

Degree Program Name: ___ M.Ed. School Building Administration ___ Contact Name(s) and Email(s) Bobbie Jo Monahan, Program Director

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part One: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?</p>
<p>1.1 Recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p>Students demonstrate professional</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome would be a score of approximately 3.2 overall, probably because students were between developing and meeting expectations at that time of the year that the assessment would be given with their experiences. Students were getting ready for the interviews with the superintendents, which in the curriculum came just after coursework asked them to be reflective in their journaling, regarding recruiting, hiring, assigning, and retaining teachers.</p> <p>1.1 Score of 4: 6 (40%) Score of 3: 6 (40%) Score of 2: 3 (20%) Score of 1: 0 (0%)</p>	<p>Bobbie Jo Monahan was responsible for collecting the results; Ryan Donlan tabulated the results, and Bobbie Jo Monahan and Ryan Donlan analyzed the results. Formative information was shared intermittently throughout the year as available at program meetings.</p>
<p>1.2 Prioritizes teacher evaluation over competing commitments and using teacher evaluation systems that</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome would be a score</p>	

<p>credibly differentiate the performance of teachers</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p>Students achieve mastery of the skills (including using appropriate tools)</p>		<p>four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>of around a 3, yet we were betting we might see scores between a 2 and a 3, closer to a 2, because just a handful of the Interns had the experience of sitting in on teacher evaluations. This was more a collective bargaining restriction in the field than it was anything else. Probably not even the majority had an opportunity to do this directly.</p> <p>1.2</p> <p>Score of 4: 7 (47%) Score of 3: 5 (33%) Score of 2: 3 (20%) Score of 1: 0 (0%)</p> <p>80% of candidates scored a 3 or higher on this assessment, at the threshold amount established for achievement of this outcome.</p>	
<p>1.3 Orchestrates aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance</p> <p>Aligned with Graduate Student Learning Outcomes: Students achieve mastery of the knowledge required in their discipline or profession. Students achieve mastery of the skills (including using appropriate tools) required in their</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>Predictions and Reflections on Data: The expectations we had for establishment of the achievement of the outcome were closer to a 3, because many of the interns had the opportunity to lead professional development meetings while in their clinical experiences. A handful even got to present at school board meetings.</p> <p>1.3</p> <p>Score of 4: 10 (67%) Score of 3: 5 (33%) Score of 2: 0 (0%) Score of 1: 0 (0%)</p> <p>100% of candidates scored a 3 or higher on this assessment, at the threshold amount established for achievement of this outcome.</p>	
<p>1.4 Implements succession plans (e.g., career ladders) for every position in the</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal</p>	<p>We established a performance expectation that 80% of our students would average at least a</p>	<p>Predictions and Reflections on Data: The expectations we had for</p>	

<p>school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth</p> <p>Aligned with Graduate Student Learning</p> <p>Outcomes:Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p>Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p>	<p>Internship</p>	<p>“3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>establishment of the achievement of the outcome would have been a 3, yet we were forecasting that we would see scores closer to a 2, as this type of opportunity – i.e. for every position in the school – would be quite rare.</p> <p>1.4</p> <p>Score of 4: 6 (40%) Score of 3: 6 (40%) Score of 2: 3 (20%) Score of 1: 0 (0%)</p> <p>80% of candidates scored a 3 or higher on this assessment, at the threshold amount established for achievement of this outcome.</p>	
<p>1.5 Delegates tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p>Students demonstrate professional communication proficiencies.</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome would be quite high, closer to a 3, because in the clinical internship, they were in charge of a lot of committees and had to monitor the progress of their teams.</p> <p>1.5</p> <p>Score of 4: 8 (53%) Score of 3: 6 (40%) Score of 2: 1 (7%) Score of 1: 0 (0%)</p> <p>93% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p>	
<p>1.6 Counsels out or recommends the dismissal of ineffective teachers, carefully following contractual</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome would be a 3, yet</p>	

<p>requirements</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students demonstrate professional communication proficiencies. Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p>		<p>Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>we were forecasting at the time of this assessment that actual scores would be around a 2. Interns are typically not provided the opportunity because of collective bargaining agreements.</p> <p>1.6 Score of 4: 6 (40%) Score of 3: 5 (33%) Score of 2: 4 (27%) Score of 1: 0 (0%)</p> <p>73% of candidates scored a 3 or higher on this assessment, below the threshold amount established for achievement of this outcome.</p>	
<p>1.7 Strategically assigns teachers and other staff to support school goals and maximize achievement for all students</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome would be quite high, closer to a 3, because in the clinical internship, they were in charge of a lot of committees and had to monitor the progress of their teams.</p> <p>1.7 Score of 4: 7 (47%) Score of 3: 7 (47%) Score of 2: 1 (6%) Score of 1: 0 (0%)</p>	
			<p>94% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p>	
<p>2.1 Cultivates commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome were around a 3, and we forecasted that the actual scores were most probably going</p>	

<p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p>Students demonstrate professional communication proficiencies.</p> <p>Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p>		<p>4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>to be a 3, as they were side-by-side with the principals, selling those visions and missions. Lots of experience throughout.</p> <p>2.1 Score of 4: 10 (67%) Score of 3: 4 (27%) Score of 2: 1 (6%) Score of 1: 0 (0%)</p> <p>94% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p>	
<p>2.2 Plans, organizes, supervises, and supports a rigorous instructional program based on researchsupported best practices regarding curriculum, instruction, and assessment</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p>Students achieve mastery of the knowledge required in their discipline or profession.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome were at a 3, yet the actual scores were predicted at this juncture to be between a 2 and a 3, because of the word rigorous. They are developing in that, as we touch on this in coursework, but they probably don’t get the opportunity to make this rigorous, as of yet. That will come in time.</p> <p>2.2 Score of 4: 7 (47%) Score of 3: 4 (47%) Score of 2: 1 (6%) Score of 1: 0 (0%)</p> <p>94% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p>	
<p>2.3 Utilizes frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3=</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome were a 3, yet we predicted that scores would be</p>	

