

Graduate Disposition Assessment

Query Name: Untitled query

Parameters Applied: Organization information:  
Date range: 09/01/2020-08/31/2021

---



Standard:

Standard C 13 / Standard C 11 / Standard 6.1 / STANDARD BL.5.1 / 6.4 / STANDARD BL.6.1 / Standard C 12 / Standard 3.4 / Standard 5.3 / Standard 8.4 / STANDARD BL.5.2 / Standard 2.2 / Standard C 14 / Standard 7.3 / 3.6 / Standard 7.4 / 6.1 / Standard B 8 / Standard 4.1 / STANDARD BL.5.5 / 1.4 / Standard 1.2 / STANDARD BL.6.3 / Standard 2.1 / 1.1 / STANDARD BL.2.1 / Standard 4.2 / Standard 8.1 / 3.2

Rubric Results by Element

Respond positively to people







000

nd d  
000

Form, articulate,  
and defend  
personal and  
collective senses  
of mission-  
conveys a  
commitment  
forward  
advocating for  
schools as  
institutions  
where students  
thrive






<p>Value opportunities to supplement their existing knowledge through new and imaginative research- is knowledgeable of the professional literature in his/her field of study <span style="border: 1px solid black; padding: 0 2px;">S:2</span></p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>7.69% (3)</p>	<p>33.33% (13)</p>	<p>58.97% (23)</p>	<p>0.00% (0)</p>	<p>3.51</p>	<p>0.64</p>
<p>Value opportunities to supplement their existing knowledge through new and imaginative research- sees him /herself as a learner, continuously seeking opportunities to draw upon current education policy and research <span style="border: 1px solid black; padding: 0 2px;">S:1</span></p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>5.13% (2)</p>	<p>23.08% (9)</p>	<p>71.79% (28)</p>	<p>0.00% (0)</p>	<p>3.67</p>	<p>0.58</p>

<p>Form supportive learning communities within their communities, classrooms, and buildings- engages in thoughtful, responsive listening <span>S:3</span></p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>2.56% (1)</p>	<p>35.90% (14)</p>	<p>61.54% (24)</p>	<p>0.00% (0)</p>	<p>3.59</p>	<p>0.55</p>
<p>Form supportive learning communities within their communities, classrooms, and buildings- takes part in active, supportive interactions <span>S:</span></p>	<p>Untitled query</p>	<p>2.56% (1)</p>	<p>0.00% (0)</p>	<p>23.08% (9)</p>	<p>74.36% (29)</p>	<p>0.00% (0)</p>	<p>3.69</p>	<p>0.61</p>
<p>Form supportive learning communities within their communities, classrooms, and buildings- takes part in active, supportive interactions <span>S:</span></p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>0.00</p>	<p>0.00</p>

Form supportive learning communities within their communities, classrooms, and buildings- motivates self and other to perform well (S:1)	Untitled query	2.56% (1)	2.56% (1)	23.08% (9)	71.79% (28)	0.00% (0)	3.64	0.67
Commit to democratic values and social justice- understands systemic challenges that inhibit full participation (S:1)	Untitled query	0.00% (0)	2.56% (1)	20.51% (8)	56.41% (22)	20.51% (8)	3.68	0.54
Commit to democratic values and social justice- understands practices that promote equity and justice (S:1)	Untitled query	0.00% (0)	0.00% (0)	28.21% (11)	51.28% (20)	20.51% (8)	3.65	0.49
Commit to democratic values and social justice- respects the opinion and dignity of others (S:2)	Untitled query	0.00% (0)	0.00% (0)	35.90% (14)	64.10% (25)	0.00% (0)	3.64	0.49

Commit to democratic values and social justice- respects and integrates multiple perspectives (S:1)	Untitled query	0.00% (0)	2.56% (1)	33.33% (13)	64.10% (25)	0.00% (0)	3.62	0.54
Believe that all individuals have the potential for development and learning- persists in helping all individuals reach their full potential (S:2)	Untitled query	0.00% (0)	0.00% (0)	28.21% (11)	64.10% (25)	7.69% (3)	3.69	0.47
Believe that all individuals have the potential for development and learning- believes that all students can learn (S:2)	Untitled query	0.00% (0)	2.56% (1)	23.08% (9)	74.36% (29)	0.00% (0)	3.72	0.51
Believe that all individuals have the potential for development and learning- provides equitable and meaningful learning opportunities for all students (S:2)	Untitled query	0.00% (0)	0.00% (0)	20.51% (8)	58.97% (23)	20.51% (8)	3.74	0.44



Exhibit personal behaviors valued by the professional education community- perseveres when confronted with personal and/or professional challenges <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">S:1</span>	Untitled query	0.00% (0)	0.00% (0)	25.64% (10)	74.36% (29)	0.00% (0)	3.74	0.44
Exhibit personal behaviors valued by the professional education community- shows leadership, self-respect and a willingness to tak								


Graduate Disposition Assessment

Set Title: ELCC 2011 - 2011 Educational Leadership Constituents Council Building Level

Standard Title: STANDARD BL.2.1

Standard Identifier: ELCC 2011 - BL.2.1

Standard Description: Candidates 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.

