MA/Principal Licensure Graduate Survey

The MA/Principal Licensure Graduate Survey was administered electronically with 2012-2013 and 2013-2014 graduates and licensure completers (three months after program completion) to understand how prepared graduates were for assuming P-12 building-level administrative leadership positions. The survey was aligned with each ELCC element (ELCC 1.0-6.0). All graduates received the following cover letter and survey:

Educational Leadership Graduate Survey Cover Letter

Dear Educational Leadership Graduate:

The Department of Leadership, Research and Foundations at the University of Colorado Colorado Springs regularly surveys graduates to determine the effectiveness of the Department in preparing school leaders for building-level administrative positions. The program is designed to ensure our candidates graduate with the content knowledge and professional leadership skills outlined in the Educational Leadership Constituent Council (ELCC) Standards and the Colorado Principal Quality Standards. Your participation in this survey based on the ELCC Building-Level Standards is critical for improved practice by our Department in preparing school leaders. Please take a few minutes to respond to the survey, it is completely confidential.

Sincerely,

Dallas Strawn, Ph.D.
Leadership, Research, & Foundations

Educational Leadership Graduate Survey

The Educational Leadership Constituent Council (ELCC) Standards and the Colorado Principal Quality Standards serve as the foundation upon which the MA in Educational Leadership and the Principal Licensure program at UCCS is designed. Please respond to each indicator below and let us know the level of preparation you received in your program to demonstrate Professional Leadership Skills as defined by the ELCC Building-Level Standards. Please click on the appropriate response using the following criteria:

Never Prepared  Minimally Prepared  Acceptably Prepared  Exceptionally Prepared

1.1 Graduates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
Examples include
  ▪ Designing and supporting a collaborative process for developing and implementing a school vision.
  ▪ Articulating a school vision of learning characterized by a respect for students and their families and community partnerships.
  ▪ Developing a comprehensive plan for communicating the school vision to appropriate school constituencies.
• Formulating plans to steward school vision statements.

1.2 Graduates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. Examples include
   • Developing and using evidence-centered research strategies and strategic planning processes.
   • Creating school-based strategic and tactical goals.
   • Collaboratively developing implementation plans to achieve those goals.
   • Developing a school improvement plan that aligns to district improvement plans.

1.3 Graduates understand and can promote continual and sustainable school improvement. Examples include
   • Graduates can identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement.
   • Graduates can design a transformational change plan at the school-building level.
   • Graduates can design a comprehensive, building-level professional development plan.

1.4 Graduates understand and can evaluate school progress and revise school plans supported by school stakeholders. Examples include
   • Developing a school plan to monitor program development and implementation of school goals.
   • Constructing an evaluation process to assess the effectiveness of school plans and programs.
   • Interpreting information and communicating progress toward achievement of school vision and goals for educators in the community and other stakeholders.

2.1 Graduates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. Examples include
   • Collaborating with others to accomplish school improvement goals.
   • Incorporating cultural competence in the development of programs, curriculum, and instructional practices.
   • Monitoring school programs and activities to ensure personalized learning opportunities.
   • Recognizing, celebrating, and incorporating diversity in programs, curriculum, and instructional practices.
   • Facilitating the use of appropriate content-based learning materials and learning strategies.
   • Promoting trust, equity, fairness, and respect among students, parents, and school staff.

2.2 Graduates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
Examples include
- Collaborating with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum.
- Using evidence-centered research in making curricular and instructional decisions.
- Interpreting information and communicating progress toward achievement.
- Designing evaluation systems and making school plans based on multiple measures of teacher performance and student outcomes, and providing feedback based on evidence.

2.3 Graduates understand and can develop and supervise the instructional and leadership capacity of school staff.
Examples include
- Working collaboratively with school staff to improve teaching and learning.
- Designing the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction.
- Designing professional growth plans to increase the capacity of school staff and leaders to reflect national professional development standards.

2.4 Graduates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
Examples include
- Using technologies for improved classroom instruction, student achievement, and continuous school improvement.
- Monitoring instructional practices within the school and providing assistance to teachers.
- Using technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.

3.1 Graduates understand and can monitor and evaluate school management and operational systems.
Examples include
- Analyzing school processes and operations to identify and prioritize strategic and tactical challenges for the school.
- Developing school operational policies and procedures.
- Developing plans to implement and manage long-range plans for the school.

3.2 Graduates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
Examples include
- Developing multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals.
- Analyzing a school’s budget and financial status.
- Developing facility and space utilization plans for a school.
- Projecting long-term resource needs of a school.
- Utilizing technology to manage school operational systems.
3.3 Graduates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
Examples include
- Developing a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment.
- Planning an aligned building discipline management policies and plan.
- Evaluating and implementing discipline management plans.

3.4 Graduates understand and can develop school capacity for distributed leadership.
Examples include
- Identifying leadership capabilities of staff.
- Modeling distributed leadership skills.
- Involving school staff in decision making processes.

3.5 Graduates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
Examples include
- Developing school policies that protect time and schedules to maximize teacher instructional time and student learning.
- Developing a school master schedule.

4.1 Graduates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
Examples include
- Using collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.
- Communicating information about the school within the community.

4.2 Graduates understand and can mobilize community resources by promoting understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
Examples include
- Identifying and using diverse community resources to improve school programs.

4.3 Graduates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
Examples include
- Conducting needs assessments of families and caregivers.
- Developing collaboration strategies for effective relationships with families and caregivers.
- Involving families and caregivers in the decision-making processes at the school.

4.4 Graduates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
Examples include
- Conducting needs assessments of community partners.
- Developing effective relationships with a variety of community partners.
- Involving community partners in the decision-making processes at the school.

5.1 Graduates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
Examples include
- Acting with integrity and fairness in supporting school policies and staff practices that ensure every student’s academic and social success.
- Creating an infrastructure that helps to monitor and ensure equitable practices.

5.2 Graduates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
Examples include
- Formulating a school-level leadership platform grounded in ethical standards and practices.
- Analyzing leadership decisions in terms of established ethical practices.

5.3 Graduates understand and can safeguard the values of democracy, equity, and diversity within the school.
Examples include
- Developing, implementing, and evaluating school policies and procedures that support democratic values, equity, and diversity issues.
- Developing appropriate communication skills to advocate for democracy, equity, and diversity.

5.4 Graduates understand and can evaluate the potential moral and legal consequences of decision making in the school.
Examples include
- Formulating sound school strategies to educational dilemmas.
- Evaluating school strategies to prevent difficulties related to moral and legal issues.

5.5 Graduates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
Examples include
- Reviewing and critiquing 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.
- Developing the resiliency to uphold core values and persist in the face of adversity.

6.1 Graduates understand and can advocate for school students, families, and caregivers.
Examples include
- Analyzing how law and policy is applied consistently, fairly, and ethically within the school.
- Advocating based on an analysis of the complex causes of poverty and other disadvantages.
- Serving as a respectful spokesperson for students and families within the school.

6.2 Graduates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. Examples include
- Advocating for school policies and programs that promote equitable learning opportunities and student success.
- Communicating policies, laws, regulations, and procedures to appropriate school stakeholders.

6.3 Graduates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. Examples include
- Identifying and anticipating emerging trends and issues likely to affect the school.
- Adapting leadership strategies and practice to address emerging school issues.

For any element rated as “Never Prepared” or “Minimally Prepared,” please explain why you feel this way and/or how you think the program might improve in this area. Be sure to indicate the element number.