



**Commission on Teacher Credentialing
Biennial Report**

**California State University, Fresno
Kremen School of Education and Human Development
Academic Years 2008-09 and 2009-10**



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Biennial Report**

Academic Years 2008-09 and 2009-10

Institution	California State University, Fresno	
Date report is submitted	October 15, 2010	
Program documented in this report	Preliminary Administrative Services	
Name of Program	Education Administration	
Credential awarded	Preliminary Administrative Services	
Is this program offered at more than one site?		
If yes, list all sites at which the program is offered	No	
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Name:		
Phone #		
E-mail		

**Biennial Report to the CCTC
California State University, Fresno (09-10)
Section A. Part I
Contextual Information/Changes**

Education Administration

California State University, Fresno is one of twenty-three universities in the California State University system. Fresno State is celebrating its centennial this year with a strong history of service and preparation of education professionals. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs. Our last joint accreditation (NCATE/CCTC) visit was in March 2006.

The Education Administration Program prepares candidates for the Preliminary Administrative Services Credential. All candidates are expected to complete a Master's Degree in Education (unless they already have a degree), which is integrated into the credential program. The coursework required for the credential consists of 18 units of coursework and six units of administrative fieldwork. The additional requirements for the Master's Degree consist of three units of research (ERA 220) and four units of the Master's Degree Project/Thesis (EAD 298/299).

The Professional Administrative Services Credential program was suspended two years ago due to a sharp decrease in demand for the program because of funding made available for Tier 2 programs from alternative providers. Recently, the program has been moved into the Doctoral Program in Educational Leadership at Fresno State (DPELFS) and several candidates are currently completing credential requirements.

All coursework and fieldwork experiences are based on standards required by the CCTC. These CCTC standards are based on the California Professional Standards for Educational Leaders (CPSELs), which in turn have been adapted from the Interstate School Leaders Licensure Consortium (ISLLC), which are recognized nationally.

Candidates are expected to apply theoretical and scholarly concepts, knowledge, and leadership skills in leading schools and school districts. The mission of the Education Administration Program, "*Our mission is to prepare credible and relevant leaders in education*", guides all program activities in the preparation of high quality educational leaders with a thorough knowledge and understanding of the issues currently facing our schools.

Candidates take coursework in a cohort in a predetermined sequence of courses with an emphasis on Instructional Leadership. Presently, there are five cohorts in the program, down from nine cohorts a few years ago and this number will remain essentially the same due to budget constraints. Three local school districts, Fresno Unified, Clovis Unified, and Sanger Unified have entered into partnerships with the Education Administration Program to provide on-site preparation programs for future administrators in these districts. The partnership with Sanger is new this year. The renowned Chancellor's Fellows program, with support from the Chancellor's Office, will begin its 8th cohort of candidates in Spring 2011 selected exclusively by local school

superintendents. The program also has a strong relationship with the Central Valley Educational Leadership Institute (CVELI) which provides support and collaboration to local school districts. Virtually all faculty members are engaged in some type of collaboration with local districts through CVELI. Some faculty members work as leadership coaches while others provide professional development to leaders and staff.

Many changes began for the Education Administration Program last spring. A program retreat was held to review data and determine how well the program has been meeting the needs of school districts in the Central Valley. Meetings have been held with faculty members who teach each course. CTC and NCATE guidelines and criteria have been reviewed. Course syllabi are being revised to include signature assignments. Fieldwork will no longer be a separate course, but will be embedded into key courses. A new course is being developed (Instructional Systems for Leadership and Equity) to further incorporate issues of equity into the curriculum. A recent faculty retreat refined the changes and contributed to overall alignment of the program. These changes will be submitted to the CCTC in the near future.

