

ELCC SPA Assessment 7: Survey on Preparation of Candidates Related to the ELCC Standards

The CAPE accreditation process requires us to survey our program completers, our candidates, and our clinical practice mentors to determine how well we prepared candidates to meet the program standards. Please check your role at the top of the next page and complete the survey. (Mentors and practicum candidates return to the Clinical Faculty member and Program Completers return in the enclosed envelope)

Please respond to each indicator in the survey and let us know the level of preparation you or your protégé received in the Educational Leadership Program at IU Southeast. Specific feedback under “comments” is welcomed for any rating but especially for any rating lower than “4”. We will use the results to make program improvements. **Thank you** in advance for taking time to provide this important feedback.

You or your protégé were/was:

1. Not prepared by the program; unable to identify and/or address leadership issues related to this standard; yearly evaluation cited this as an area of deficiency.
2. Not adequately prepared by the program; aware of the leadership issues identified in this standard but not able to perform them in a leadership position; yearly evaluation cited this an area of deficiency .
3. Somewhat prepared by the program; aware of the leadership issues identified in the standard but needed assistance from others, from Professional Development activities, and/or additional research to perform them in a leadership position; yearly evaluation cited this as an area for growth.
4. Prepared by the program to address the issues identified in the standard; needed little, if any, assistance to perform them in a leadership position; yearly evaluation did not cite this as an area of strength or an area for growth.
5. Well prepared by the program to address the issues identified in this standard; needed no assistance to perform them in a leadership position; yearly evaluation cited this as an area of strength.

_____ Mentor	_____ Practicum Candidate	_____ Program Completer (one to three years out)					
	5	4	3	2	1	Comments	
ELCC Building Standard 1							
ELCC 1.1: Candidate understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.							
ELCC 1.2: Candidate understands and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.							
ELCC 1.3: Candidate understands and can promote continual and sustainable school improvement.							
ELCC 1.4: Candidate understands and can evaluate school progress and revise school plans supported by school stakeholders.							
ELCC Building Standard 2							
ELCC 2.1: Candidate understands 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.							
ELCC 2.2: Candidate understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.							
ELCC 2.3: Candidate understands and can develop and supervise the instructional and leadership capacity of school staff.							
ELCC 2.4: Candidate understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.							
ELCC Building Standard 3							
ELCC 3.1: Candidate understands and can monitor and evaluate school management and operational systems.							
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.							

	5	4	3	2	1	Comments
ELCC 3.3: Candidates understand and can promote school-based policies that protect the welfare and safety of students and staff.						
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.						
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.						
ELCC Building Standard 4						
ELCC 4.1: Candidate understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.						
ELCC 4.2: Candidate understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social and intellectual resources within the school community.						
ELCC 4.3: Candidate understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.						
ELCC 4.4: Candidate understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners.						
ELCC Building Standard 5						
ELCC 5.1: Candidate understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic social success.						
ELCC 5.2: Candidate understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.						
ELCC 5.3: Candidate understands and can safeguard the values of democracy, equity, and diversity within the school.						

	5	4	3	2	1	Comments
ELCC 5.4: Candidate understands and can evaluate the potential moral and legal consequences of decision making in the school.						
ELCC 5.5: Candidate understands and can evaluate the potential moral and legal consequences of decision making in the school.						
ELCC Building Standard 6						
ELCC 6.1: Candidate understands and can advocate for school students, families, and caregivers.						
ELCC 6.2: Candidate understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment.						
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.						

Comments: