EDEL SURVEY: 2020-2021 PROGRAM COMPLETERS (2 responses from 12 completers, 3 employer responses)

Average Score per Survey Item

	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	7.1	7.2	7.3
COMPLETER	4.00	3.50	4.00	3.50	3.50	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.50	3.50	4.00
EMPLOYER	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.33	3.67	4.00	3.33	3.33	3.33	3.00	4.00	3.67	4.00	4.00	3.67	3.67	3.67	3.67	3.33	3.67	4.00	3.67	3.67
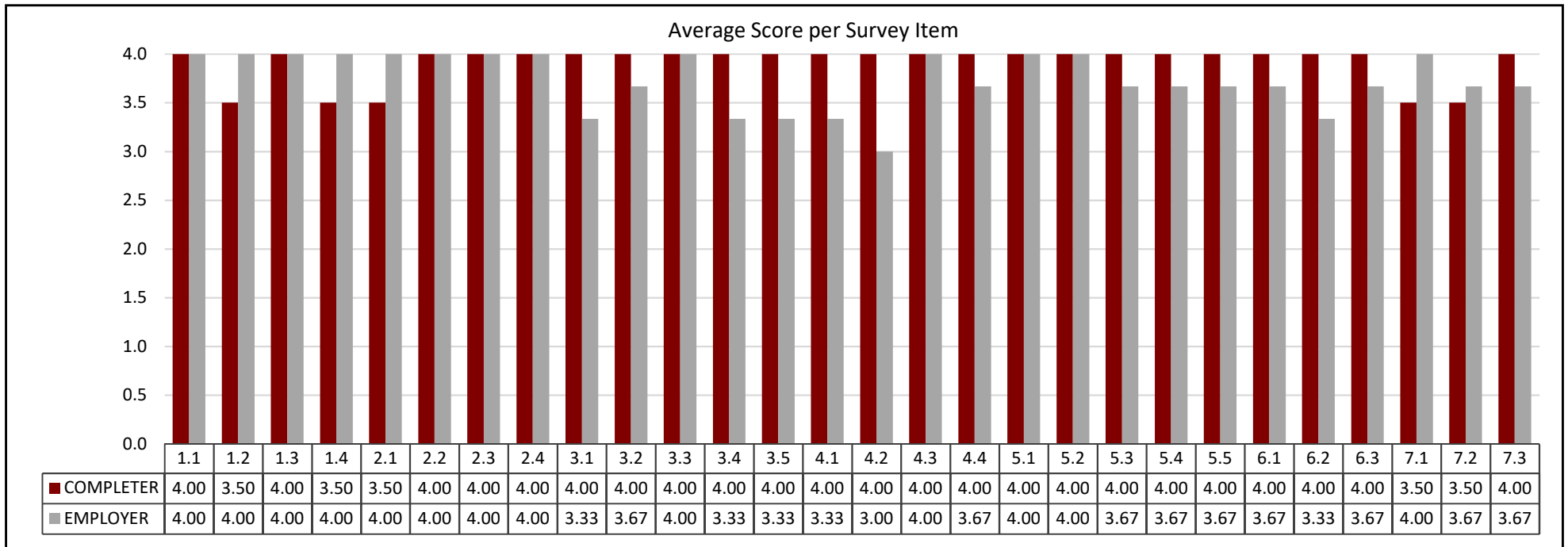
Survey Items based upon ELCC Standards below:

1.1 Collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
1.2 Collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
1.3 Promote continual and sustainable school improvement
1.4 Evaluate school progress and revise school plans supported by school stakeholders
2.1 Sustain a school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for student
2.2 Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
2.3 Develop and supervise the instructional and leadership capacity of school staff
2.4 Promote the most effective and appropriate technologies to support teaching and learning in a school environment
3.1 Monitor and evaluate school management and operational systems
3.2 Effectively use human, fiscal, and technological resources to manage school operations
3.3 Promote school-based policies and procedures that protect the welfare and safety of students and staff within a school
3.4 Develop school capacity for distributed leadership
3.5 Ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
4.1 Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment
4.2 Mobilize community resources by promoting an understanding, appreciation, and us of diverse cultural, social, and intellectual resources within the school community
4.3 Respond to community interests and needs by building and sustaining positive school relationship with families and caregivers
4.4 Respond to community interests and needs by building and sustaining productive school relationships with community partners
5.1 Act with integrity and fairness to ensure a school system of accountability for every student's academic, social and emotional success, including trauma impacted students
5.2 Model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the schoo
5.3 Safeguard the values of democracy, equity and diversity within the school
5.4 Evaluate the potential moral and legal consequences of decision making in the school
5.5 Promote social justice within the school to ensure that individual student needs inform all aspects of schooling
6.1 Advocate for school students, families and caregivers
6.2 Act to influence local, district, state and national decisions affecting student learning in a school system
6.3 Anticipate and assess merging trends and initiatives in order to adapt school-based leadership strategies
7.1 Synthesize and apply content knowledge within a school environment
7.2 Develop professional skills identified in other Educational Leadership
7.3 Collaborate with a school mentor who has demonstrated experience as an educational leader, and program faculty