<p>with prompt, high-quality feedback aimed at improving student outcomes</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p>Students achieve mastery of the knowledge required in their discipline or profession.</p>		<p>Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>between a 2 and a 3. Candidates use the data, but not all of them had the opportunity to observe. One example was an action research project where it was provided an opportunity for teachers to observe each other, yet this was the exception rather than the rule.</p> <p>2.3 Score of 4: 7 (47%) Score of 3: 6 (40%) Score of 2: 2 (13%) Score of 1: 0 (0%)</p> <p>87% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p>	
<p>2.4 Establishes a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students demonstrate professional communication proficiencies. Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p>Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome were a 3, and we were hoping that this would come in at a 3 – “sufficient” because they better be doing that in their schools. There’s really no excuse for this one not to be on board, as this is related to their dispositions as well, and they score relatively high, consistently, on dispositions.</p> <p>2.4 Score of 4: 11 (73%) Score of 3: 3 (20%) Score of 2: 1 (7%) Score of 1: 0 (0%)</p> <p>93% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p>	
<p>2.5 Ensures the use of practices</p>	<p>Principal Intern Summative Evaluation, completed in EDLR</p>	<p>We established a performance expectation that 80% of our</p>	<p>Predictions and Reflections on Data:</p>	

<p>with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p>Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p>	<p>758-793, The Principal Internship</p>	<p>students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>The expectations we had for establishment of the achievement of the outcome were a 3, and we forecasted that scores would come in around a 3, as they had such diverse clientele that they dealt with. For example, getting an ESL teacher, etc.</p> <p>2.5 Score of 4: 7 (47%) Score of 3: 5 (33%) Score of 2: 3 (20%) Score of 1: 0 (0%)</p> <p>80% of candidates scored a 3 or higher on this assessment, at the threshold amount established for achievement of this outcome.</p>	
<p>2.6 Promotes the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement</p> <p>Aligned with Graduate Student Learning Outcomes:</p> <p>Students achieve mastery of the skills (including using appropriate tools) required in their profession.</p> <p>Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p>	<p>Principal Intern Summative Evaluation, completed in EDLR 758-793, The Principal Internship</p>	<p>We established a performance expectation that 80% of our students would average at least a “3” (meets expectations) on a four-point scale (1= Needs Improvement, 2= Developing, 3= Meets Expectations, and 4=Exceeds Expectations) in order for achievement of this outcome.</p>	<p>Predictions and Reflections on Data:</p> <p>The expectations we had for establishment of the achievement of the outcome would be a 3. This was mostly seen in collaboration with the building leader.</p> <p>2.6 Score of 4: 7 (47%) Score of 3: 7 (47%) Score of 2: 1 (6%) Score of 1: 0 (0%)</p> <p>94% of candidates scored a 3 or higher on this assessment, above the threshold amount established for achievement of this outcome.</p> <p><i>Individuals who scored more than others at a level of a 2 or a</i></p>	
<p>Indiana Principal Licensure Composite Scores</p>	<p>Indiana Principal Licensure Exam</p>	<p>We established a performance expectation that 80% of our students would pass this exam,</p>	<p>Currently, 33 of 41 (80%) candidates passed the Indiana Principal Licensure Exam in the</p>	<p>The office staff of Judy Sheese was responsible for collecting the results; Ryan Donlan tabulated</p>

		which is a requirement for National Recognition through our Accreditation Agency.	Academic Year 2016-2017.	the results, and Bobbie Jo Monahan and Ryan Donlan analyzed the results. They are the subject of ongoing review in Program Meetings, as these results are provided, on time, on a weekly basis to the Bayh College of Education.
Indirect measures of program assessment are included in the end-of-year submission for 2016-2017 (see end of this Student Learning Form Summary). At this time, they include an Employer survey that was constructed and sent to Indiana Schools, which includes data on a variety of district and building administrators. One limitation of this survey, at this time, is that the results do not disaggregate among candidates with respect to their program of study. One might assume accurately that principals graduated from the M.Ed. program, yet whether Superintendents graduated from the Ed.S. or Doctoral Program, we'll need to refine data collection measures in order to determine this. Nevertheless, we are pleased that indirect measures are a focus of our ongoing improvement efforts, once again.				

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two: Engagement and Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?) 2) the changes you have made or will make in response to these discoveries and/or the coordinator's feedback; and 3) what your assessment plan will focus on in the coming year.

Please provide this report to your dean as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

(1) Discoveries that assessment have allowed us to make about student learning: Assessment results and candidate feedback reveal that there is a definite increase of diverse learning styles, even at the graduate level AND between the millennials and their specific clientele in schools. They are having to think differently about their educational practices, not only in their leadership roles, but also in their communities and families. The picture is so much bigger than it used to be – so much more diverse, global, affected by social media. Candidate PK-12 leaders have to approach their students differently now as well. It could not be further away from a one size fits all.

Discoveries that assessment have allowed us to make about the curriculum: We are greatly benefiting from the fact that we are continuing to enjoy curriculum mapping and all getting on the same page. This process really accelerated in 2011. For example, Adjunct Dr. Karen Goeller, Assistant Superintendent from the Vigo County Schools, is outstanding. We are excited to coordinate the assignments, the texts, etc. We also feel fortunate to be able to hire such outstanding adjuncts who are practicing and bring so much to the table. Our PK-12 side is cohesive in putting students 1st always. We change as students' needs change, and we are not afraid and can all agree to do that. Assessment results show us that we are being successful in these endeavors.

In addition, the Program Coordinator, Bobbie Jo Monahan, received an Eli Lilly Planning Grant for a Comprehensive Counseling Initiative in April 2017, and submitted an Implementation Grant for a Comprehensive Counseling Initiative in June 2017, results will be posted the end of September 2017. Bobbie Jo Monahan included a Program Audit, Course Redesign, Faculty Development, Saturday Seminar Pilot, and several Counselor-Leadership Innovation Summits. The program audit will be conducted in collaboration with the program coordinator and Adjunct Dr. Karen Goeller, Assistant Superintendent from the Vigo County Schools, as well as a course redesign. Surveys will be administered to assess the Saturday Seminar Pilot and Counselor-Leadership Innovation Summits to seek feedback to enhance the program and activities associated with the Principal Intern Seminars.

Discoveries made about department processes, through assessment: We as a department have outstanding people who use assessments in a variety of circumstances to improve departmental processes. What the department needs to do is in order to increase transparency is to increase the frequency of communication regarding assessment so as to examine values, perspectives on pedagogy, philosophies about curriculum, and management. Discoveries regarding the Assessment Plan itself: We are finding it very difficult to manage two sets of Standards (one mandated by Indiana and another mandated by our Specialized Program Association (SPA) National Recognition Group, and then to select one over the other for purposes of internal reporting, as the concepts embedded within the standard elements do not crosswalk well. We are particularly grateful of the opportunity for a once-per-year snapshot, rather than the quarterly reporting under the old system, as we work to make sense of what we are to do, and how we are to do it. What we very much like about our assessment processes are the monthly opportunities to have discussions regarding how we are doing in program meetings, and having these conversations in quarterly department meetings as well. We find the ISU Assessment Office has always been very supportive of us, as we wish to learn, grow, and improve through assessment.

(2) Changes – Our program faculty love the idea of continued, true curriculum mapping and collaborating with experts who come from outside and offer the great things they bring to the table. To continue to have adjuncts, the practicing professionals (PK-12 leaders), is priceless, because they are out in the field dealing with real issues of PK-12 leadership and management, day in and day out. We would like to continue to expand upon these to ensure that we're relevant, as well as to avail ourselves more professional opportunities such as AdvancEd each year.

(3) Assessment Plan, Next Year: At this point in the coming year, our Assessment Plan will focus on realigning itself with a new outcomes library to align with SPA expectations, as we have realigned the Standard Elements (divided by knowledge standard elements and skills standard elements) among courses, and we do not know whether we are going to keep the current rotation of two Standards (with corresponding Standard Elements).

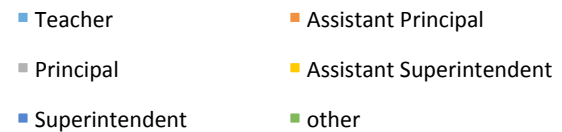
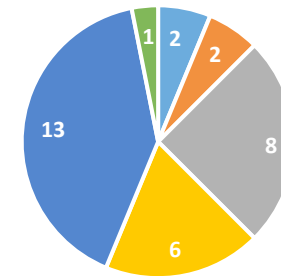
** Point to Note: This year, we are in a new Specialized Program Association data collection model, and thus our OUTCOMES LIBRARY on file is currently incongruent with the 2 standards assessed this year. We hope to rectify this by next year's submission, as we work over the course of this school year.

Appendix A Indirect Measures Results

Educational Leadership Employer Survey

Q2 - What type of employee are you reporting your responses for in this survey?

#	Answer	%	Count
1	Teacher	6.25%	2
2	Assistant Principal	6.25%	2
3	Principal	25.00%	8
4	Assistant Superintendent	18.75%	6
5	Superintendent	40.63%	13
6	Other	3.13%	1
	Total	100%	32



Note: Data Limitations – These numbers include teacher (2) and other (1) categories, which were not taken into consideration for the other categories in the survey.

#	Answer	%	Count
1	Masters of Educational Leadership	12.90%	4
2	Educational Specialist's Degree	87.10%	27

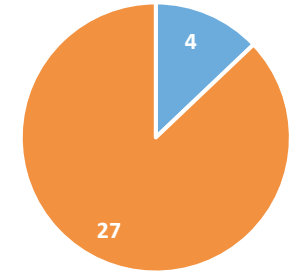
Total

100%

31

Q3 – Which degree program did this person complete while at ISU?

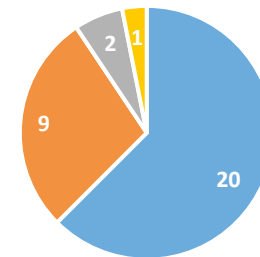
complete while at ISU?



- Master's of Educational Leadership
- Educational Specialist's Degree

Q4 - How many years has this person been employed at your school/system since graduating?

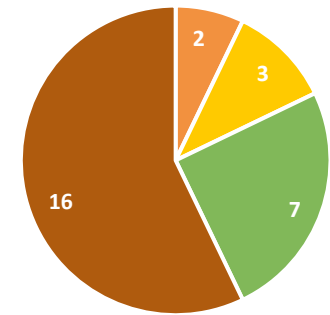
#	Answer	%	Count
1	0 – 5 years	62.5%	20
2	6 – 10 years	28.12%	9
3	11 – 15 years	6.25%	2
4	16 – 20 years	3.13%	1
	Total	100%	32



- 0 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years

Q1 - The employee understands the importance of the school vision.

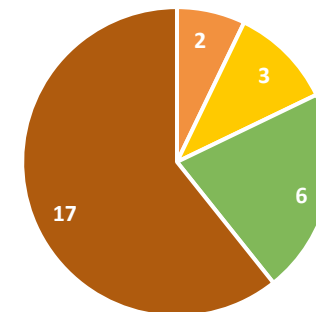
#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2
2	Developing	10.71%	3
3	Meets Expectations	25.00%	7
4	Exceeds Expectations	57.14%	16
	Total	100%	28



■ Does Not Meet Expectations ■ Developing
■ Meets Expectations ■ Exceeds Expectations

Q2 - The employee understands the process of developing a vision.

#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2
2	Developing	10.71%	3
3	Meets Expectations	21.43%	6
4	Exceeds Expectations	60.71%	17
	Total	100%	28

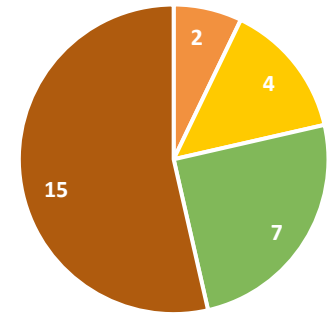


■ Does Not Meet Expectations ■ Developing
■ Meets Expectations ■ Exceeds Expectations

#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2

2	Developing	14.29%	4
3	Meets Expectations	25.00%	7
4	Exceeds Expectations	53.57%	15
	Total	100%	28

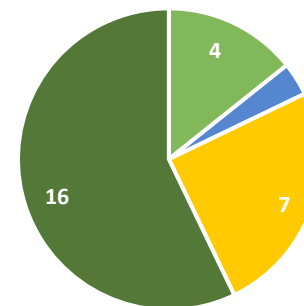
Q3 - The employee can effectively assess goals to meet the vision.



■ Does Not Meet Expectations
 ■ Developing
 ■ Meets Expectations
 ■ Exceeds Expectations

Q1 - The employee understands the importance of organizational culture.

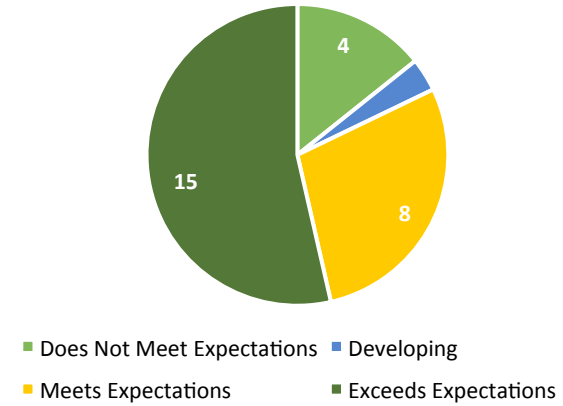
#	Answer	%	Count
1	Does Not Meet Expectations	14.29%	4
2	Developing	3.57%	1
3	Meets Expectations	25.00%	7
4	Exceeds Expectations	57.14%	16
	Total	100%	28



■ Does Not Meet Expectations
 ■ Developing
 ■ Meets Expectations
 ■ Exceeds Expectations

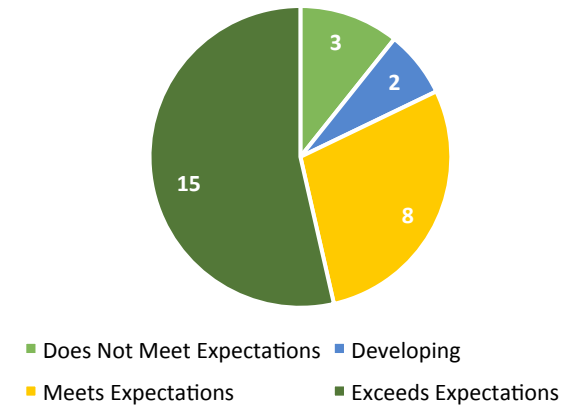
Q2 - The employee understands the process of shaping the organizational culture.

#	Answer	%	Count
1	Does Not Meet Expectations	14.29%	4
2	Developing	3.57%	1
3	Meets Expectations	28.57%	8
4	Exceeds Expectations	53.57%	15
	Total	100%	28



Q3 - The employee can effectively assess the organizational culture.

#	Answer	%	Count
1	Does Not Meet Expectations	10.71%	3
2	Developing	7.14%	2
3	Meets Expectations	28.57%	8
4	Exceeds Expectations	53.57%	15
	Total	100%	28

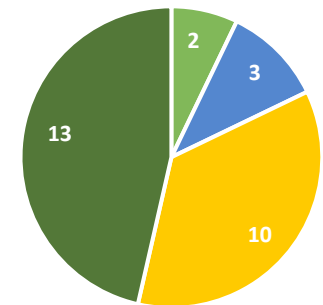


#	Answer	%	Count
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1	Does Not Meet Expectations	7.14%	2
2	Developing	10.71%	3
3	Meets Expectations	35.71%	10
4	Exceeds Expectations	46.43%	13
	Total	100%	28

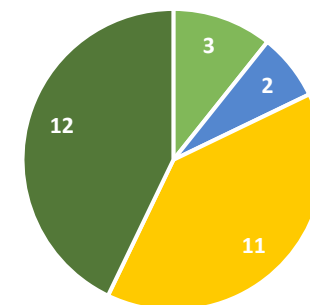
instruction, and assessment.

Q4 - The employee has adequate knowledge of curriculum,



■ Does Not Meet Expectations ■ Developing
 ■ Meets Expectations ■ Exceeds Expectations

Q5 - The employee promotes the most appropriate technologies to the culture.



support

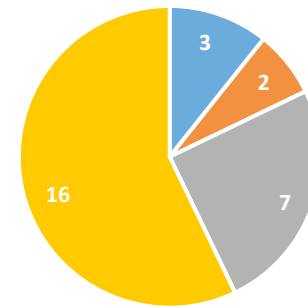
■ Does Not Meet Expectations ■ Developing
 ■ Meets Expectations ■ Exceeds Expectations

#	Answer	%	Count
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1	Does Not Meet Expectations	10.71%	3
2	Developing	7.14%	2
3	Meets Expectations	39.29%	11
4	Exceeds Expectations	42.86%	12
	Total	100%	28

Q1 - The employee can effectively manage daily operations.

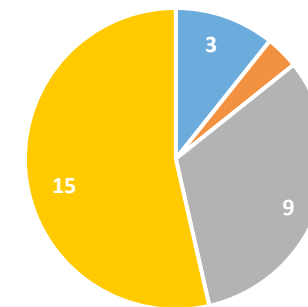
#	Answer	%	Count
1	Does Not Meet Expectations	10.71%	3
2	Developing	7.14%	2
3	Meets Expectations	25.00%	7
4	Exceeds Expectations	57.14%	16
	Total	100%	28



■ Does Not Meet Expectations ■ Developing
 ■ Meets Expectations ■ Exceeds Expectations

Q2 - The employee can promote school/district policies and procedures.