Table 1
Information on Total Number of Candidates in the Program

Education Administration Program Candidate Information			
Site/Cohort	Candidates Fall 2010¹	Candidates Spring 2010	Number of Completers/ Graduates Spring 2010
Fresno campus ²	36	18	18
Visalia Unified and COS ³	8	14	13
Fresno Unified ³	29	20	18
Clovis Unified ³	24	24	23
Sanger Unified ⁴	16	NA	NA
Chancellor's Fellows 7	NA	23	23
Total	113	99	95

- Current candidates as of Fall 2010.
- Three cohorts (2 current cohorts, and one finished Spring 2010)
- Two cohorts (one cohort finished Spring 2010, another began Fall 2010)
- New cohort Fall 2010

Section A. Part II
Candidate Assessment/Program Effectiveness
Education Administration

Candidate Assessment

In the past year, candidate assessment has been revamped and a new systematic method of gathering candidate and program data has been developed and will be piloted beginning in Fall 2010. Candidate outcomes are a major component of the program review process and are included in assessing the success of the program. Activities and signature assignments in courses are used to emphasize the candidate outcomes and specific measures of these outcomes take place on an annual basis. Table 2 below specifies the Candidate Outcomes, the Measures and the Collection Frequency.

Table 2
Candidate Outcome Assessment Questions, Measures and Collection Frequency

Candidate Outcome Assessment Question	Measurement	Frequency
1. Do candidates have the knowledge and skills to facilitate and monitor the development, articulation, and implementation of a shared vision of learning to ensure the achievement of every child?	Signature Assignment Embedded Fieldwork Evaluations 360 Dispositions Survey Culminating Research Project	Semester Semester Beg/End Prog. Last Semester
2. Do candidates have the knowledge and skills to effectively marshal sufficient resources to implement and attain the vision for all students and subgroups of students?	Signature Assignment 360 Dispositions Survey	Semester Beg/End Prog.
3. Are candidates able to identify and address barriers to accomplishing the vision?	Signature Assignment Culminating Research Project	Semester Last Semester
4. Do candidates have the knowledge and skill to create an accountability system of teaching and learning based on student learning standards?	Signature Assignment Embedded Fieldwork Evaluations Culminating Research Project	Semester Semester Last Semester
5. Do candidates have the knowledge and skill to design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-probability instructional strategies, purposeful assessment, curricular resources, and professional development?	Signature Assignment Embedded Fieldwork Evaluations Culminating Research Project	Semester Semester Last Semester
6. Do candidates have the knowledge and skill to use multiple assessment measures to evaluate student learning and drive an ongoing process of inquiry focused on improving the learning of all	Signature Assignment Embedded Fieldwork Evaluations Culminating Research	Semester Semester Last Semester

students and all subgroups of students?	Project	
7. Do candidates have the knowledge and skill to develop results-oriented professional learning communities and supervise and support the ongoing professional growth and development of all staff to improve the learning of all students?	Signature Assignment Embedded Fieldwork Evaluations Culminating Research Project	Semester Semester Last Semester
8. Do candidates have the knowledge and skill to implement equitable practices to ensure the achievement of every child and promote equity, fairness and respect among all members of the school community?	Signature Assignment Culminating Research Project	Semester Last Semester
9. Do candidates have the knowledge and skill to effectively and efficiently manage the organization, operations, and its resources?	Signature Assignment Embedded Fieldwork Evaluations 360 Degree Dispositions Survey Culminating Research Project	Semester Semester Beg/End Prog Last Semester
10. Are candidates able to skillfully collaborate with families and community members, respond to diverse community interests and needs, and mobilize and leverage community services to support the equitable success of all students and all subgroups of students?	Signature Assignment 360 Degree Dispositions Survey	Annual Beg/End Prog
11. Do candidates model a personal code of ethics?	360 Degree Dispositions Survey	Beg/End Prog
12. Are candidates able to skillfully develop and enhance the leadership capacity of self and others?	Signature Assignment Embedded Fieldwork Evaluations Culminating Research Project	Semester Semester Last Semester
13. Do candidates have the knowledge and skill to accurately assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts?	Signature Assignment Embedded Fieldwork Evaluations 360 Degree Dispositions Survey Culminating Research Project	Semester Semester Beg/End Prog. Last Semester
14. Are candidates able to skillfully access and understand educational literature and research and write about educational issues and problems?	Signature Assignment Culminating Research Project	Semester Last Semester

Sample data for Candidate Assessment

Candidates took part in a 360-degree pre-post dispositions survey. Candidates responded to questions on a survey instrument at the beginning of their program and then selected six colleagues, including peers and at least one supervisor (and subordinates if that were the case) to respond. The same procedures took place, with the candidate and six colleagues at the end of the program. All data were collected anonymously.

