

Section IV. Evidence for meeting standards

Assessment 5.

Employer Satisfaction Survey

1. Description of the assessment and its use in the program

This is a new assessment development for implementation during fall, 2008.

The Employer Satisfaction Survey will be administered late in the fall semester subsequent to the candidates' completion of the program and placement in an Educational Leadership position.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The assessment is a vehicle for the employer to judge the candidate's knowledge, skills and dispositions in the visioning process, communication skills, monitoring the instructional program, applying human development theory, principles of organizational development, managing resources, and bringing the community together. The employer is also able to judge the candidate's commitment and skills in understanding cultural diversity and providing learning opportunities for all students.

3. A brief analysis of data findings

There are no data until fall, 2008. The data collected from the rubric will be utilized to inform program and course content in order to make changes and additions. This information is crucial to the content of the program as it represents the perceptions of other professionals in regard to our graduates. It also indicates the opinions of professional school leaders who have worked with our graduates.

4. Interpretation of how data provide evidence for meeting standards

No data until fall, 2008

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assignment

Employer Satisfaction

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**Scoring Guide for Assessment
ATTACHMENT B**

Employer Satisfaction

Assessment 5 Effects on Student Learning

**Employers Satisfaction Survey
KSC Educational Leadership Graduates**

Administrator's Name: _____

KSC Graduate employed as a Principal/Assistant Principal: _____

School Name & Address: _____

Please respond to the following questions on a scale of 1-3 (1= Does Not Meet Expectations, 2= Meets Expectations, 3= Exceeds Expectations)

	Points
1.) How well was the principal/assistant principal prepared to do the long-term and daily planning needed for developing and implementing a school vision? <i>ELCC 1.1</i>	1 2 3
2.) How well was the principal/assistant principal prepared to use data-based research strategies to inform the development of a vision? <i>ELCC 1.2</i>	1 2 3
3.) How well was the principal/assistant principal prepared to communicate policies and procedures to various constituencies including parents and community members? <i>ELCC 1.2</i>	1 2 3
4.) How well was the principal/assistant principal prepared to assess and promote positive school culture including issues of diversity (e.g. population, language, disability, gender, race, socio-economic)? <i>ELCC 2.1</i>	1 2 3
5.) How well was the principal/assistant principal prepared to demonstrate the ability to use and promote technology and information to enrich curriculum and instruction? <i>ELCC 2.2</i>	1 2 3
6.) How well was the principal/assistant principal prepared to monitor instructional practices and provide staff the assistance needed for improvement? <i>ELCC 2.2</i>	1 2 3
7.) How well was the principal/assistant principal prepared to apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process? <i>ELCC 2.3</i>	1 2 3
8.) How well was the principal/assistant principal prepared to demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principals of organizational development and management? <i>ELCC 3.1</i>	1 2 3
9.) How well was the principal/assistant principal prepared to demonstrate an ability to	1 2 3

manage time effectively and deploy financial and human resources in ways that promote student achievement? <i>ELCC 3.1</i>	
10.) How well was the principal/assistant principal prepared to demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities? <i>ELCC 3.2</i>	1 2 3
11.) How well was the principal/assistant principal prepared to bring together the resources of family members and the community to positively affect student learning? <i>ELCC 4.1</i>	1 2 3
12.) How well was the principal/assistant principal prepared to apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships? <i>ELCC 4.1</i>	1 2 3
13.) How well was the principal/assistant principal prepared to demonstrate the ability to collaborate with community agencies to integrate health, social, and other services? <i>ELCC 4.1</i>	1 2 3
14.) How well was the principal/assistant principal prepared to demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives? <i>ELCC 4.2</i>	1 2 3
15.) How well was the principal/assistant principal prepared to provide leadership programs serving students with special and exceptional needs? <i>ELCC 4.2</i>	1 2 3
16.) How well was the principal/assistant principal prepared to demonstrate respect for the rights of others with regard to confidentiality and dignity to engage in honest interactions? <i>ELCC 5.1</i>	1 2 3
17.) How well was the principal/assistant principal prepared to demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others? <i>ELCC 5.2</i>	1 2 3
18.) How well was the principal/assistant principal prepared to make and explain decisions based upon ethical and legal principles? <i>ELCC 5.3</i>	1 2 3
19.) How well was the principal/assistant principal prepared to demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities? <i>ELCC 6.1</i>	1 2 3
20.) How well was the principal/assistant principal prepared to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families? <i>ELCC 6.3</i>	1 2 3

Assessment 5 Data

Standard:	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
ELCC 1.1			
ELCC 1.2			
ELCC 2.1			
ELCC 2.2			
ELCC 2.3			
ELCC 3.1			
ELCC 3.2			
ELCC 4.1			
ELCC 4.2			
ELCC 5.1			
ELCC 5.2			
ELCC 5.3			
ELCC 6.1			
ELCC 6.3			