#	Answer	%	Count
1	Does Not Meet Expectations	10.71%	3

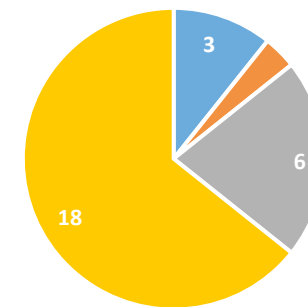


■ Does Not Meet Expectations ■ Developing
 ■ Meets Expectations ■ Exceeds Expectations

2	Developing	3.57%	1
3	Meets Expectations	32.14%	9
4	Exceeds Expectations	53.57%	15
	Total	100%	28

Q3 - The employee protects the welfare and safety of all stakeholders.

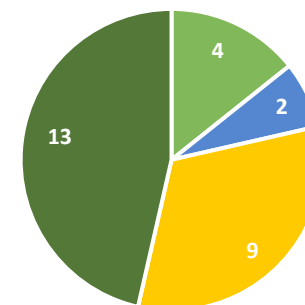
#	Answer	%	Count
1	Does Not Meet Expectations	10.71%	3
2	Developing	3.57%	1
3	Meets Expectations	21.43%	6
4	Exceeds Expectations	64.29%	18
	Total	100%	28



■ Does Not Meet Expectations ■ Developing
 ■ Meets Expectations ■ Exceeds Expectations

Q1 - The employee understands community influence.

#	Answer	%	Count
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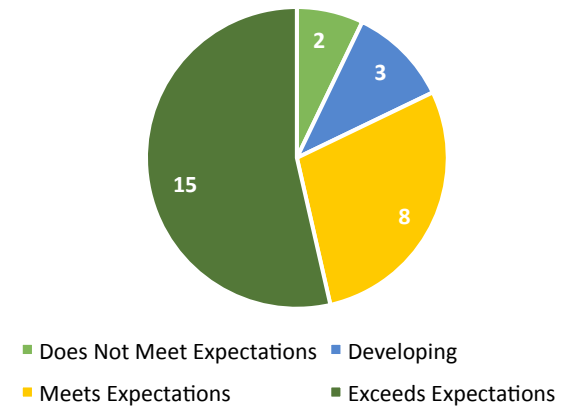


■ Does Not Meet Expectations ■ Developing
 ■ Meets Expectations ■ Exceeds Expectations

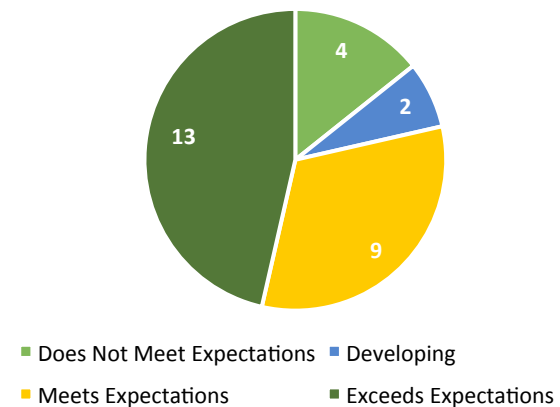
1	Does Not Meet Expectations	14.29%	4
2	Developing	7.14%	2
3	Meets Expectations	32.14%	9
4	Exceeds Expectations	46.43%	13
	Total	100%	28

Q2 - The employee recognizes and supports the role of diversity.

#	Answer	%	Count
1	Does Not Meet Expectations	7.14%	2
2	Developing	10.71%	3
3	Meets Expectations	28.57%	8
4	Exceeds Expectations	53.57%	15
	Total	100%	28



Q3 - The employee develops relationships with community

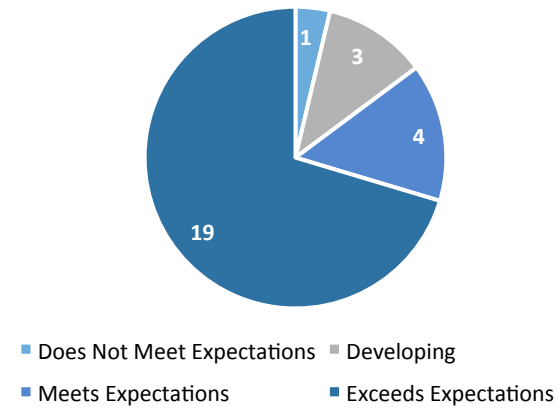


partners.

#	Answer	%	Count
1	Does Not Meet Expectations	14.29%	4
2	Developing	7.14%	2
3	Meets Expectations	32.14%	9
4	Exceeds Expectations	46.43%	13
	Total	100%	28

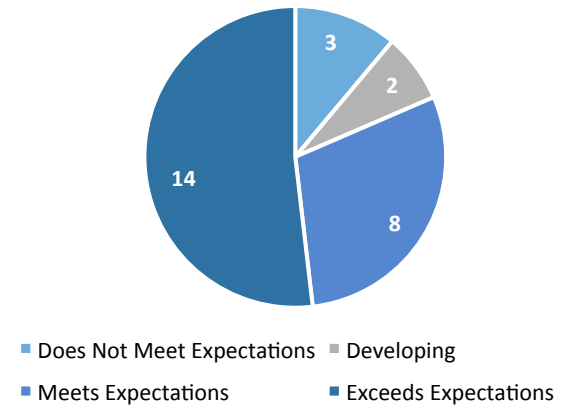
Q1 - The employee exhibits integrity.