The seven data points for each item for each candidate for the pre and the post-surveys were entered into a spreadsheet and then into SPSS. Data analysis was to have taken place during the summer and fall. Unfortunately, there were many difficulties with the analysis in linking each pre- and post-data set to each candidate and the analysis has not yet been completed. This analysis is considered as a key assessment for our candidates and the data analysis should take place within the next several weeks, once software issues are resolved. Therefore, no results are presented at this time. A copy of the questions for the dispositions survey may be found in Appendix A.

In another assessment, candidates in four separate cohorts (n=173) were asked to write the most important skills and knowledge developed in the program. There were over 200 separate items noted and items were grouped utilizing content analysis. Table 3 lists those items with 3% or more of the candidates responding. See Appendix B for the survey.

Table 3

Candidate Responses to Important Skills and Knowledge Developed in the Program

Skill/Knowledge/Ability	% of Total
Effective Feedback to Teachers (Walkthroughs)	9.3
Ability to Collaborate	8.7
Developing as a Leader	7.0
Ability to Align Curriculum and Standards	6.0
Knowledge about Self and Core Values	5.7
Building and Communicating a Strong Vision	5.7
Ability to Self-reflect on Leadership Skills	5.2
Ability to Deal with Difficult Staff	5.2
Ability to Develop Effective Teams (PLCs)	5.2
Ability to Use Data Effectively	4.6
Ability to Evaluate Teachers/Teaching	4.0
Ability to Coach Teachers to Improve Their Practice	3.5

Note: Only items with more than 3% of all respondents are included. Respondents could indicate more than one response.

Program Effectiveness

Assessment of program outcomes for the purpose of ongoing program improvement is conducted annually. Program assessment questions that drive the annual review process, the measurement process and the frequency of the data collection are outlined in Table 4 below.

Table 4

Program Outcome Assessment Questions, Measures and Collection Frequency

Program Outcome Assessment Questions	Measurement	Frequency
1. Is the program providing a practice- based curriculum that ties theory to practice?	Embedded Fieldwork Evaluations Superintendent's Advisory Program Survey Culminating Research Project	Semester Twice Year End Program Last Semester
2. Are courses sequenced and coupled in a way that facilitate candidate learning and prepare appropriately for a leadership position?	Embedded Fieldwork Evaluations Superintendent's Advisory Program Survey Culminating Research Project	Semester Twice Year End Program Last Semester
3. Has the program produced professionals and instructional leaders who are able to skillfully lead a school site system to high performance and continuous improvement?	Embedded Fieldwork Evaluations Superintendent's Advisory Program Survey Culminating Research Project 360 Degree Disposition Survey	Semester Twice Year End Program Last Semester Beg/End Prog

Sample Data for Program Effectiveness

Candidates were asked to respond to survey questions regarding their experience in the program. This same survey was also used in previous years. With one exception, data are from the 2008 and 2010 academic years. Table 5 shows the results of the graduating candidates' survey by cohort and the overall for 2008, 2010, and overall differences.

