

Butler University
Graduate Survey

Dear Butler University Graduate:

The Experiential Program for Preparing School Principals (EPPSP) at Butler University surveys graduates on a regular basis to determine the effectiveness of the EPPSP program in the preparation of school leaders. The Educational Constituent Council (ELCC) Standards is the conceptual framework upon which the degree program is designed. As completers of EPPSP, your participation in this survey based on the ELCC Standards is critical for improved performance by our department in preparing school leaders. Please take a few minutes to respond to the survey and return it to us.

I would also like to take this opportunity to express our appreciation to you for selecting Butler University and EPPSP for your graduate work. Please feel free to contact us if we can be of assistance to you in your work as a school leader.

Sincerely,
Jill Jay, Ph.D.

Experiential Program for Preparing School Principals

The Educational Constituent Council (ELCC) Standards is the conceptual framework upon which the Experiential Program for Preparing School Principals is designed. Please respond to each indicator listed below and let us know the level of preparation you received in your licensure program for building level administration.

- 1 = Basic (You were not prepared by the program)**
- 2 = Competent (You were adequately prepared by the program)**
- 3 = Proficient (You were well prepared by the program)**

ELCC Standard 1.0: Candidates who complete the program are leaders who apply 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 Collaboratively develop, articulate, implement, and steward a shared vision of learning for the school

1 2 3

Graduates are prepared to:

- design and support a collaborative process for developing and implementing a school vision of learning characterized by a respect for students and their families and community partnerships;
- develop a comprehensive plan for communicating the school vision to stakeholders, as well as formulate plans to steward school vision statements.

1.2 Collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals. 1 2 3

Graduates are prepared to:

- develop and use evidence-centered research strategies and strategic planning processes;
- create school-based strategies and tactical goals and collaboratively develop implementation plans to achieve those goals;
- develop a school improvement plan that aligns to district improvement plans.

1.3 Understand and promote continual and sustainable school improvement. 1 2 3

Graduates are prepared to:

- develop a school plan to monitor program development and implementation of school goals;
- construct an evaluation process to assess the effectiveness of school plans and programs;
- interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.

ELCC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Understand and can sustain a school culture and instructional program through collaboration, trust, and a personalized learning environment with high expectations for all students. 1 2 3

Graduates are prepared to:

- collaborate with others to accomplish school improvement;
- incorporate cultural competence and recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional programs;
- monitor school programs and activities to ensure personalized learning opportunities;
- promote trust, equity, fairness, and respect among students, parents, and school staff.

2.2 Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. 1 2 3

Graduates are prepared to:

- collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum;
- use evidence-centered research in making curricular and instructional decisions;
- interpret information and communicate progress toward achievement;
- design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.

2.3 Develop and supervise the instructional and leadership capacity of school staff.

1 2 3

Graduates are prepared to:

- work collaboratively with school staff to improve teaching and learning;
- design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction;
- design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.

2.4 Understand and promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

1 2 3

Graduates are prepared to:

- use technologies for improved classroom instruction, student achievement, and continuous school improvement;
- monitor instructional practices within the school and provide assistance to teachers;
- use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.

Standard 3.0: Candidates who complete the program are education leaders who apply 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 Monitor and evaluate school management and operational systems.

1 2 3

Graduates are prepared to:

- analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;
- develop operational policies and procedures, as well as plans to implement and manage long-range plans for the school

3.2 Efficiently use human, fiscal, and technological resources to manage school operations. 1 2 3

Graduates are prepared to:

- develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals;
- analyze a school's budget and financial status;
- develop facility and space utilization plans for a school;
- project long-term resource needs of the school;
- use technology to manage school operations.

3.3 Promote school-based policies and procedures that protect the welfare and safety of students and staff. 1 2 3

Graduates are prepared to:

- develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment;
- plan, evaluate, and implement aligned building discipline management policies and plans.

3.4 Develop school capacity for distributed leadership. 1 2 3

Graduates are prepared to:

- model distributed leadership skills;
- identify leadership capabilities of staff;
- involve school staff in decision making processes
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3.5 Ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning. 1 2 3

Graduates are prepared to:

- develop school policies that protect time and schedules to maximize teacher instructional time and student learning;
- develop a master schedule.

Standard 4.0: Candidates who complete the program are leaders who apply 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 Collaborate with families and other community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. 1 2 3

Graduates are prepared to:

- use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information;
- communicate information about the school within the community.

4.2 Mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the community.

1 2 3

Graduates are prepared to:

- identify and use diverse community resources to improve school programs.

4.3 Build and sustain positive school relationships with families and caregivers.

1 2 3

Graduates are prepared to:

- conduct needs assessments of families and caregivers;
- develop collaboration strategies for effective relationships with families and caregivers;
- involve families and caregivers in the decision-making at the school.

4.4 Build and sustain positive school relationships with community partners.

1 2 3

Graduates are prepared to:

- conduct needs assessment of community partners;
- develop effective relationships with a variety of community partners;
- involve community partners in the decision-making processes at the school.

Standard 5.0: Candidates who complete the program are leaders who apply 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 Acts with integrity and fairness

1 2 3

Graduates are prepared to:

- act with integrity and fairness in supporting school policies and staff practices that ensure every students’ academic and social success;
- create an infrastructure that helps to monitor and ensure equitable practices.

5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

1 2 3

Graduates are prepared to:

- formulate a school-level leadership platform grounded in ethical standards and practices
- analyze leadership decisions in terms of established ethical practices.

5.3 Safeguard the values of democracy, equity, and diversity. 1 2 3

Graduates are prepared to:

- develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues;
- develop appropriate communication skills to advocate for democracy, equity, and diversity.

5.4 Understand and evaluate the potential moral and legal consequences of decision making in the school. 1 2 3

Graduates are prepared to:

- formulate sound school strategies to educational dilemmas;
- evaluate school strategies to prevent difficulties related to moral and legal issues.

5.5 Promote social justice within a school. 1 2 3

Graduates are prepared to:

- review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school;
- develop the resiliency to uphold core values and persist in the face of adversity.

Standard 6.0: Candidates who complete the program are leaders who apply 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 Advocate for school students, families, and caregivers. 1 2 3

Graduates are prepared to:

- analyze how law and policy is applied consistently, fairly, and ethically within the school;
- advocate based on an analysis of the complex causes of poverty and other disadvantages;
- serve as a respectful spokesperson for students and families within the school.

6.2 Act to influence local, district, state, and national decisions affecting student learning in a school environment. 1 2 3

Graduates are prepared to:

- advocate for school policies and programs that promote equitable learning opportunities and student success;
- communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

6.3 Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

1 2 3

Graduates are prepared to:

- identify and anticipate emerging trends and issues likely to affect the school;
- adapt leadership strategies and practice to address emerging school issues.

If you rated an item as “Basic”, please give us feedback as to why you felt the program failed to prepare you to address the standard.
