

Untitled Report

Generated by: Admin Wittenberg University 09/10/2021

Graduate Disposition Assessment

Query Name: Untitled query

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

Graduate Disposition Assessment

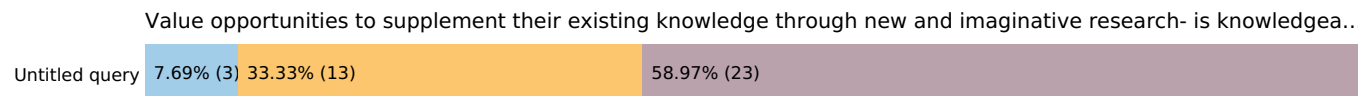
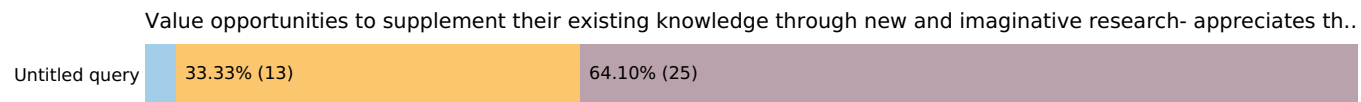
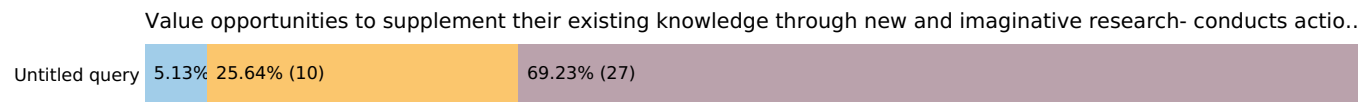
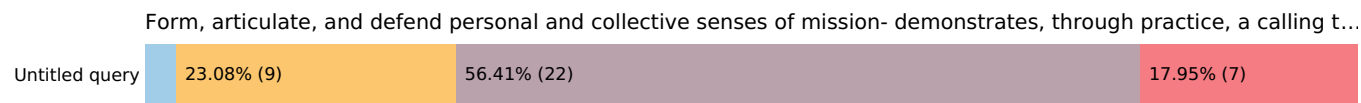
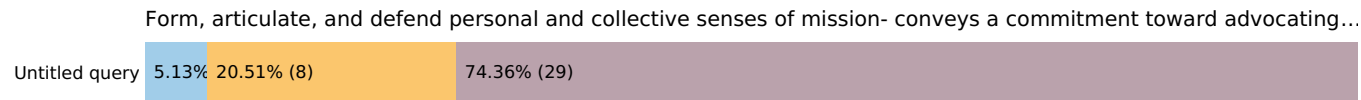
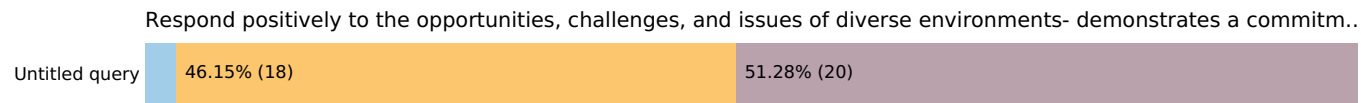
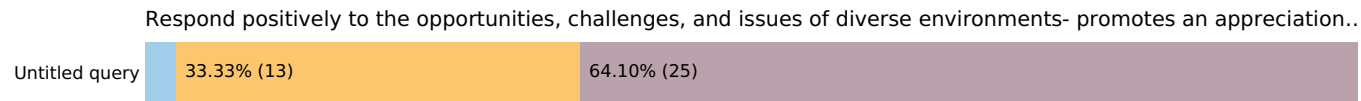
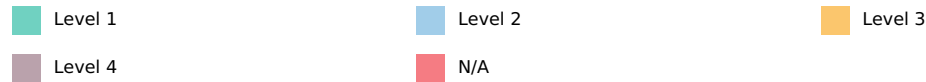
Group by: Element