Table 5

Means of Responses to the Graduating Candidates' Program Survey

Question	Fresno 2008	Fresno 2010	COS 2008	COS 2010	CF5 2007	CF8 2010	Clovis 2008	Clovis 2010	Overall 2008*	Overall 2010	Difference
5	3.9	4.9	3.8	4.9	5	4.5	4.3	4.5	4.3	4.7	0.5
6	3.6	4.7	3.3	4.6	3.9	4.4	3.7	4.2	3.6	4.5	0.9
7a	3.9	4.7	4.4	4.9	4.6	4.3	3.9	4.2	4.2	4.5	0.3
7b	3.9	4.5	4.1	4.6	4.2	4.1	3.9	4.1	4.0	4.3	0.3
7c	4.1	4.6	4.3	4.9	4.3	4.3	3.7	4.2	4.1	4.5	0.4
7d	3.8	4.8	4.6	4.5	4.4	4.2	4	4.2	4.2	4.4	0.2
7e	3.7	4.8	4.1	4.5	4.7	4.4	4.3	4.3	4.2	4.5	0.3
7f	4.1	4.8	4.4	4.9	4.4	4.4	3.9	4.4	4.2	4.6	0.4
7g	4	4.9	4.6	4.8	4.6	4.5	4	4.5	4.3	4.7	0.4
8a	4	4.8	4.1	5	4.4	4.6	4.2	4.5	4.2	4.7	0.6
8b	4.1	4.7	4.1	5	4.3	4.6	4.1	4.4	4.2	4.7	0.5
8c	4	4.6	3.9	4.9	4.3	4.4	3.9	4.1	4.0	4.5	0.5
8d	3.7	4.8	4.4	4.6	4.2	4.6	4	4.2	4.1	4.6	0.5
8e	3.7	4.8	4	4.5	4.4	4.5	3.8	4.1	4.0	4.5	0.5
8f	4	4.8	4.4	4.8	4.6	4.6	4.2	4.6	4.3	4.7	0.4
8g	4.1	4.8	4.5	4.7	4.7	4.5	4	4.5	4.3	4.6	0.3
8h	4.1	4.9	4.5	5	4.6	4.6	4.4	4.6	4.4	4.8	0.4
N	18	17	9	14	9	20	11	18	47	69	0.4

Note: 1-5 scale *including CF5 2007 data

Key to questions:

1. The cohort experience is an essential element of the education administration program.
2. The sequence of courses in the program was appropriate in preparing me for a leadership position.
3. The Education Administration Program has helped me to:
 - a) Develop a clear personal vision
 - b) develop a clear school/site vision
 - c) be able to clearly articulate my vision effectively
 - d) use data to inform instruction
 - e) align curriculum to standards
 - f) use effective supervision strategies
 - g) be an instructional leader
4. The Education Administration Program has:
 - a) provided opportunities for me to regularly reflect upon my learning
 - b) provided opportunities for me to regularly reflect upon my practice
 - c) provided opportunities for me to analyze interpersonal issues in education settings
 - d) fostered my understanding of the importance of reflecting on ethical decision making
 - e) helped me to recognize more fully the importance of valuing cultural, linguistic, cognitive, and physiological diversity
 - f) provided opportunities to learn the skills of collaboration:
 - g) provided opportunities to practice the skills of collaboration:
 - h) demonstrated the value of continuous professional growth and life-long learning

Candidates in different cohorts (n=173) were asked what they believed to be the strongest elements of the program. The responses are found below in Table 6.

Table 6

Candidates Indications of the Strongest Elements of the Program

Program Elements	% of Total
Professional Instructors	44.0
Cohort Environment	18.6
Use of Case Studies	11.8
Use of Guest Speakers	6.8
Curriculum Course	5.0
Site-based Leadership Course	3.3
Focus on Instructional Leadership	3.3
Reading Materials	3.3
Program Coordinators	3.3

Note: Only items with more than one response were included on Table 2. Respondents could indicate more than one response.

Candidates were also asked to write their recommendations for strengthening the program. The results are found in Table 7. See Appendix B for the survey.

Table 7

Candidate Recommendations for Strengthening the Program

Program Elements	% of Total
Research Course Needs Consistency and Focus on Project	35.7

Eliminate Fieldwork Courses	28.6
Master's Project Guidelines Need to be More Consistent	25.0
Eliminate Repetitive Course Content	10.7

Note: Only items with more than one response were included. Respondents could indicate more than one response.

Thirty-five area school administrators (superintendents, assistant superintendents, and principals) spent the afternoon on campus conducting mock position interviews for 76 of our graduating candidates. After the interviews were over, participating administrators were asked to discuss the characteristics of our candidates. Table 8 below shows the consensus of the responses of the interviewers. (Note, responses were written on a whiteboard and the group was asked which items they agreed with. Items that attained consensus are shown in the table.)

