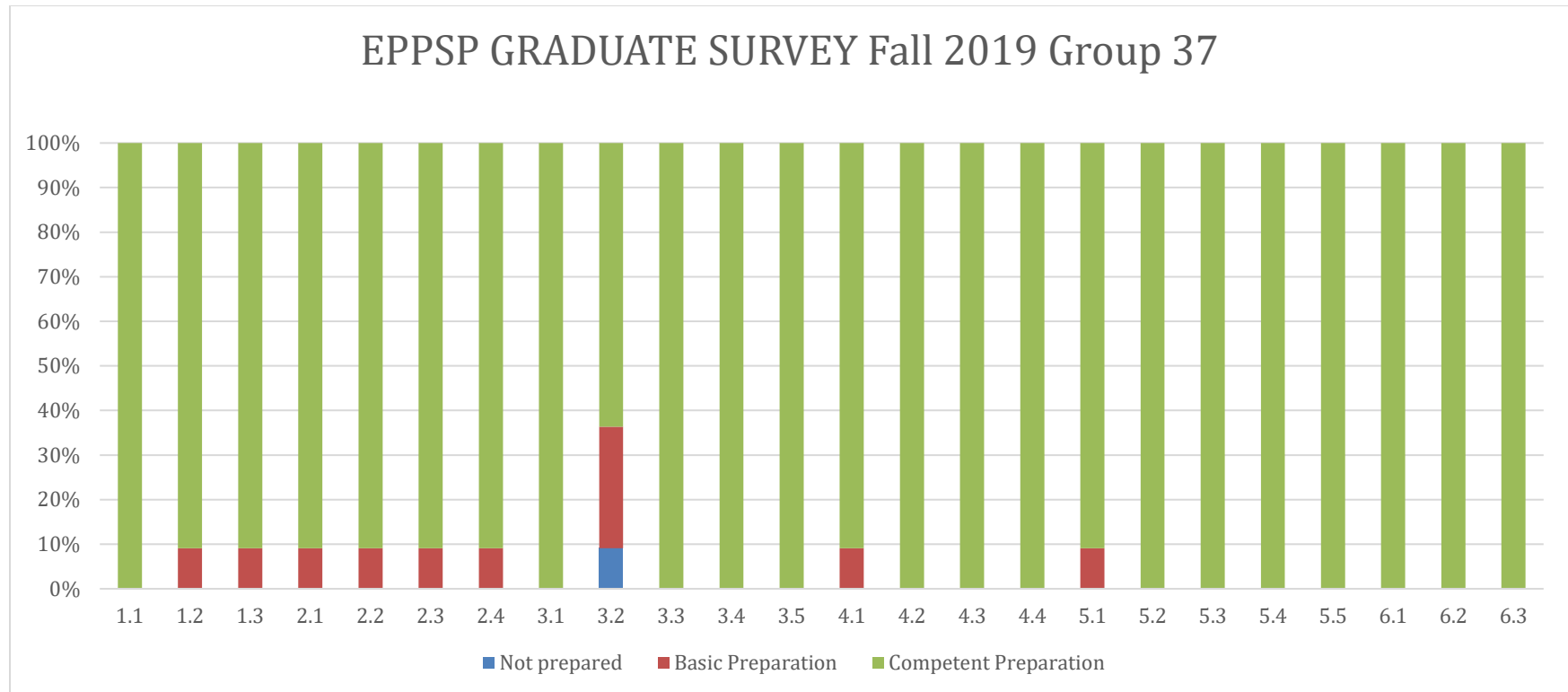


EPPSP Graduate Survey Results from Revised Graduate Survey 2018
Fall 2019
Group 38
11:21 response rate

Description:

Results of graduate surveys. Graduates rated each of the six ELCC 2011 standards by element, using criteria outlined in the standards. The criteria are written in specific language representative of the element indicators, and progress across the three levels of the rubric: “not prepared”, “basic preparation”, and “competent preparation.”



Title: Graduate Survey 2019

Description: Revised survey given to December 2019 graduates, Cohort 38

Critical Elements	Level 1—Not prepared	Level 2—Basic Preparation	Level 3—Competent Preparation
<p><i>Collaboratively develop, articulate, implement, and steward a shared vision of learning for the school.</i> (ELCC 1.1)</p>	<p>Based on my preparation, I am able to do one or none of the following: 1) design and support a collaborative process for developing and implementing a school vision of learning; 2) develop a comprehensive plan for communicating the school vision to stakeholders, and 3) formulate plans to steward school vision statements</p>	<p>Based on my preparation, I am able to do two but not all three of the following: 1) design and support a collaborative process for developing and implementing a school vision of learning; 2) develop a comprehensive plan for communicating the school vision to stakeholders, and 3) formulate plans to steward school vision statements.</p>	<p>Based on my preparation, I am able to 1) design and support a collaborative process for developing and implementing a school vision of learning; 2) develop a comprehensive plan for communicating the school vision to stakeholders, and 3) formulate plans to steward school vision statements.</p>
<p><i>Collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</i> (ELCC 1.2)</p>	<p>Based on my preparation, I am able to do one or none of the following: 1) develop and use evidence-centered research strategies and strategic planning processes; 2) create school-based strategies and tactical goals and collaboratively develop implementation plans to achieve those goals; and 3) create develop a school improvement plan that aligns to district improvement plans.</p>	<p>Based on my preparation, I am able to do two but not all three of the following: 1) develop and use evidence-centered research strategies and strategic planning processes; 2) create school-based strategies and tactical goals and collaboratively develop implementation plans to achieve those goals; and 3) create develop a school improvement plan that aligns to district improvement plans.</p>	<p>Based on my preparation, I am able to 1) develop and use evidence-centered research strategies and strategic planning processes; 2) create school-based strategies and tactical goals and collaboratively develop implementation plans to achieve those goals; and 3) create develop a school improvement plan that aligns to district improvement plans.</p>

<p><i>Understand and promote continual and sustainable school improvement. (ELCC 1.3)</i></p>	<p>Based on my preparation, I am able to do one or none of the following: 1) develop a school plan to monitor program development and implementation of school goals; 2) construct an evaluation process to assess the effectiveness of school plans and programs and 3) interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.</p>	<p>Based on my preparation, I am able to do two but not all three of the following: 1) develop a school plan to monitor program development and implementation of school goals; 2) construct an evaluation process to assess the effectiveness of school plans and programs and 3) interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.</p>	<p>Based on my preparation, I am able to 1) develop a school plan to monitor program development and implementation of school goals; 2) construct an evaluation process to assess the effectiveness of school plans and programs and 3) interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.</p>
<p><i>Understand and can sustain a school culture and instructional program through collaboration, trust, and a personalized learning environment with high expectations for all students. (ELCC 2.1)</i></p>	<p>Based on my preparation, I am able to do one or none of the following: 1) collaborate with others to accomplish school improvement; 2) incorporate cultural competence and recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional programs; 3) monitor school programs and activities to ensure personalized learning opportunities; and 4) promote trust, equity, fairness,</p>	<p>Based on my preparation, I am able to do at least two of the following: 1) collaborate with others to accomplish school improvement; 2) incorporate cultural competence and recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional programs; 3) monitor school programs and activities to ensure personalized learning opportunities; and 4) promote trust, equity, fairness, and respect among students, parents, and school staff.</p>	<p>Based on my preparation, I am able to 1) collaborate with others to accomplish school improvement; 2) incorporate cultural competence and recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional programs; 3) monitor school programs and activities to ensure personalized learning opportunities; and 4) promote trust, equity, fairness, and respect among students, parents, and school staff.</p>