#	Answer	%	Count
1	Does Not Meet Expectations	3.70%	1
2	Developing	11.11%	3
3	Meets Expectations	14.81%	4
4	Exceeds Expectations	70.37%	19
	Total	100%	27



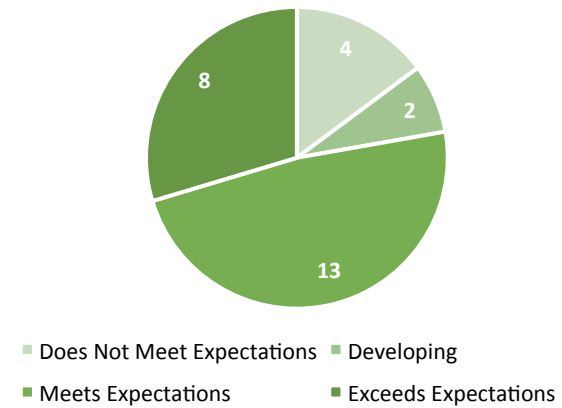
Q2 - The employee promotes social justice.

#	Answer	%	Count
1	Does Not Meet Expectations	11.11%	3
2	Developing	7.41%	2
3	Meets Expectations	29.63%	8
4	Exceeds Expectations	51.85%	14
	Total	100%	27



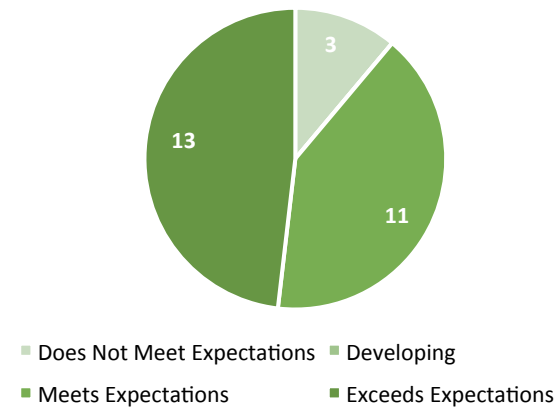
Q1 - The employee acts to influence all political decisions affecting student learning.

#	Answer	%	Count
1	Does Not Meet Expectations	14.81%	4
2	Developing	7.41%	2
3	Meets Expectations	48.15%	13
4	Exceeds Expectations	29.63%	8
	Total	100%	27



Q2 - The employee recognizes emerging trends and develops strategies to address the trends.

#	Answer	%	Count
1	Does Not Meet Expectations	11.11%	3
2	Developing	0.00%	0
3	Meets Expectations	40.74%	11
4	Exceeds Expectations	48.15%	13
	Total	100%	27



Appendix B M.Ed. Rubric

Indiana Content Standards for Educations School Leader – Building-Level Standards Rubric Department of Educational Leadership

Indiana Standard	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Does Not Meet Expectations (1)
<p>Standard 1: Human Capital Management</p> <p>School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including:</p> <p>Score:</p>	<p>1.1 Demonstrates superior ability in recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission</p>	<p>1.1 Demonstrates sufficient ability in recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission</p>	<p>1.1 Demonstrates developing ability in recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission</p>	<p>1.1 Demonstrates little or no ability in recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission</p>
	<p><u>1.2</u> Demonstrates superior ability in prioritizing teacher evaluation over competing commitments and using teacher</p>	<p><u>1.2</u> Demonstrates sufficient ability in prioritizing teacher evaluation over competing commitments and using teacher</p>	<p><u>1.2</u> Demonstrates developing ability in prioritizing teacher evaluation over competing commitments and using teacher</p>	<p><u>1.2</u> Demonstrates little or no ability in prioritizing teacher evaluation over competing commitments and using teacher</p>

Score:	evaluation systems that credibly differentiate the performance of teachers	evaluation systems that credibly differentiate the performance of teachers	evaluation systems that credibly differentiate the performance of teachers	evaluation systems that credibly differentiate the performance of teachers
Score:	<u>1.3</u> Demonstrates superior ability in orchestrating aligned, high-quality coaching ; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance	<u>1.3</u> Demonstrates sufficient ability in orchestrating aligned, high-quality coaching ; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance	<u>1.3</u> Demonstrates developing ability in orchestrating aligned, high-quality coaching ; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance	<u>1.3</u> Demonstrates little or no ability in orchestrating aligned, high-quality coaching ; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance
Score:	<u>1.4</u> Demonstrates superior ability in designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth	<u>1.4</u> Demonstrates sufficient ability in designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth	<u>1.4</u> Demonstrates developing ability in designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth	<u>1.4</u> Demonstrates little or no ability in designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth
	1.5 Demonstrates superior ability in delegating tasks and responsibilities appropriately to competent staff members, monitoring their	1.5 Demonstrates sufficient ability in delegating tasks and responsibilities appropriately to competent staff members, monitoring their	1.5 Demonstrates developing ability in delegating tasks and responsibilities appropriately to competent staff members, monitoring their	1.5 Demonstrates little or no ability in delegating tasks and responsibilities appropriately to competent staff members, monitoring their

Score:	progress, and providing support as needed	progress, and providing support as needed	progress, and providing support as needed	progress, and providing support as needed
Score:	1.6 Demonstrates superior ability in counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements	1.6 Demonstrates sufficient ability in counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements	1.6 Demonstrates developing ability in counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements	1.6 Demonstrates little or no ability in counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements
Score:	1.7 Demonstrates superior ability in strategically assigning teachers and other staff to support school goals and maximize achievement for all students	1.7 Demonstrates sufficient ability in strategically assigning teachers and other staff to support school goals and maximize achievement for all students	1.7 Demonstrates developing ability in strategically assigning teachers and other staff to support school goals and maximize achievement for all students	1.7 Demonstrates little or no ability in strategically assigning teachers and other staff to support school goals and maximize achievement for all students
Standard 2: Instructional Leadership School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to	2.1 Demonstrates superior ability in cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision	2.1 Demonstrates sufficient ability in cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision	2.1 Demonstrates developing ability in cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision	2.1 Demonstrates little or no ability in cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision

<p>the academic success of all students, including:</p> <p>Score:</p>				
<p>Score:</p>	<p>2.2 Demonstrates superior ability in planning, organizing, supervising, and supporting a rigorous instructional program based on research-supported best practices regarding curriculum, instruction, and assessment</p>	<p>2.2 Demonstrates sufficient ability in planning, organizing, supervising, and supporting a rigorous instructional program based on research-supported best practices regarding curriculum, instruction, and assessment</p>	<p>2.2 Demonstrates developing ability in planning, organizing, supervising, and supporting a rigorous instructional program based on research-supported best practices regarding curriculum, instruction, and assessment</p>	<p>2.2 Demonstrates little or no ability in planning, organizing, supervising, and supporting a rigorous instructional program based on research-supported best practices regarding curriculum, instruction, and assessment</p>
<p>Score:</p>	<p>2.3 Demonstrates superior ability in using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes</p>	<p>2.3 Demonstrates sufficient ability in using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes</p>	<p>2.3 Demonstrates developing ability in using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes</p>	<p>2.3 Demonstrates little or no ability in using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes</p>
	<p>2.4 Demonstrates superior ability in establishing a culture of collaboration in which teamwork, reflection,</p>	<p>2.4 Demonstrates sufficient ability in establishing a culture of collaboration in which teamwork, reflection,</p>	<p>2.4 Demonstrates developing ability in establishing a culture of collaboration in which teamwork, reflection,</p>	<p>2.4 Demonstrates little or no ability in establishing a culture of collaboration in which teamwork, reflection,</p>

Score:	conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities	conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities	conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities	conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities
Score:	2.5 Demonstrates superior ability in ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students	2.5 Demonstrates sufficient ability in ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students	2.5 Demonstrates developing ability in ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students	2.5 Demonstrates little or no ability in ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students
Score:	2.6 Demonstrates superior ability in promoting the sanctity of instructional time , and ensuring that every minute is maximized in the service of student learning and achievement	2.6 Demonstrates sufficient ability in promoting the sanctity of instructional time , and ensuring that every minute is maximized in the service of student learning and achievement	2.6 Demonstrates developing ability in promoting the sanctity of instructional time , and ensuring that every minute is maximized in the service of student learning and achievement	2.6 Demonstrates little or no ability in promoting the sanctity of instructional time , and ensuring that every minute is maximized in the service of student learning and achievement
Standard 3: Personal Behavior School building leaders model personal	3.1 Demonstrates superior ability in modeling professional, ethical, and respectful behavior at all	3.1 Demonstrates sufficient ability in modeling professional, ethical, and respectful behavior at all	3.1 Demonstrates developing ability in modeling professional, ethical, and respectful behavior at all	3.1 Demonstrates little or no ability in modeling professional, ethical, and respectful behavior at all

behavior that sets the tone for all student and adult relationships in the school, including:	times and expecting the same behavior from others	times and expecting the same behavior from others	times and expecting the same behavior from others	times and expecting the same behavior from others
Score:	3.2 Demonstrates superior ability in establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center	3.2 Demonstrates sufficient ability in establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center	3.2 Demonstrates developing ability in establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center	3.2 Demonstrates little or no ability in establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center
Score:	3.3 Demonstrates superior ability in actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement	3.3 Demonstrates sufficient ability in actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement	3.3 Demonstrates developing ability in actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement	3.3 Demonstrates little or no ability in actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement
Score:	3.4 Demonstrates superior ability in going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results	3.4 Demonstrates sufficient ability in going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results	3.4 Demonstrates developing ability in going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results	3.4 Demonstrates little or no ability in going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results
	3.5 Demonstrates superior ability in using reflection,	3.5 Demonstrates sufficient ability in using reflection,	3.5 Demonstrates developing ability in using	3.5 Demonstrates little or no ability in using

<p>Score:</p>	<p>self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts</p>	<p>self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts</p>	<p>reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts</p>	<p>reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts</p>
<p>Standard 4: Building Relationships School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:</p> <p>Score:</p>	<p>4.1 Demonstrates superior ability in establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence</p>	<p>4.1 Demonstrates sufficient ability in establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence</p>	<p>4.1 Demonstrates developing ability in establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence</p>	<p>4.1 Demonstrates little or no ability in establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence</p>
	<p>4.2 Demonstrates superior ability in skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)</p>	<p>4.2 Demonstrates sufficient ability in skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)</p>	<p>4.2 Demonstrates developing ability in skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)</p>	<p>4.2 Demonstrates little or no ability in skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)</p>

Score:				
Score:	4.3 Demonstrates superior ability in using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change	4.3 Demonstrates sufficient ability in using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change	4.3 Demonstrates developing ability in using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change	4.3 Demonstrates little or no ability in using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change
Score:	4.4 Demonstrates superior ability in working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students	4.4 Demonstrates sufficient ability in working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students	4.4 Demonstrates developing ability in working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students	4.4 Demonstrates little or no ability in working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students
Score:	4.5 Demonstrates superior ability in demonstrating awareness of the public and political nature of the school building leader position , and deftly engaging the public in addressing controversial issues	4.5 Demonstrates sufficient ability in demonstrating awareness of the public and political nature of the school building leader position , and deftly engaging the public in addressing controversial issues	4.5 Demonstrates developing ability in demonstrating awareness of the public and political nature of the school building leader position , and deftly engaging the public in addressing controversial issues	4.5 Demonstrates little or no ability in demonstrating awareness of the public and political nature of the school building leader position , and deftly engaging the public in addressing controversial issues
Standard 5:	5.1 Demonstrates	5.1 Demonstrates	5.1 Demonstrates	5.1 Demonstrates