Table 8

Employer Interview Assessment of Graduating Candidates' Characteristics

Graduating Candidate Characteristics

- Graduating candidates were aware of social justice issues
 - Graduating candidates understood instruction
 - Graduating candidates were current in their knowledge
 - Graduating candidates were passionate
 - Graduating candidates would be good for kids
 - Graduating candidates understood the mastery paradigm of learning over teaching
 - Graduating candidates held high expectations for themselves and others
 - Graduating candidates were prepared to serve the diversity of the Valley
 - Graduating candidates were well-spoken
 - Graduating candidates had a good understanding of what leaders do
 - Graduating candidates understood the importance of relationships
 - Graduating candidates understood data and that data informed instruction
 - Graduation candidates knew how to coach teachers up
-

Section A. Part III
Analysis of Data
Education Administration

1. Is the program providing a practice-based curriculum that ties theory to practice?

From the responses in Table 3, 5 and 6, it appears our graduating candidates believe the program has been practice-based. There is some indication (from Table 7) that they would like to see the Fieldwork component integrated more into coursework and eliminated as a stand-alone course. In addition, candidates have indicated the need for more consistency in the Research course (ERA 220) and also consistency in what is to be required in the EAD 298 Project. The Project component in this program is the culminating research project that is supposed to tie together what was learned in the program, research and to best practices.

2. Has the program produced professionals and instructional leaders who are able to skillfully lead a school site system to high performance and continuous improvement?

According to the focus group discussion of area site leaders about our graduates that are outlined in comments in Table 8 above, our graduating candidates appear to be well-prepared and knowledgeable about what they will need to do as education leaders in the Central Valley to close the achievement gap. When the candidate pre- and post-disposition results are complete, these will be very helpful in providing information regarding how well our candidates are prepared in terms of necessary dispositions for educational leadership.

Section A. Part IV
Use of Assessment Results for Program Improvement
Education Administration

Actions Taken as a Result of the Assessments Completed:

1. Meetings were held during the spring 2010 semester with all faculty teaching each course. The purpose of those meetings was to build agreement about the purpose of each course and to create signature assignments for each course, thereby addressing consistency issues brought up during the assessments.
2. Courses were re-sequenced to allow ERA 220 to be taught earlier in the semester so that project advisors could be assigned earlier as well as to have project topics identified earlier. A signature assignment for one of the courses taught during the first semester of the program is that candidates will identify a topic for their Project. This change addressed the issue of Research course consistency and some of the Project issues identified by graduating candidates.
3. The stand-alone Fieldwork courses will be eliminated and 3 courses will be changed through the university process to be 4-unit rather than 3-unit courses. The new 4-unit courses will contain embedded fieldwork components that were agreed upon by the faculty teaching those courses, creating consistency in course requirements and fieldwork expectations.

4. The department believes that a new course emphasizing leadership for equity must be integrated into the program. Faculty members have almost completed work designing a new syllabus for this course and will present this to the CTC with other program changes once completed.
5. At the May 2010 department retreat, the faculty decided that the following statement accurately describes the purpose of the EAD 298 Project component:

“Education Administration Projects are research-oriented, scholarly contributions to the field of Education Administration.”

With this definition in mind, a subcommittee of Education Administration and Research faculty are meeting to develop guidelines and rubrics for future projects. This action is being taken in response to the observation that there are inconsistencies in the project expectations by various faculty.

6. A subcommittee of the Department met to investigate offering the Professional Credential through CVELI. It was determined that State funding is still being made available to school districts to offer the credential through the district to their employees at no cost to the employees. It was decided that we cannot compete with that pricing structure at this time, and when the state funds are no longer available to districts, the department will revisit the issue. In the meantime, this credential program is available to candidates who enter the Doctoral Program in Educational Leadership.
7. All program modifications will be submitted to the Division of Graduate Studies of the university and to the CCTC for approval during the Fall 2010 semester.

New Program Goals

1. Finalize the curriculum changes, signature assignments and embedded fieldwork.
2. Assess candidate and program outcomes that are selected for data collection and review.
3. Study the possibility of adding a “teacher-leader” focus to the program.