	and respect among students, parents, and school staff.		
<i>Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (ELCC 2.2)</i>	Based on my preparation, I am able to do one or none of the following: 1) collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; 2) use evidence-centered research in making curricular and instructional decisions; 3) interpret information and communicate progress toward achievement; and 4) design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	Based on my preparation, I am able to do at least two of the following: 1) collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; 2) use evidence-centered research in making curricular and instructional decisions; 3) interpret information and communicate progress toward achievement; and 4) design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.	Based on my preparation, I am able to 1) collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; 2) use evidence-centered research in making curricular and instructional decisions; 3) interpret information and communicate progress toward achievement; and 4) design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.
<i>Develop and supervise the instructional and leadership capacity of school staff. (ELCC 2.3)</i>	Based on my preparation, I am able to do one or none of the following: 1) work collaboratively with school staff to improve teaching and learning; 2) design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction	Based on my preparation, I am able to do two but not all three of the following: 1) work collaboratively with school staff to improve teaching and learning; 2) design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction and 3) design professional growth plans to increase the capacity of	Based on my preparation, I am able to 1) work collaboratively with school staff to improve teaching and learning; 2) design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction and 3) design professional growth plans to increase the capacity of school staff and leaders that reflect

	and 3) design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.	school staff and leaders that reflect national professional development standards.	national professional development standards.
<i>Understand and promote the most effective and appropriate technologies to support teaching and learning in a school-level environment. (ELCC 2.4)</i>	Based on my preparation, I am able to do one or none of the following: 1) use technologies for improved classroom instruction, student achievement, and continuous school improvement; 2) monitor instructional practices within the school and provide assistance to teachers and 3) use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.	Based on my preparation, I am able to do two but not all three of the following: 1) use technologies for improved classroom instruction, student achievement, and continuous school improvement; 2) monitor instructional practices within the school and provide assistance to teachers and 3) use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.	Based on my preparation, I am able to 1) use technologies for improved classroom instruction, student achievement, and continuous school improvement; 2) monitor instructional practices within the school and provide assistance to teachers and 3) use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.
<i>Monitor and evaluate school management and operational systems. (ELCC 3.1)</i>	Based on my preparation, I am able to do one or none of the following: 1) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; 2) develop operational policies and procedures, and 3) develop plans to implement and manage long-range plans for the school.	Based on my preparation, I am able to do two but not all three of the following: 1) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; 2) develop operational policies and procedures, and 3) develop plans to implement and manage long-range plans for the school.	Based on my preparation, I am able to 1) analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; 2) develop operational policies and procedures, and 3) develop plans to implement and manage long-range plans for the school.

<p><i>Efficiently use human, fiscal, and technological resources to manage school operations.</i></p> <p>(ELCC 3.2)</p>	<p>Based on my preparation, I am able to do one or none of the following: 1) develop multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals; 2) analyze a school’s budget and financial status; 3) develop facility and space utilization plans for a school; and 4) project long-term resource needs of the school.</p>	<p>Based on my preparation, I am able to do at least two of the following: 1) develop multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals; 2) analyze a school’s budget and financial status; 3) develop facility and space utilization plans for a school; and 4) project long-term resource needs of the school.</p>	<p>Based on my preparation, I am able to 1) develop multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals; 2) analyze a school’s budget and financial status; 3) develop facility and space utilization plans for a school; and 4) project long-term resource needs of the school.</p>
<p><i>Promote school-based policies and procedures that protect the welfare and safety of students and staff.</i></p> <p>(ELCC 3.3)</p>	<p>Based on my preparation, I am able to do one or none of the following: 1) develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; 2) plan aligned building discipline management policies and plans; 3) implement aligned building discipline management policies and plans; and 4) evaluate aligned building discipline management policies and plans.</p>	<p>Based on my preparation, I am able to do at least two of the following: 1) develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; 2) plan aligned building discipline management policies and plans; 3) implement aligned building discipline management policies and plans; and 4) evaluate aligned building discipline management policies and plans.</p>	<p>Based on my preparation, I am able to 1) develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; 2) plan aligned building discipline management policies and plans; 3) implement aligned building discipline management policies and plans; and 4) evaluate aligned building discipline management policies and plans.</p>
<p><i>Develop school capacity for distributed leadership.</i></p>	<p>Based on my preparation, I am able to do one or none of the following:</p>	<p>Based on my preparation, I am able to do at least two of the following: 1) model distributed leadership skills; 2) identify leadership</p>	<p>Based on my preparation, I am able to 1) model distributed leadership skills; 2) identify leadership capabilities of staff, and</p>