<p>Culture of Achievement</p> <p>School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including:</p> <p>Score:</p>	<p>superior ability in empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task</p>	<p>sufficient ability in empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task</p>	<p>developing ability in empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task</p>	<p>little or no ability in empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task</p>
<p>Score:</p>	<p>5.2 Demonstrates superior ability in establishing rigorous academic goals and priorities that are accepted as fixed and immovable</p>	<p>5.2 Demonstrates sufficient ability in establishing rigorous academic goals and priorities that are accepted as fixed and immovable</p>	<p>5.2 Demonstrates developing ability in establishing rigorous academic goals and priorities that are accepted as fixed and immovable</p>	<p>5.2 Demonstrates little or no ability in establishing rigorous academic goals and priorities that are accepted as fixed and immovable</p>
<p>Score:</p>	<p>5.3 Demonstrates superior ability in orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation</p>	<p>5.3 Demonstrates sufficient ability in orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation</p>	<p>5.3 Demonstrates developing ability in orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation</p>	<p>5.3 Demonstrates little or no ability in orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation</p>
	<p>5.4 Demonstrates superior ability in implementing systems to promote and enforce individual accountability for results</p>	<p>5.4 Demonstrates sufficient ability in implementing systems to promote and enforce individual accountability for results</p>	<p>5.4 Demonstrates developing ability in implementing systems to promote and enforce individual accountability for results</p>	<p>5.4 Demonstrates little or no ability in implementing systems to promote and enforce individual accountability for results</p>

Score:				
Score:	5.5 Demonstrates superior ability in ensuring all students full and equitable access to educational programs, curricula, and available supports	5.5 Demonstrates sufficient ability in ensuring all students full and equitable access to educational programs, curricula, and available supports	5.5 Demonstrates developing ability in ensuring all students full and equitable access to educational programs, curricula, and available supports	5.5 Demonstrates little or no ability in ensuring all students full and equitable access to educational programs, curricula, and available supports
Score:	5.6 Demonstrates superior ability in using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented	5.6 Demonstrates sufficient ability in using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented	5.6 Demonstrates developing ability in using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented	5.6 Demonstrates little or no ability in using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented
Score:	5.7 Demonstrates superior ability in guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning	5.7 Demonstrates sufficient ability in guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning	5.7 Demonstrates developing ability in guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning	5.7 Demonstrates little or no ability in guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning
Score:	5.8 Demonstrates superior ability in developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly	5.8 Demonstrates sufficient ability in developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly	5.8 Demonstrates developing ability in developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly	5.8 Demonstrates little or no ability in developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly

	align with and do not distract from the school's goals for student growth and achievement	align with and do not distract from the school's goals for student growth and achievement	align with and do not distract from the school's goals for student growth and achievement	align with and do not distract from the school's goals for student growth and achievement
Score:				
Standard 6: Organizational, Operational, and Resource Management School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes, including:	6.1 Demonstrates superior ability in using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals	6.1 Demonstrates sufficient ability in using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals	6.1 Demonstrates developing ability in using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals	6.1 Demonstrates little or no ability in using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals
Score:				
	6.2 Demonstrates superior ability in using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization	6.2 Demonstrates sufficient ability in using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization	6.2 Demonstrates developing ability in using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization	6.2 Demonstrates little or no ability in using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization
Score:				
	6.3 Demonstrates superior ability in using practices for the safe,	6.3 Demonstrates sufficient ability in using practices for the safe,	6.3 Demonstrates developing ability in using practices for the safe,	6.3 Demonstrates little or no ability in using practices for the safe,

Score:	efficient, and effective operation of the school's physical plant , equipment, and auxiliary services (e.g., food services, student transportation)	efficient, and effective operation of the school's physical plant , equipment, and auxiliary services (e.g., food services, student transportation)	efficient, and effective operation of the school's physical plant , equipment, and auxiliary services (e.g., food services, student transportation)	efficient, and effective operation of the school's physical plant , equipment, and auxiliary services (e.g., food services, student transportation)
Score:	6.4 Demonstrates superior ability in planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant	6.4 Demonstrates sufficient ability in planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant	6.4 Demonstrates developing ability in planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant	6.4 Demonstrates little or no ability in planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant
Score:	6.5 Demonstrates superior ability in managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness;	6.5 Demonstrates sufficient ability in managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness;	6.5 Demonstrates developing ability in managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness;	6.5 Demonstrates little or no ability in managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness;

Score:	student safety and welfare; and the rights and responsibilities of students, families, and school staff	student safety and welfare; and the rights and responsibilities of students, families, and school staff	student safety and welfare; and the rights and responsibilities of students, families, and school staff	student safety and welfare; and the rights and responsibilities of students, families, and school staff
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	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <i>Don't know.</i> <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to

				<p>master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</p> <p><input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate.</p>

				<input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input checked="" type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input type="checkbox"/> Data are being collected and analyzed. <input type="checkbox"/> Results are provided. <input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input checked="" type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input checked="" type="checkbox"/> If students are required to

				pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.

				<input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

I would be concerned that you assess all thirteen outcomes each year, but since you use the same measure to assess them, you make the process manageable. (By the way, I love this outcome: “Promotes the sanctity of instructional time.” I wish all programs did!) I will note that the employer survey you have implemented does not yet have any associated performance goals. And in fact, it isn’t really an indirect measure, since the respondents are rating behaviors they have observed first hand. In any case, you have three good direct measures, the Principle Intern Summative Evaluation, the survey, and the licensure exam score. Students met expectations for twelve of the thirteen outcomes, and you offer well-supported reflection as to why they performed well or less well. I noticed that the rubric you included with your report does not define what “superior,” “sufficient,” etc. performance entails. How do you know it when you see it?

You also identify opportunities to continue to improve the program (e.g., the Eli Lilly Planning Grant, which will include an evaluation component that will provide feedback to enhance the program, and the ongoing curriculum mapping activity). But I did not see any specific plans to improve the results of outcome #6. Is it possible to come up with an action plan that works around collective bargaining constraints?

Thank you, once again, for taking student learning assessment so seriously! I don’t have to tell you that because we are gearing up for the Higher Learning Commission reaffirmation process, it is particularly important for us to be able to provide evidence that we are systematically assessing our curricular and co-curricular programs; using the information we derive from that process to develop actionable plans for improvement in student learning; and documenting the improvements that result. Your task in this regard is only to keep doing what you already are doing.