Then Skip To End of SurveyIf Counseling and School Psych... Is Selected, Then Skip To End of SurveyIf Science/Math Education: MSE... Is Selected, Then Skip To End of SurveyIf Physical Education Master T... Is Selected, Then Skip To End of SurveyIf Modern Languages: MAE Span... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Spec... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Cur... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Read... Is Selected, Then Skip To End of SurveyIf Teacher Education: MSE Tech... Is Selected, Then Skip To End of SurveyIf Counseling and School Psych... Is Selected, Then Skip To End of Survey

The remainder of the survey is based on the Nebraska Department of Education's Rule 24 and the National Policy Board for Educational Administration Standards for District Administrators. Please use the following rating scale to finish the survey:

1 = Beginning/Novice - The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.

2 = Progressing - The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.

3 = Proficient - The educator consistently demonstrates what is expected for the standard

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1: Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

1.2: Understands and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

1.3: Understands and can promote continual and sustainable school improvement
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

1.4: Understands and can evaluate school progress and revise school plans supported by school stakeholders
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1: Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.2: Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.3: Understands and can develop and supervise the instructional and leadership capacity of school staff
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.4: Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1: Understands and can monitor and evaluate school management and operational systems
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

3.2: Understands and can efficiently use human, fiscal, and technological resources to manage school operations
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

3.3: Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

3.4: Understands and can develop school capacity for distributed leadership
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

3.5: Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

Comments:

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1: Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.2: Understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.3: Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.4: Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1: Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.2: Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.3: Understands and can safeguard the values of democracy, equity, and diversity within the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.4: Understands and can evaluate the potential moral and legal consequences of decision making in the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.5: Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1: Understands and can advocate for school students, families, and caregivers
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

6.2: Understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

6.3: Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:
If Comments: Is Empty, Then Skip To End of SurveyIf Comments: Is Not Empty, Then Skip To End of Survey

The remainder of the survey is based on the Nebraska Department of Education's Rule 24 and the National Policy Board for Educational Administration Standards for District Administrators. Please use the following rating scale to finish the survey:

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3 = Proficient - The educator consistently demonstrates what is expected for the standard

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1: Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.2: Understands and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.3: Understands and can promote continual and sustainable school improvement
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.4: Understands and can evaluate school progress and revise school plans supported by school stakeholders
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1: Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.2: Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.3: Understands and can develop and supervise the instructional and leadership capacity of school staff
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.4: Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1: Understands and can monitor and evaluate school management and operational systems
❍ 1. Beginning / Novice (1)
❍ 2. Progressing (2)
❍ 3. Proficient (3)

3.2: Understands and can efficiently use human, fiscal, and technological resources to manage school operations
❍ 1. Beginning / Novice (1)
❍ 2. Progressing (2)
❍ 3. Proficient (3)

3.3: Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
❍ 1. Beginning / Novice (1)
❍ 2. Progressing (2)
❍ 3. Proficient (3)

3.4: Understands and can develop school capacity for distributed leadership
❍ 1. Beginning / Novice (1)
❍ 2. Progressing (2)
❍ 3. Proficient (3)

3.5: Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
❍ 1. Beginning / Novice (1)
❍ 2. Progressing (2)
❍ 3. Proficient (3)

Comments:

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1: Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.2: Understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.3: Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.4: Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1: Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

5.2: Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

5.3: Understands and can safeguard the values of democracy, equity, and diversity within the school
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

5.4: Understands and can evaluate the potential moral and legal consequences of decision making in the school
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

5.5: Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

Comments:

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1: Understands and can advocate for school students, families, and caregivers
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

6.2: Understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

6.3: Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

If Comments: Is Empty, Then Skip To End of SurveyIf Comments: Is Not Empty, Then Skip To End of Survey