(ELCC 3.4)	1) model distributed leadership skills; 2) identify leadership capabilities of staff, and 3) involve school staff in decision making processes.	capabilities of staff, and 3) involve school staff in decision making processes.	3) involve school staff in decision making processes.
<i>Ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.</i> (ELCC 3.5)	Based on my preparation, I am able to do one or none of the following: 1) develop school policies that protect time; 2) develop schedules to maximize teacher instructional time and student learning; and 3) develop a master schedule.	Based on my preparation, I am able to do at least two of the following: 1) develop school policies that protect time; 2) develop schedules to maximize teacher instructional time and student learning; and 3) develop a master schedule.	Based on my preparation, I am able to 1) develop school policies that protect time; 2) develop schedules to maximize teacher instructional time and student learning; and 3) develop a master schedule.
<i>Collaborate with families and other community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.</i> (ELCC 4.1)	Based on my preparation, I am able to do one or none of the following: 1) use collaboration strategies to collect school, student, faculty, and community information; 2) use collaboration strategies to analyze school, student, faculty, and community information ; and 3) communicate information about the school within the community.	Based on my preparation, I am able to do at least two of the following: 1) use collaboration strategies to collect school, student, faculty, and community information; 2) use collaboration strategies to analyze school, student, faculty, and community information ; and 3) communicate information about the school within the community.	Based on my preparation, I am able to 1) use collaboration strategies to collect school, student, faculty, and community information; 2) use collaboration strategies to analyze school, student, faculty, and community information ; and 3) communicate information about the school within the community.
<i>Mobilize community resources by</i>	Based on my preparation, I am not able to do either of the	Based on my preparation, I am able to do one of the following:	Based on my preparation, I am able to 1) identify diverse

<p><i>promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the community.</i> (ELCC 4.2)</p>	<p>following: 1) identify diverse community resources to improve school programs 2) use diverse community resources to improve school programs</p>	<p>1) identify diverse community resources to improve school programs 2) use diverse community resources to improve school programs</p>	<p>community resources to improve school programs; and 2) use diverse community resources to improve school programs</p>
<p><i>Build and sustain positive school relationships with families and caregivers.</i> (ELCC 4.3)</p>	<p>Based on my preparation, I am able to do one or none of the following: 1) conduct needs assessments of families and caregivers; 2) develop collaboration strategies for effective relationships with families and caregivers; and 3) involve families and caregivers in the decision-making at the school.</p>	<p>Based on my preparation, I am able to do at least two of the following: 1) conduct needs assessments of families and caregivers; 2) develop collaboration strategies for effective relationships with families and caregivers; and 3) involve families and caregivers in the decision-making at the school.</p>	<p>Based on my preparation, I am able to 1) conduct needs assessments of families and caregivers; 2) develop collaboration strategies for effective relationships with families and caregivers; and 3) involve families and caregivers in the decision-making at the school.</p>
<p><i>Build and sustain positive school relationships with community partners.</i> (ELCC 4.4)</p>	<p>Based on my preparation, I am able to do one or none of the following: 1) conduct needs assessment of community partners; 2) develop effective relationships with a variety of community partners; and 3) involve community partners in the decision-making processes at the school.</p>	<p>Based on my preparation, I am able to do at least two of the following: 1) conduct needs assessment of community partners; 2) develop effective relationships with a variety of community partners; and 3) involve community partners in the decision-making processes at the school.</p>	<p>Based on my preparation, I am able to 1) conduct needs assessment of community partners; 2) develop effective relationships with a variety of community partners; and 3) involve community partners in the decision-making processes at the school.</p>