Mapped to: Believe that all individuals have the potential for development and learning- as an administrator, ensures that all personnel who have contact with students provide them with fair and equitable treatment

---

Set Title: ELCC 2011 - 2011 Educational Leadership Constituents Council Building Level

Standard Title: STANDARD BL.5.1

Standard Identifier: ELCC 2011 - BL.5.1

Standard Description: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

Mapped to: Believe that all individuals have the potential for development and learning- b very nyone by nroddu: that all i

---

Set Title: ELCC 2011 - 2011 Educational Leadership Constituents Council Building Level

Standard Title: STANDARD BL.5.2

Standard Identifier: ELCC 2011 - BL.5.2

Standard Description: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

Mapped to: Exhibit personal behaviors valued by the professional education community- is present and punctual for professional activities and assigned duties; complete work on time / Exhibit personal behaviors valued by the professional education community- demonstrates preparedness for professional engagements / Exhibit personal behaviors valued by the professional education community- shows leadership, self-respect and a willingness to take responsibility

---

Set Title: ELCC 2011 - 2011 Educational Leadership Constituents Council Building Level

Standard Title: STANDARD BL.5.5

Standard Identifier: ELCC 2011 - BL.5.5

Standard Description: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Mapped to: Respond positively to the opportunities, challenges, and issues of diverse environments- demonstrates a commitment to work for equity and fairness across race, class, ethnicity, language, sexual orientation, religion, ability, or any other identification that advantages or disadvantages a person based on group identity

---

Set Title: ELCC 2011 - 2011 Educational Leadership Constituents Council Building Level

Standard Title: STANDARD BL.6.1

Standard Identifier: ELCC 2011 - BL.6.1

Standard Description: Candidates understand and can advocate for school students, families, and caregivers.

Mapped to: Respond positively to the opportunities, challenges, and issues of diverse environments- promotes an appreciation and understanding of diversity in families and society / Form, articulate, and defend personal and collective senses of mission- demonstrates, through practice, a calling that supports the academic, social, and spiritual development of students

---



Set Title: ELCC 2011 - 2011 Educational Leadership Constituents Council Building Level

Standard Title: STANDARD BL.6.3

Standard Identifier: ELCC 2011 - BL.6.3

Standard Description: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Mapped to: Commit to democratic values and social justice- understands systemic challenges that inhibit full participation

---

Set Title: GPO - Graduate Program Outcomes

Standard Title: Standard C 11

Standard Identifier: GPO 11

Standard Description: Respond positively to the opportunities, challenges and issues of diverse environments

Mapped to: Respond positively to the opportunities, challenges, and issues of diverse environments- promotes an appreciation and understanding of diversity in families and society / Respond positively to the opportunities, challenges, and issues of diverse environments- demonstrates a commitment to work for equity and fairness across race, class, ethnicity, language, sexual orientation, religion, ability, or any other identification that advantages or disadvantages a person based on group identity / Commit to democratic values and social justice- understands practices that promote equity and justice / Commit to democratic values and social justice- respects the opinion and dignity of others / Commit to democratic values and social justice- respects and integrates multiple perspectives

---

Set Title: GPO - Graduate Program Outcomes

Standard Title: Standard C 12

Standard Identifier: GPO 12

Standard Description: Form, articulate, and defend personal and collective senses of mission

Mapped to: Form, articulate, and defend personal and collective senses of mission- conveys a commitment toward advocating for schools as institutions where students thrive / Form, articulate, and defend personal and collective senses of mission- demonstrates, through practice, a calling that sutg that sutgceal warobadv aacticeiaqelaq c c

---



Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 1.2

Standard Identd

---

---

---



Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 5.3

Standard Identifier: OSP 5.3

Standard Description: The effective educational leader continually improves effectiveness of staff and self through dialog, reflection, study and other professional development opportunities.

Mapped to: Value opportunities to supplement their existing knowledge through new and imaginative research- is knowledgeable of the professional literature in his/her field of study

---

Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 6.1

Standard Identifier: OSP 6.1

Standard Description: The effective educational leader demonstrates cultural knowledge and sensitivity in decision-making, practices and interactions with staff, students and families.

Mapped to: Commit to democratic values and social justice- respects the opinion and dignity of others

---

Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 7.3

Standard Identifier: OSP 7.3

Standard Description: The effective educational leader develops and sustains a school environment in which students, staff and stakeholders are valued, trusted, respected and cared for.

Mapped to: Form supportive learning communities within their communities, classrooms, and buildings- engages in thoughtful, responsive listening

---



Set Title: TLE - Teacher Leader Endorsement Standards

Standard Title: 1.1

Standard Identifier: TLE 1.1

Standard Description: Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students

Mapped to: Believe that all individuals have the potential for development and learning- believes that all students can learn

---

Set Title: TLE - Teacher Leader Endorsement Standards

Standard Title: 1.4

Standard Identifier: TLE 1.4

Standard Description: Candidates respect the diversity of the school staff; teachers, administrators, and other personnel.

Mapped to: Respond positively to the opportunities, challenges, and issues of diverse environments- demonstrates a commitment to work for equity and fairness across race, class, ethnicity, language, sexual orientation, religion, ability, or any other identification that advantages or disadvantages a person based on group identity

---

Set Title: TLE - Teacher Leader Endorsement Standards

Standard Title: 3.2

Standard Identifier: TLE 3.2

Standard Description: Candidates work effectively with individuals and groups of teachers by responding to their diverse adult learning needs through identifying, promoting, and facilitating varied and differentiated professional learning.

Mapped to: Form supportive learning communities within their communities, classrooms, and buildings- respects diverse talents, abilities, and perspectives

---

Set Title:	TLE - Teacher Leader Endorsement Standards
Standard Title:	3.6
Standard Identifier:	TLE 3.6
Standard Description:	Candidates employ skills such as active listening, presenting ideas, facilitating discussions, mediating, and identifying the needs of others to nurture and sustain trust among collri

---

---