**Appendix A
Dispositions Survey (Self)**

Student Name: _____

Instructions: You will be completing a survey of administrator dispositions during the same time period that seven members within your organization will rate their perception of you relative to these same items. This questionnaire is designed to help assess how others perceive you in the work environment right now and to what extent others' perception of you match your own self-assessment. This information will be an important and useful data set regarding your rated administrator dispositions.

Using the scale below, indicate your perception of yourself by circling or marking a number from 1 to 10 next to the item. Circle or mark only one response for each item on the form. Please respond to all items. Once you have completed the Self-Rating Questionnaire, seal it in the self-addressed stamped envelope and place it in the mail. Please mail the completed questionnaire **no later than Friday, February 12, 2010.**

SCALE											
10-Definitely like me					5-Somewhat unlike me						
9					4						
8-Like me					3-Unlike me						
7					2						
6-Somewhat like me					1-Definitely unlike me						
Part 1											
1	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	1	2	3	4	5	6	7	8	9	10
2	Collaborates and communicates with families.	1	2	3	4	5	6	7	8	9	10
3	Communicates necessary information to the appropriate persons in a timely manner.	1	2	3	4	5	6	7	8	9	10
4	Deals appropriately and tactfully with people from different backgrounds.	1	2	3	4	5	6	7	8	9	10
5	Generates enthusiasm and works to influence others to accomplish common goals.	1	2	3	4	5	6	7	8	9	10
6	Involves stakeholders in management processes.	1	2	3	4	5	6	7	8	9	10
7	Motivates others to change behaviors that inhibit professional and organizational growth.	1	2	3	4	5	6	7	8	9	10
8	Acknowledges achievements and accomplishments of others.	1	2	3	4	5	6	7	8	9	10
9	Does the work required for high levels of organizational performance.	1	2	3	4	5	6	7	8	9	10

10	Responds in a timely manner to others who initiate contact.	1	2	3	4	5	6	7	8	9	10
11	Develops alliances and uses outside resources that improve teaching and learning.	1	2	3	4	5	6	7	8	9	10
12	Includes all members of the school community.	1	2	3	4	5	6	7	8	9	10
13	Dialogues with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
14	Takes action to keep the public informed.	1	2	3	4	5	6	7	8	9	10
15	Anticipates responses of others and acts to reduce negative impact.	1	2	3	4	5	6	7	8	9	10
16	Includes families as partners in the education of their children.	1	2	3	4	5	6	7	8	9	10
17	Behaves and acts in ways that demonstrate the belief that diversity is a strength and benefits the school community.	1	2	3	4	5	6	7	8	9	10
18	Mobilizes community resources to benefit children.	1	2	3	4	5	6	7	8	9	10
19	Takes risks and encourages others to take risks to improve school.	1	2	3	4	5	6	7	8	9	10
Part 2											
20	Actions demonstrate a belief in life-long learning for self and others.	1	2	3	4	5	6	7	8	9	10
21	Behaves and acts in ways that demonstrate the belief that all students are entitled to access the knowledge, skills, and values needed to become successful adults.	1	2	3	4	5	6	7	8	9	10
22	Uses varied approaches to positively impact student learning.	1	2	3	4	5	6	7	8	9	10
23	Communicates that a safe and supportive learning environment is essential.	1	2	3	4	5	6	7	8	9	10
24	Behaviors and actions demonstrate the belief that there are a variety of ways in which students learn.										
25	Takes actions to prepare students to be contributing members of society.	1	2	3	4	5	6	7	8	9	10
26	Works with faculty, staff, and students to develop a caring school community.	1	2	3	4	5	6	7	8	9	10
27	Provides every child a quality education.	1	2	3	4	5	6	7	8	9	10
28	Takes risks to provide a safe learning environment and to increase the efficiency and effectiveness of school operations.	1	2	3	4	5	6	7	8	9	10