<p><i>Acts with integrity and fairness.</i> (ELCC 5.1)</p>	<p>Based on my preparation, I am not able to do either of the following: 1) act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; and 2) create an infrastructure that helps to monitor and ensure equitable practices.</p>	<p>Based on my preparation, I am able to do one of the following: 1) act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; and 2) create an infrastructure that helps to monitor and ensure equitable practices.</p>	<p>Based on my preparation, I am able to 1) act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; and 2) create an infrastructure that helps to monitor and ensure equitable practices.</p>
<p><i>Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</i> (ELCC 5.2)</p>	<p>Based on my preparation, I am not able to do either of the following: 1) formulate a school-level leadership platform grounded in ethical standards and practices; and 2) analyze leadership decisions in terms of established ethical practices.</p>	<p>Based on my preparation, I am able to do one of the following: 1) formulate a school-level leadership platform grounded in ethical standards and practices; and 2) analyze leadership decisions in terms of established ethical practices.</p>	<p>Based on my preparation, I am able to 1) formulate a school-level leadership platform grounded in ethical standards and practices; and 2) analyze leadership decisions in terms of established ethical practices.</p>
<p><i>Safeguard the values of democracy, equity, and diversity.</i> (ELCC 5.3)</p>	<p>Based on my preparation, I am not able to do either of the following: 1) develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and 2) develop appropriate communication skills to advocate for democracy, equity, and diversity.</p>	<p>Based on my preparation, I am able to do one of the following: 1) develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and 2) develop appropriate communication skills to advocate for democracy, equity, and diversity.</p>	<p>Based on my preparation, I am able to 1) develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and 2) develop appropriate communication skills to advocate for democracy, equity, and diversity.</p>

<p><i>Understand and evaluate the potential moral and legal consequences of decision making in the school.</i> (ELCC 5.4)</p>	<p>Based on my preparation, I am not able to do either of the following: 1) formulate sound school strategies to educational dilemmas; and 2) evaluate school strategies to prevent difficulties related to moral and legal issues.</p>	<p>Based on my preparation, I am able to do one of the following: 1) formulate sound school strategies to educational dilemmas; and 2) evaluate school strategies to prevent difficulties related to moral and legal issues.</p>	<p>Based on my preparation, I am able to 1) formulate sound school strategies to educational dilemmas; and 2) evaluate school strategies to prevent difficulties related to moral and legal issues.</p>
<p><i>Promote social justice within a school.</i> (ELCC 5.5)</p>	<p>Based on my preparation, I am not able to do either of the following: 1) 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; and 2) develop the resiliency to uphold core values and persist in the face of adversity</p>	<p>Based on my preparation, I am able to do one of the following: 1) 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; and 2) develop the resiliency to uphold core values and persist in the face of adversity</p>	<p>Based on my preparation, I am able to 1) 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; and 2) develop the resiliency to uphold core values and persist in the face of adversity</p>
<p><i>Advocate for school students, families, and caregivers.</i> (ELCC 6.1)</p>	<p>Based on my preparation, I am able to do one or none of the following: 1) analyze how law and policy is applied consistently, fairly, and ethically within the school;</p>	<p>Based on my preparation, I am able to do at least two of the following: 1) analyze how law and policy is applied consistently, fairly, and ethically within the school; 2) advocate based on an analysis of the complex causes of poverty and other disadvantages; and</p>	<p>Based on my preparation, I am able to 1) analyze how law and policy is applied consistently, fairly, and ethically within the school; 2) advocate based on an analysis of the complex causes of poverty and other disadvantages; and</p>

	2) advocate based on an analysis of the complex causes of poverty and other disadvantages; and 3) serve as a respectful spokesperson for students and families within the school.	3) serve as a respectful spokesperson for students and families within the school.	3) serve as a respectful spokesperson for students and families within the school.
<i>Act to influence local, district, state, and national decisions affecting student learning in a school environment. (ELCC 6.2)</i>	Based on my preparation, I am not able to do either of the following: 1) advocate for school policies and programs that promote equitable learning opportunities and student success; and 2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders.	Based on my preparation, I am able to do one of the following: 1) advocate for school policies and programs that promote equitable learning opportunities and student success; and 2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders.	Based on my preparation, I am able to 1) advocate for school policies and programs that promote equitable learning opportunities and student success; and 2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders.
<i>Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (ELCC 6.3)</i>	Based on my preparation, I am not able to do either of the following: 1) identify and anticipate emerging trends and issues likely to affect the school; and 2) adapt leadership strategies and practice to address emerging school issues.	Based on my preparation, I am able to do one of the following: 1) identify and anticipate emerging trends and issues likely to affect the school; and 2) adapt leadership strategies and practice to address emerging school issues.	Based on my preparation, I am able to 1) identify and anticipate emerging trends and issues likely to affect the school; and 2) adapt leadership strategies and practice to address emerging school issues.

Title: Graduate Survey 2015

Description:

The purpose of this survey given to graduates in 2015 was to demonstrate application of building level leadership skills that support an effective P-12 student learning environment. Graduate surveys administered in past years have reflected assessment of student learning

based on varying standards. Since 2003, program completers of Butler's College of Education graduate programs have been asked to submit an electronic survey from Butler's College of Education asking questions pertaining to demographics. However, in 2010 the director of Butler's Experiential Program for Preparing School Principals (EPPSP) requested that an additional survey be sent to the EPPSP graduate students that more accurately reflected student learning based on ELCC standards.

That survey, based on ELCC 2001 standards, was sent to graduates in 2010, 2011, and 2012. The survey and 2012 summary of results are attached. Due to a change in ELCC standards, a new survey was designed and was sent to 2014 graduates in the fall of 2015 based on ELCC 2011 standards, and will be sent to 2015 graduates in the fall of 2016. That survey along with a description and analysis of the results is included in this file.

Description of how assessment specifically aligns with standards.

The most recent survey asks questions that are specific to all ELCC 2011 standards and standard elements, both on a broad base and specifically. Indiana State Standards are aligned to ISLLC standards, which are in turn aligned to ELCC standards.

Brief analysis of findings

In the fall of 2015, the graduate survey was sent to the cohort of candidates (group 32) who recently graduated from the program in December, 2014. Beginning with group 32, the EPPSP curriculum and assessments were revised to reflect ELCC Standards 2011; therefore the previous survey did not adequately assess student learning reflecting the curriculum. The current survey will also be sent in the fall of 2016 to assess student learning as reported by the completers of group 33.

The return rate for the survey was 65%, with 11 survey completers. Data ranged from 64% to 100% in proficient ("You were well prepared by the program.") In the competent category ("You were adequately prepared by the program"), percentages ranged between 9% to 36%. In the basic range ("You were not prepared by the program"), percentages ranged between 0% to 9%. All standard elements were assessed in the competent or proficient range, except one, standard 6.3, which one person self-assessed in the basic range.

In the fall of 2012, the graduate survey was sent to the cohort of candidates who recently graduated from the program (group 30) and to the cohort who graduated 3 years prior (group 27). The return rate for the survey was 37% with 16 survey completers. Data ranged from 63% to 100% in proficient ("You were well prepared by the program.") In the competent category ("You were adequately prepared by the program"), percentages ranged between 6% to 31%. In the basic range ("You were not prepared by the program"), percentages ranged between 0% to 6%.

The graduate survey from groups 27-30, using ELCC standards 2001, is included in this file, along with the findings, as they helped shape changes made to the curriculum.

An interpretation of how that data provides evidence for meeting standards, indicating the specific standards by number, title, and/or standard wording.

Overall, respondents report a high satisfaction rate with their preparedness as an educational leader through participation in EPPSP. Creating the most recent survey that is specific to the ELCC 2011 standards has begun the process of being intentional and specific in instruction for future EPPSP candidates.

In the survey from group 32, analysis of the data shows that greater than 90% of the respondents assessed themselves as being well prepared by EPPSP in standards 1.1 (shared vision of learning), 1.2 (use data to identify school goals), 1.3 (promote continual school improvement), 2.1 (sustain school culture and instructional program), 2.2 (create and evaluate coherent instructional program), 2.3 (develop and supervise the instructional and leadership capacity of school staff), 3.3 (promote school-based policies and procedures that protect the welfare and safety of students and staff), 3.4 (develop school capacity for distributed leadership), 3.5 (ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning), 4.1 (collaborate with families and other community members by collecting and analyzing information), 4.2 (promote an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the community), 4.3 (build and sustain positive school relationships with families and caregivers), 4.4 (build and sustain positive school relationships with community partners), 5.1 (acts with integrity and fairness), 5.2 (model principles of self-awareness, reflective practice, transparency, and ethical behavior), 5.4 (evaluate the potential moral and legal consequences of decision making), 5.5 (promote social justice), and 6.1 (advocate for school students, families, and caregivers). Further, respondents rated themselves as being adequately or well prepared in standard elements 2.4 (effective and appropriate technologies to support teaching and learning), 3.1 (monitor and evaluate school management and operational systems), 3.2 (efficiently use human, fiscal, and technological resources to manage school operations), 5.3 (safeguard the values of democracy, equity, and diversity), and 6.2 (influence local, district, state, and national decisions affecting student learning.) The data provides evidence of meeting the standards in these areas.

An area that deserves to be investigated further lies in the feedback by the one respondent who rated the program as “basic” in the standard element of 6.3 (anticipate and assess emerging trends and initiatives.) The feedback describes a lack of preparation in the area of leadership in the area of preschool education, and deserves to be investigated.

Assessment Documentation

The assessment tool or description of the assignment

Butler University
ELCC Assessment #5 (revised fall, 2015)
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
-

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.

Charts that provide candidate data derived from the assessment

Data Table for Assessment #5, Graduate Survey, 2015

Survey sent to EPPSP completers, group 32; n=17

Total responders: n=11

Level descriptors:

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

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	3
# Responses	0	0	11
%	0%	0%	100%

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

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	2	3
# Responses	0	0	11
%	0%	0%	100%

1.3 Understand and promote continual and sustainable school improvement.

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.

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

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.

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.

	1	2	3
# Responses	0	1	10
%	0%	9%	91%

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

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.

	1	2	3
# Responses	0	1	10
%	0%	9%	91%

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

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.

	1	2	3
# Responses	0	1	11
%	0%	9%	91%

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

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.

	1	2	3
# Responses	0	3	8
%	0%	27%	73%

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.

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

	1	2	3
# Responses	0	4	7
%	0%	36%	64%

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

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.

	1	2	3
# Responses	0	4	7
%	0%	36%	64%

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

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.

	1	2	3
# Responses	0	1	10
%	0%	9%	91%

3.4 Develop school capacity for distributed leadership.

Graduates are prepared to:

- model distributed leadership skills;
- identify leadership capabilities of staff;
- involve school staff in decision making processes

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

3.5 Ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Graduates are prepared to:

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

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

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.

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.

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

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

Graduates are prepared to:

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

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

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

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.

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

4.4 Build and sustain positive school relationships with community partners.

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.

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

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

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.

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

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

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.

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

5.3 Safeguard the values of democracy, equity, and diversity.

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.