READING SPECIALIST GRADUATE SURVEY: 2020-2021 PROGRAM COMPLETERS (3 responses from 25 completers, 0 employer responses)

	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	4.6	5.1	5.2	5.3	5.4	6.1	6.2	6.3	7.1	7.2	7.3
■ COMP	3.67	3.67	3.33	3.67	3.67	3.33	3.33	3.67	3.67	3.67	3.33	3.33	3.67	4.00	4.00	4.00	4.00	4.00	4.00	3.67	4.00	4.00	4.00	3.00	3.33	3.67	3.67
■ EMP																											
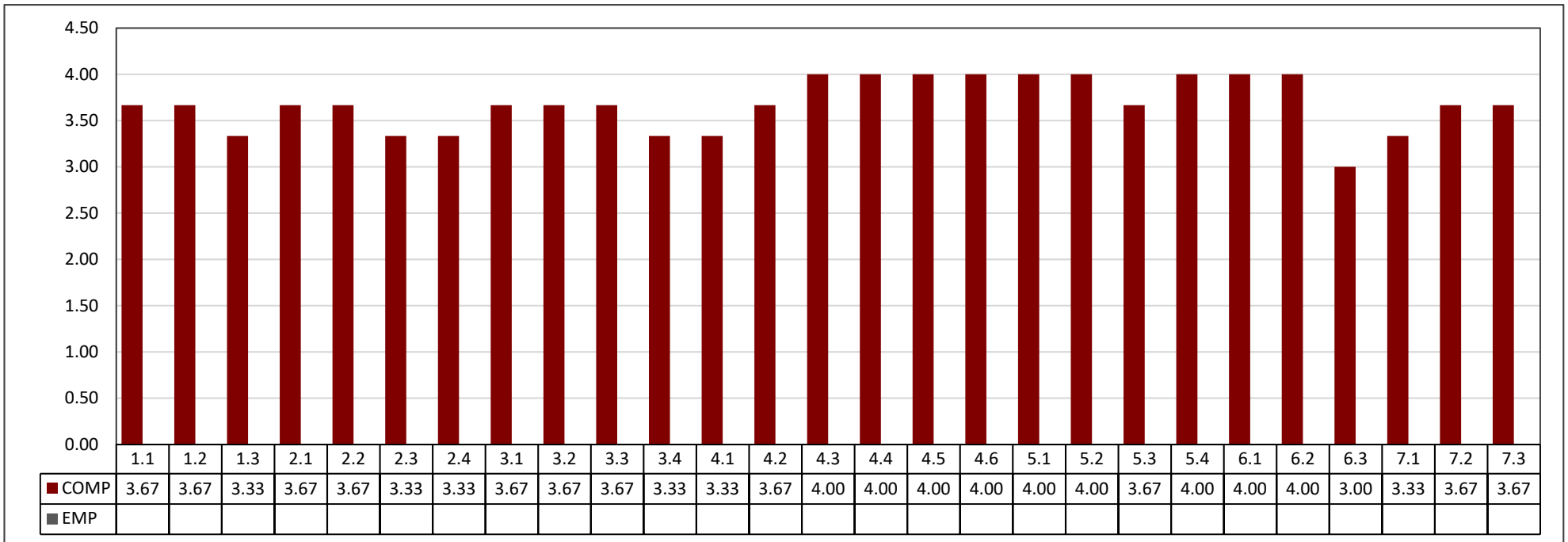
Survey Items based upon ILA Standards below:

1.1 Theoretical, historical and evidence-based foundations of literacy and language
1.2 How theoretical, historical and evidence-based foundations of literacy and language interrelate
1.3 The role of literacy professionals in schools
2.1 Critique literacy curricula to meet the needs of all learners
2.2 Design literacy curricula to meet the needs of all learners
2.3 Implement literacy curricula to meet the needs of all learners
2.4 Evaluate evidence-based literacy instruction for all learners
3.1 Screen, diagnose and measure literacy achievement
3.2 Inform instruction and evaluate interventions
3.3 Participate in professional learning experiences
3.4 Explain assessment results and advocate for appropriate literacy practices to relevant stakeholders
4.1 Demonstrates knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity
4.2 Demonstrates and provides opportunities for understanding all forms of diversity as central to students' identities
4.3 Creates classrooms that are inclusive and affirming
4.4 Advocates for equity at school, district and community levels
4.5 Meets emotional needs of all learners, including trauma impacted students
4.6 Meets social needs of all learners, including trauma impacted students
5.1 Meet developmental needs of all learners, including trauma impacted students
5.2 Collaborate with school personnel to use a variety of print and digital materials to engage and motivate learners
5.3 Integrate digital technologies in appropriate, safe and effective ways
5.4 Foster a positive climate that supports a literacy-rich learning environment
6.1 Recognize the importance of ongoing professional learning as part of career-long leadership roles and responsibilities
6.2 Participate in ongoing professional learning as part of career-long leadership roles and responsibilities
6.3 Facilitate ongoing professional learning as part of career-long leadership roles and responsibilities
7.1 Effectively integrate educational theory and content pedagogy in the student instruction
7.2 Implement based best practices in the delivery of content within the learning environment
7.3 Incorporate research based strategies to address the trauma informed classroom