29	Expects high standards of learning.	1	2	3	4	5	6	7	8	9	10
30	Behaviors and actions demonstrate the belief that schools are an integral part of the larger community.	1	2	3	4	5	6	7	8	9	10
31	Encourages others to use a variety of approaches in teaching and learning.	1	2	3	4	5	6	7	8	9	10
32	Holds to high expectations, supports high-quality instruction, and expects individual and collective accountability.	1	2	3	4	5	6	7	8	9	10
33	Demonstrates ethical principles in the decision-making process.	1	2	3	4	5	6	7	8	9	10
34	Committed to the principles stated in the Bill of Rights.	1	2	3	4	5	6	7	8	9	10
35	Supports student learning as the fundamental purpose of schooling.	1	2	3	4	5	6	7	8	9	10
36	Accepts the consequences for upholding one's principles and actions.	1	2	3	4	5	6	7	8	9	10
37	Demonstrates the belief that all people can learn.	1	2	3	4	5	6	7	8	9	10
38	Believes education is the key to opportunity and social mobility.	1	2	3	4	5	6	7	8	9	10
Part 3											
39	Reflects on learning and professional practice.	1	2	3	4	5	6	7	8	9	10
40	Analyzes situational (intra/inter personal and contextual) contexts that result in more informed decision-making.	1	2	3	4	5	6	7	8	9	10
41	Makes well-reasoned ethical judgments that rely on reflection and result in professional action.	1	2	3	4	5	6	7	8	9	10
42	Works effectively with diverse populations.	1	2	3	4	5	6	7	8	9	10
43	Values diversity.	1	2	3	4	5	6	7	8	9	10
44	Collaborates professionally with others in the field.	1	2	3	4	5	6	7	8	9	10
45	Demonstrates continuous learning about the profession.	1	2	3	4	5	6	7	8	9	10

**THANK YOU FOR COMPLETING THIS CONFIDENTIAL SURVEY.
PLEASE MAIL IN THE SELF-ADDRESSED STAMPED ENVELOPE NO LATER THAN
FRIDAY, FEBRUARY 12, 2010.**

Based on the Administrator Dispositions Index (ADI) instrument that measures the dispositions of effective school leaders.

Appendix A
Dispositions Survey (360-degree)

Student Name: _____

Instructions: The person that gave you this questionnaire is participating in a survey of administrator dispositions. This questionnaire is designed to help assess how others perceive this person in the work environment right now. The information will be useful to the person rated in evaluating his or her administrator dispositions. Sometimes people within an organization tend to protect each other by trying to go easy or be nice. You can be most helpful by giving your candid assessment of this person. Your data will be anonymously collated with others and presented in a confidential report. Do not put your name on this form. The name at the top should identify the person you are rating. Please do not discuss this questionnaire with others, for what is needed is your independent perception of this person.

Using the scale below, indicate your perception of this person by circling or marking a number from 1 to 10 next to the item. Circle or mark only one response for each item on the form. Please respond to all items. Once you have completed the Feedback Questionnaire, seal it in the self-addressed stamped envelope and place it in the mail. Please mail the completed questionnaire no later than Friday, February 12, 2010. Thank you for your participation and valuable feedback.

SCALE											
10-Definitely like this person						5-Somewhat unlike this person					
9						4					
8-Like this person						3-Unlike this person					
7						2					
6-Somewhat like this person						1-Definitely unlike this person					
Part 1											
1	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	1	2	3	4	5	6	7	8	9	10
2	Collaborates and communicates with families.	1	2	3	4	5	6	7	8	9	10
3	Communicates necessary information to the appropriate persons in a timely manner.	1	2	3	4	5	6	7	8	9	10
4	Deals appropriately and tactfully with people from different backgrounds.	1	2	3	4	5	6	7	8	9	10
5	Generates enthusiasm and works to influence others to accomplish common goals.	1	2	3	4	5	6	7	8	9	10
6	Involves stakeholders in management processes.	1	2	3	4	5	6	7	8	9	10
7	Motivates others to change behaviors that inhibit professional and organizational growth.	1	2	3	4	5	6	7	8	9	10
8	Acknowledges achievements and accomplishments of others.	1	2	3	4	5	6	7	8	9	10
9	Does the work required for high levels of	1	2	3	4	5	6	7	8	9	10