	1	2	3
# Responses	0	2	9
%	0%	18%	82%

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

Graduates are prepared to:

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

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

5.5 Promote social justice within a school.

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.

	1	2	3
# Responses	0	1	10

%	0%	9%	91%
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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.

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.

	1	2	3
# Responses	0	0	11
%	0%	0%	100%

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

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.

	1	2	3
# Responses	0	2	9
%	0%	18%	82%

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

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.

	1	2	3
# Responses	1	3	7
%	9%	27%	64%

Feedback: “As more and more public schools are including pre-school in their elementary schools, and with more and more federal money available for quality pre-school programs, I don’t feel like I was adequately prepared to lead a building facing this emerging issue.”

Summary Data for Assessment #5, Graduate Survey, group 32

N=11

Standard and element	1 – Basic	2 - Competent	3 - Proficient
1.1- shared vision of learning	0%	0%	100%
1.2 - use data to identify school goals	0%	0%	100%
1.3- promote continual school improvement	0%	0%	100%
2.1-sustain school culture and instructional program	0%	9%	91%
2.2- Create and evaluate coherent instructional program	0%	9%	91%
2.3-Develop and supervise the instructional and leadership capacity of school staff	0%	9%	91%
2.4- effective and appropriate technologies to support teaching and learning	0%	27%	73%
3.1- monitor and evaluate school management and operational systems	0%	36%	64%
3.2- efficiently use human, fiscal, and technological resources to manage school operations	0%	36%	64%
3.3- promote school-based policies and procedures that protect the welfare and safety of students and staff	0%	9%	91%
3.4- develop school capacity for distributed leadership	0%	0%	100%
3.5- ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning	0%	0%	100%
4.1- collaborate with families and other community members by collecting and analyzing information	0%	0%	100%

4.2- promote an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the community.	0%	0%	100%
4.3- build and sustain positive school relationships with families and caregivers	0%	0%	100%
4.4- build and sustain positive school relationships with community partners	0%	0%	100%
5.1- acts with integrity and fairness	0%	0%	100%
5.2- model principles of self-awareness, reflective practice, transparency, and ethical behavior	0%	0%	100%
5.3- safeguard the values of democracy, equity, and diversity	0%	18%	82%
5.4- evaluate the potential moral and legal consequences of decision making	0%	0%	100%
5.5- promote social justice	0%	9%	91%
6.1- advocate for school students, families, and caregivers	0%	0%	100%
6.2- influence local, district, state, and national decisions affecting student learning	0%	18%	82%
6.3- anticipate and assess emerging trends and initiatives	9%	27%	64%

Summary Data for Assessment #5, Graduate Survey, groups 27-30

N=16

Standard and element	1 – Basic	2 - Competent	3 - Proficient
1.1- develop a vision	0%	19%	81%
1.2 – articulate a vision	0%	19%	81%
1.3- implement a vision	0%	19%	81%
1.4- steward a vision	0%	19%	81%
1.5 – promote community involvement	0%	12/5%	87.5%
2.1- promote positive school culture	0%	12/5%	87.5%
2.2- provide effective instructional program	0%	12/5%	87.5%
2.3 – apply best practices to student learning	6%	12/5%	81.5%
2.4- design comprehensive professional growth plans	6%	6%	87.5%
3.1- manage the organization	0%	31%	69%

3.2- manage the operations	0%	31%	69%
3.3- manage the resources	0%	25%	75%
4.1- collaborate with families and other community members	0%	12.5%	87.5%
4.2- respond to community interests and needs	0%	12.5%	87.5%
4.3- mobilize community resources	0%	12.5%	87.5%
5.1- acts with integrity and fairness	0%	0%	100%
5.2- acts fairly	0%	0%	100%
5.3- acts ethically	0%	0%	100%
6.1- understand the larger context	6%	31%	63%
6.2- respond to the larger context	0%	19%	81%
6.3- influence the larger context	0%	25%	75%