EdS End of Program Evaluation

Strategic Leadership: The leader has a clear and working philosophy of education and leadership that reflects the many dimensions in which both education and leadership are connected. The leader demonstrates the ability to build visions by engaging the school-community in defining vision, mission and core values for the system and critical priorities for the schools, programs and district. The leader demonstrates the ability to align programs and practices to the district/school/program missions, vision, values and priority goals. The leader demonstrates the ability to act ethically, making decisions based on data and engagement of stakeholders, and continuously works to evaluate programs and practices on their contribution to the mission, vision, values and priorities of the programs, schools and district.

 For Strategic Leadership, how well do you think the overall program of EdS addressed the intended outcomes and purposes as outlined above? (select one)

○ Did not address intended outcomes and purposes (1)

○ Addressed some of the outcomes and purposes but not all (2)

○ Addressed all of the outcomes and purposes and did so at a satisfactory level (3)

○ Addressed all of the outcomes and purposes and did so at a level rated as "very good to excellent" (4)

○ Addressed all of the outcomes and purposes and did so at a level rated "exemplary" (5)

For the major outcomes of Strategic Leadership, rate how well you achieved the intended program outcomes and how well you measured up to the program expectations as outlined below:

- Articulates and consistently demonstrates a philosophy of education that considers sociological, cultural, and historical foundations.
- Develops vision and purpose with others
- Designs/adapts and utilizes leadership processes to achieve common goals.
- Values ethical action in the educational community.
- Supports innovations, including technology, within the school community.
- Engages in problem-solving techniques and decision making skills.
- Uses data to make informed decisions.
- Provides ongoing assessment of resources, programs, plans, processes, and products.
- Addresses competing priorities and values.

Please select one:

○ Not effective at all. Did not accomplish these outcomes (1)

○ Somewhat effective. Some outcomes achieved (2)

○ Most outcomes achieved at satisfactory levels (3)

○ Almost all outcomes achieved at levels best described as very good to excellent (4)

○ All outcomes achieved and at levels best described as "exemplary" (5)

Curriculum Leadership: The leader demonstrates understanding of the practices of curriculum design, instructional planning and assessment as they relate to continuous improvement of teaching and learning and how they each fit into a systems approach to teaching and learning. The leader demonstrates the capacity to develop professional learning communities within the schools and district and the capacity to infuse data and information into the collaborative process of developing better practices in teaching and learning. The leader demonstrates how to plan for curriculum, instruction and assessment that honor diversity and cultural competence. The leader provides assessment of student learning in ways the promote student self-assessment, provide information needed by teachers to adjust instruction, and frame the information needed for public reporting of student learning. The leader provides for the continuous professional development of all instructional staff to continuously improve practice and to ensure the capacity to teach all students advancing equity in opportunities to learn and the equitable distribution of learning outcomes.

For Curriculum Leadership, how well do you think the overall program of EdS addressed the intended outcomes and purposes as outlined above? (select one)

○ Did not address intended outcomes and purposes (1)

○ Addressed some of the outcomes and purposes but not all (2)

○ Addressed all of the outcomes and purposes and did so at a satisfactory level (3)

○ Addressed all of the outcomes and purposes and did so at a level rated as "very good to excellent" (4)

○ Addressed all of the outcomes and purposes and did so at a level rated "exemplary" (5)

For the major outcomes of Curriculum Leadership, rate how well you achieved the intended program outcomes and how well you measured up to the program expectations as outlined below:

- Demonstrates the ability to engage others collaboratively to create an inclusive community of learners.
- Demonstrates leadership in the design and implementation of processes for the development, revision and renewal of district-   wide planning for curriculum, instruction, and assessment utilizing research-based, best practices including the development,   revision and renewal of building-level planning.
- Demonstrates an understanding of the "instructional core" of schools and the impact of the core in promoting effective teaching and learning.
- Honors diversity in gender, ethnicity, culture, language, socio-economic status, language and exceptionalities that impact learning through the organization, direction and facilitation of planning and implementing appropriate curriculum, instruction and assessment.
- Ensures that the district has a plan and process in place to assess student learning and progress including the capacity to use data for making instructional decisions, planning and implementation of efforts at continuous improvement, and for public reporting of critical learning outcomes for all students.
- Creates a system of teacher supervision and evaluation reflecting alignment of the work of teachers to the mission, vision and goals of the district and schools and to reflect the priority for improving the core work of teaching and learning.
- Creates collaborative plans and strategies for evaluation, supervision and development of the building principal as "leader of learning."
- Creates collaborative plans and strategies to address the capacity building needs of a district and schools and to address the continuous professional development needs of all educators.

Please select one:

○ Not effective at all. Did not accomplish these outcomes (1)

○ Somewhat effective. Some outcomes achieved (2)

○ Most outcomes achieved at satisfactory levels (3)

○ Almost all outcomes achieved at levels best described as very good to excellent (4)

○ All outcomes achieved and at levels best described as "exemplary" (5)

Organizational Leadership: The leader understands the district organization as a system and demonstrates leadership at the system level that ensures, supports and plans for leadership at the school and program levels. The leader aligns the work of the organization at all levels to be supportive of the core of the organization, i.e., the classroom and school, the core "actors" of the organization, i.e., the teachers and students, and the core work of the organization, i.e., teaching and learning. The leader provides for the alignment of district resources to support the mission, vision and values of the organization, the district and school-level priorities, the core workers (teachers and students) and the work of the classrooms (teaching and learning).

For Organizational Leadership, how well do you think the overall program of EdS addressed the intended outcomes and purposes as outlined above? (select one)

○ Did not address intended outcomes and purposes (1)

○ Addressed some of the outcomes and purposes but not all (2)

○ Addressed all of the outcomes and purposes and did so at a satisfactory level (3)

○ Addressed all of the outcomes and purposes and did so at a level rated as "very good to excellent

(4)

○ Addressed all of the outcomes and purposes and did so at a level rated "exemplary" (5)

For the major outcomes of Organizational Leadership, rate how well you achieved the intended program outcomes and how well you measured up to the program expectations as outlined below:

- Demonstrates an understanding of the importance and values of school activities and athletics and the role they play in establishing positive, collaborative and student-centered cultures in the school-community. Demonstrates the ability to ensure that student activity programs are planned, aligned to the mission, vision and goals of the district and the schools, and that they provide opportunities for all students to participate in learning activities designed to teach participation, democratic principles, cooperation, collaboration, teamwork, respect for one another, and sportsmanship.
- Provides leadership to the design, planning, implementation and evaluation of district and school level policies and practices that provide for the safety, health, and welfare of those engaged in the work of the educational community.
- Demonstrates a systems perspective, viewing schools as the operational core of the system where core work of the classroom is carried out. Demonstrates understanding that schools are "open" structures interacting with external environments.
- Demonstrates understanding of how to design, plan for, implement and evaluate processes at the district and school levels for the recruitment, selection, and induction of personnel with attention to equity and diversity.
- Demonstrates the knowledge, skills and dispositions of developing a budget for the district that aligns to mission, vision and values of the district and allocates fiscal and other resources to district/school goals and priorities.
- Demonstrates the capacity to develop the budget as a policy document addressing key purposes to be achieved identifying the critical fiscal and non-fiscal resources to be allocated.
- Demonstrates the capacity to create plans and processes for maximizing district investment in non-fiscal resources such as buildings and grounds, transportation systems, food service programs other non-instructional programs and services effectively using such enterprise budget strategies as depreciation funds, building funds, special funds, adjunct funds and other such enterprise budgetary funding categories.
- Demonstrates an understanding of the tools and processes for maximizing fiscal resources through establishing foundations, school-business partnerships and grant writing.
- Demonstrates the ability to design, plan for, implement and evaluate systems of performance appraisal for all staff.
- Demonstrates the ability to design, plan for, implement and evaluate systems of support for all staff at the district and school levels to support the appraisal process and to build capacity within the personnel resources of the district and schools

Please select one:

○ Not effective at all. Did not accomplish these outcomes (1)

○ Somewhat effective. Some outcomes achieved (2)

○ Most outcomes achieved at satisfactory levels (3)

○ Almost all outcomes achieved at levels best described as very good to excellent (4)

○ All outcomes achieved and at levels best described as "exemplary" (5)

School-Community Leadership: The leader understands the role of the district in collaborating and developing the relationships required to provide for the educational, health, social and other support services that may be needed by families in order for the students they enroll in the schools and to have maximum support for success in learning and in achieving the educational goals we hold for all students. The leader understands the role of the school-community in supporting the students and families of the district and schools and understands the strategies for identifying and accessing the resources needed by children, families, and the educational system. The leader understands and facilitates understanding within the school-community of the challenges of diversity, the need for culturally competent policies and practices and depth and breadth of the principle of equity of opportunity to learn.

For School-Community Leadership, how well do you think the overall program of EdS addressed the intended outcomes and purposes as outlined above? (select one)

- o Did not address intended outcomes and purposes (1)

- o Addressed some of the outcomes and purposes but not all (2)

- o Addressed all of the outcomes and purposes and did so at a satisfactory level (3)

- o Addressed all of the outcomes and purposes and did so at a level rated as "very good to excellent (4)

- o Addressed all of the outcomes and purposes and did so at a level rated "exemplary" (5)

For the major outcomes of School-Community Leadership, rate how well you achieved the intended program outcomes and how well you measured up to the program expectations as outlined below:

- Demonstrates understanding of the conditions affecting learning by collaborating and developing relationships with community agencies to integrate educational supports including health, mental health, social and other support services for families.
- Demonstrates leadership for the district, schools and school-community in promoting multicultural competencies, gender equity and sensitivity, socio-economic, racial, and ethnic understanding. Demonstrates leadership to ensure policies and practices and competent to meet the challenges of diversity in providing all students equitable opportunities to learn and ensure the equitable distribution of learning outcomes.
- Demonstrates leadership role in forming collaborative relationships and building of support for district/school personnel.
- Demonstrates leadership in the development, implementation, and evaluation of communication plans that are designed to enhance two-way communication and to be competent in addressing diversity needs and challenges including language.
- Demonstrates leadership that models sensitivity, respect, and empathy for multiple perspectives.