	organizational performance.										
10	Responds in a timely manner to others who initiate contact.	1	2	3	4	5	6	7	8	9	10
11	Develops alliances and uses outside resources that improve teaching and learning.	1	2	3	4	5	6	7	8	9	10
12	Includes all members of the school community.	1	2	3	4	5	6	7	8	9	10
13	Dialogues with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
14	Takes action to keep the public informed.	1	2	3	4	5	6	7	8	9	10
15	Anticipates responses of others and acts to reduce negative impact.	1	2	3	4	5	6	7	8	9	10
16	Includes families as partners in the education of their children.	1	2	3	4	5	6	7	8	9	10
17	Behaves and acts in ways that demonstrate the belief that diversity is a strength and benefits the school community.	1	2	3	4	5	6	7	8	9	10
18	Mobilizes community resources to benefit children.	1	2	3	4	5	6	7	8	9	10
19	Takes risks and encourages others to take risks to improve school.	1	2	3	4	5	6	7	8	9	10
Part 2											
20	Actions demonstrate a belief in life-long learning for self and others.	1	2	3	4	5	6	7	8	9	10
21	Behaves and acts in ways that demonstrate the belief that all students are entitled to access the knowledge, skills, and values needed to become successful adults.	1	2	3	4	5	6	7	8	9	10
22	Uses varied approaches to positively impact student learning.	1	2	3	4	5	6	7	8	9	10
23	Communicates that a safe and supportive learning environment is essential.	1	2	3	4	5	6	7	8	9	10
24	Behaviors and actions demonstrate the belief that there are a variety of ways in which students learn.										
25	Takes actions to prepare students to be contributing members of society.	1	2	3	4	5	6	7	8	9	10
26	Works with faculty, staff, and students to develop a caring school community.	1	2	3	4	5	6	7	8	9	10
27	Provides every child a quality education.	1	2	3	4	5	6	7	8	9	10
28	Expects high standards of learning.	1	2	3	4	5	6	7	8	9	10
29	Behaviors and actions demonstrate the belief that schools are an integral part of the larger community.	1	2	3	4	5	6	7	8	9	10
30	Encourages others to use a variety of approaches in teaching and learning.	1	2	3	4	5	6	7	8	9	10

31	Holds to high expectations, supports high-quality instruction, and expects individual and collective accountability.	1	2	3	4	5	6	7	8	9	10
32	Demonstrates ethical principles in the decision-making process.	1	2	3	4	5	6	7	8	9	10
33	Committed to the principles stated in the Bill of Rights.	1	2	3	4	5	6	7	8	9	10
34	Supports student learning as the fundamental purpose of schooling.	1	2	3	4	5	6	7	8	9	10
35	Accepts the consequences for upholding one's principles and actions.	1	2	3	4	5	6	7	8	9	10
36	Demonstrates the belief that all people can learn.	1	2	3	4	5	6	7	8	9	10
37	Believes education is the key to opportunity and social mobility.	1	2	3	4	5	6	7	8	9	10
38	Takes risks to provide a safe learning environment and to increase the efficiency and effectiveness of school operations.	1	2	3	4	5	6	7	8	9	10
Part 3											
40	Analyzes situational (intra/interpersonal and contextual) contexts that result in more informed decision-making.	1	2	3	4	5	6	7	8	9	10
41	Makes well-reasoned ethical judgments that rely on reflection and result in professional action.	1	2	3	4	5	6	7	8	9	10
42	Works effectively with diverse populations.	1	2	3	4	5	6	7	8	9	10
43	Values diversity.	1	2	3	4	5	6	7	8	9	10
44	Collaborates professionally with others in the field.	1	2	3	4	5	6	7	8	9	10
45	Committed to continuous learning about the profession.	1	2	3	4	5	6	7	8	9	10

**THANK YOU FOR COMPLETING THIS CONFIDENTIAL SURVEY.
PLEASE MAIL IN THE SELF-ADDRESSED STAMPED ENVELOPE NO LATER THAN
FRIDAY, FEBRUARY 12, 2010.**

Appendix B

Graduating Candidate End-of-Program Survey Education Administration

1. List three to five of the most important skills and/or knowledge areas that you developed as a result of participation in the program.
2. What are the strongest elements of the program?
3. What elements in the program could be strengthened?
4. Additional Comments or suggestions to assist us in meeting the preparation needs of our educational leaders.