Please select one:

- o Not effective at all. Did not accomplish these outcomes (1)

- o Somewhat effective. Some outcomes achieved (2)

- o Most outcomes achieved at satisfactory levels (3)

- o Almost all outcomes achieved at levels best described as very good to excellent (4)

- o All outcomes achieved and at levels best described as "exemplary" (5)

Policy and Political Leadership: The leader understands the intricate relationship of policy at all levels local, state and federal. The leader uses the principle of "right" practice supported by evidence/research to determine advocacy for various policy strategies and positions. The leader engages in the state and federal policy formulation appropriate to the role and needs of the district of their employment. The leader develops connections and collaborations with key policy and political leadership within the school-community and with those policy leaders that impact the work of the district from the state and federal levels. The leader works collaboratively with the policy and program level representatives from the regional, state and federal agencies. The leader understands the critical difference between advocacy for a cause or on behalf of groups such as students and lobbying for a specific position or for the specific benefit/welfare of a secondary group. The leader understands and can apply the principles and prescriptions of law to provide equity of opportunity, to promote the democratic principles of public education, to promote and protect the health, safety and security of the school-community and protects the individual and collective rights of all members of the school-community.

For Policy and Political Leadership, how well do you think the overall program of EdS addressed the intended outcomes and purposes as outlined above? (select one)

○ Did not address intended outcomes and purposes (1)

○ Addressed some of the outcomes and purposes but not all (2)

○ Addressed all of the outcomes and purposes and did so at a satisfactory level (3)

○ Addressed all of the outcomes and purposes and did so at a level rated as "very good to excellent" (4)

○ Addressed all of the outcomes and purposes and did so at a level rated "exemplary" (5)

For the major outcomes of Policy and Political Leadership, rate how well you achieved the intended program outcomes and how well you measured up to the program expectations as outlined below.

- Leads the district and school personnel in policies and practices that reflect consistency with legal provisions and statutory requirements.
- Leads the decision making of the district and schools based on the moral and ethical implications of policy options and political strategies.
- Leads the district and the schools personnel in applying the legal guidelines and prescriptions of law – state and federal and statutory and case law.
- Leads the development of positive, collaborative working relationships with the Board of Education.
- Provides leadership to the Board in the selection and participation in activities designed to develop board member knowledge and skills of policy leadership.
- Provides leadership to the policy level engagement of the Board in the development of policy at the local level and in the influence of policy at the state and federal levels.

Please select one:

○ Not effective at all. Did not accomplish these outcomes (1)

○ Somewhat effective. Some outcomes achieved (2)

○ Most outcomes achieved at satisfactory levels (3)

○ Almost all outcomes achieved at levels best described as very good to excellent (4)

○ All outcomes achieved and at levels best described as "exemplary" (5)

COURSE RATINGS: RATE EACH OF THE FOLLOWING EDS COURSES IN TERMS OF OVERALL EFFECTIVENESS IN REACHING PROGRAM GOALS AND EXPECTATIONS

	Was not effective in addressing program goals and expectations (1)	Was somewhat effective…… (2)	Was effective in meeting all program goals and expectations at satisfactory levels (3)	Program goals and expectations were achieved at levels rated as "very good to excellent" (4)	Program was very effective in achieving program goals and expectations and did so at a level rated as "exemplary" (5)
EdS 705 Issues in Ed Leadership(1)	○	○	○	○	○
EdS 710 School Districts as Organ. (2)	○	○	○	○	○
EdS 715 School-Comm. Communic. (3)	○	○	○	○	○
EdS 820 Leading and Respond. to Change (4)	○	○	○	○	○
EdS 725 Policy and Political Leadership (5)	○	○	○	○	○

EdS 910 Ethics of Leadership (6)	○	○	○	○	○
EdS 920 Leadership Practicum (7)	○	○	○	○	○
EdS 930 Leadership in Curr., Instr. and Assess., Design (8)	○	○	○	○	○
EdS 830 Human Resources Leadership (9)	○	○	○	○	○
EdS 940 Internship (10)	○	○	○	○	○
EdS 850 Finance, Board Relationships (16)	○	○	○	○	○

PROGRAM EFFECTIVENESS: RATE THE OVERALL PROGRAM IN TERMS OF ITS EFFECTIVENESS IN EACH OF THE FOLLOWING CATEGORIES:

	1 Low (1)	2 (2)	3 Moderate (3)	4 (4)	5 High (5)
Knowledge of leadership and leadership strategies (1)	○	○	○	○	○
Skills of leadership (2)	○	○	○	○	○
Disposition of leaders and leadership (3)	○	○	○	○	○
Preparation for system level leading (4)	○	○	○	○	○
Demonstrating and exhibiting collaboration and teamwork (5)	○	○	○	○	○

Thinking in leadership terms, how would you describe yourself as a leader at the beginning of the program?

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Now, how would you describe yourself as a leader at the end of EdS?

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What is it about this program that has been the most successful in *your* development as a leader?

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What has contributed the least?

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What suggestions or recommendations do you have that will help improve the program?

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End of Block: Questions block