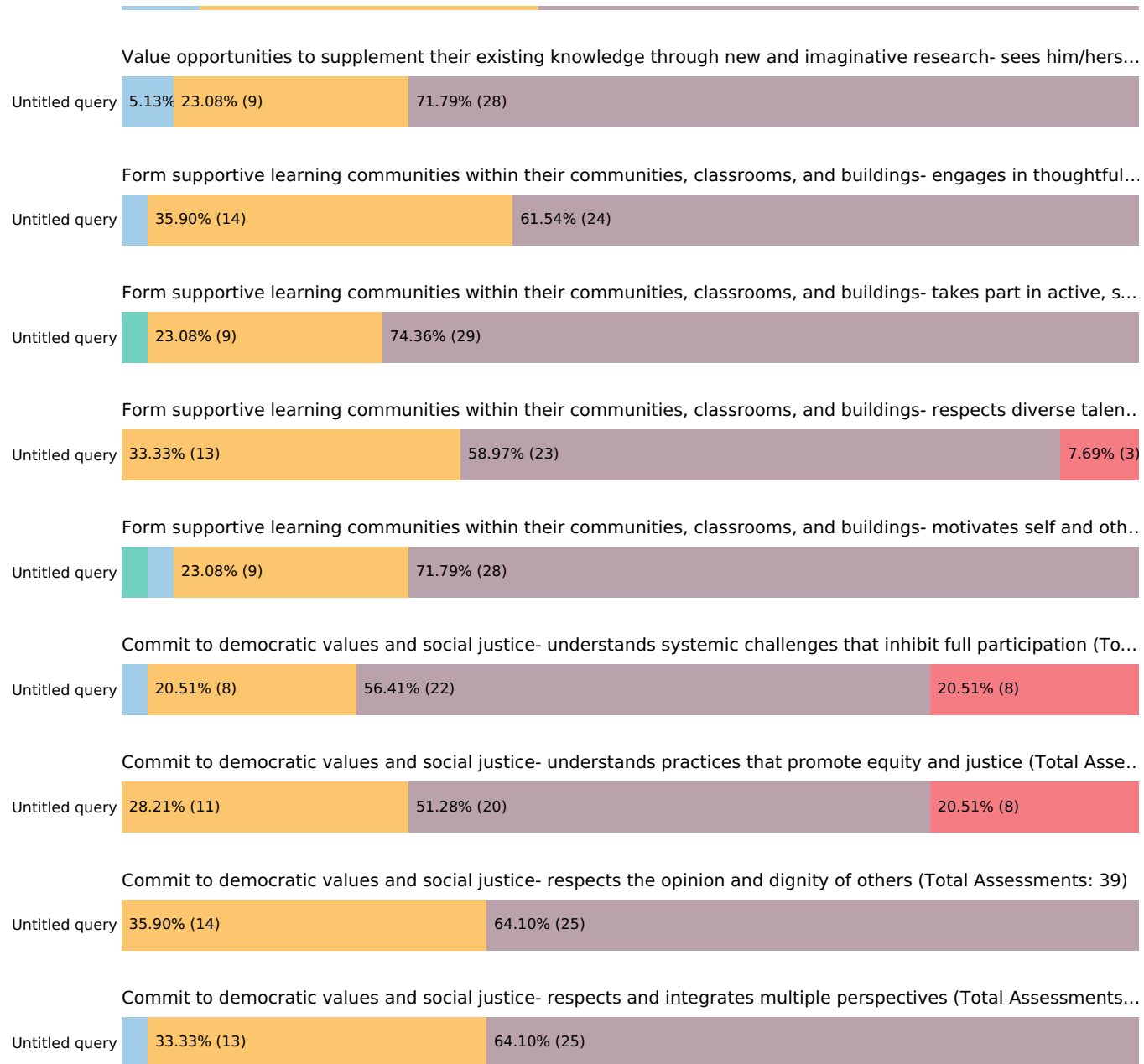
Element: Respond positively to the opportunities, challenges, and issues of diverse environments- promotes an appreciation and understanding of diversity in families and society / Respond positively to the opportunities, challenges, and issues of diverse environments- demonstrates a commitment to work 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 / 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 supports the academic, social, and spiritual development of students / Value opportunities to supplement their existing knowledge through new and imaginative research- conducts action research that is beneficial to students, colleagues, and the profession / Value opportunities to supplement their existing knowledge through new and imaginative research- appreciates the value of using research to inform practice / Value opportunities to supplement their existing knowledge through new and imaginative research- is knowledgeable of the professional literature in his/her field of study / 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 / Form supportive learning communities within their communities, classrooms, and buildings- engages in thoughtful, responsive listening / Form supportive learning communities within their communities, classrooms, and buildings- takes part in active, supportive interactions / Form supportive learning communities within their communities, classrooms, and buildings- respects diverse talents, abilities, and perspectives / Form supportive learning communities within their communities, classrooms, and buildings- motivates self and other to perform well / Commit to democratic values and social justice- understands systemic challenges that inhibit full participation / 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 / Believe that all individuals have the potential for development and learning- persists in helping all individuals reach their full potential / Believe that all individuals have the potential for development and learning- believes that all students can learn / Believe that all individuals have the potential for development and learning- provides equitable and meaningful learning opportunities for all students / 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 / 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- perseveres when confronted with personal and/or professional challenges / Exhibit personal behaviors valued by the professional education community- shows leadership, self-respect and a willingness to take responsibility

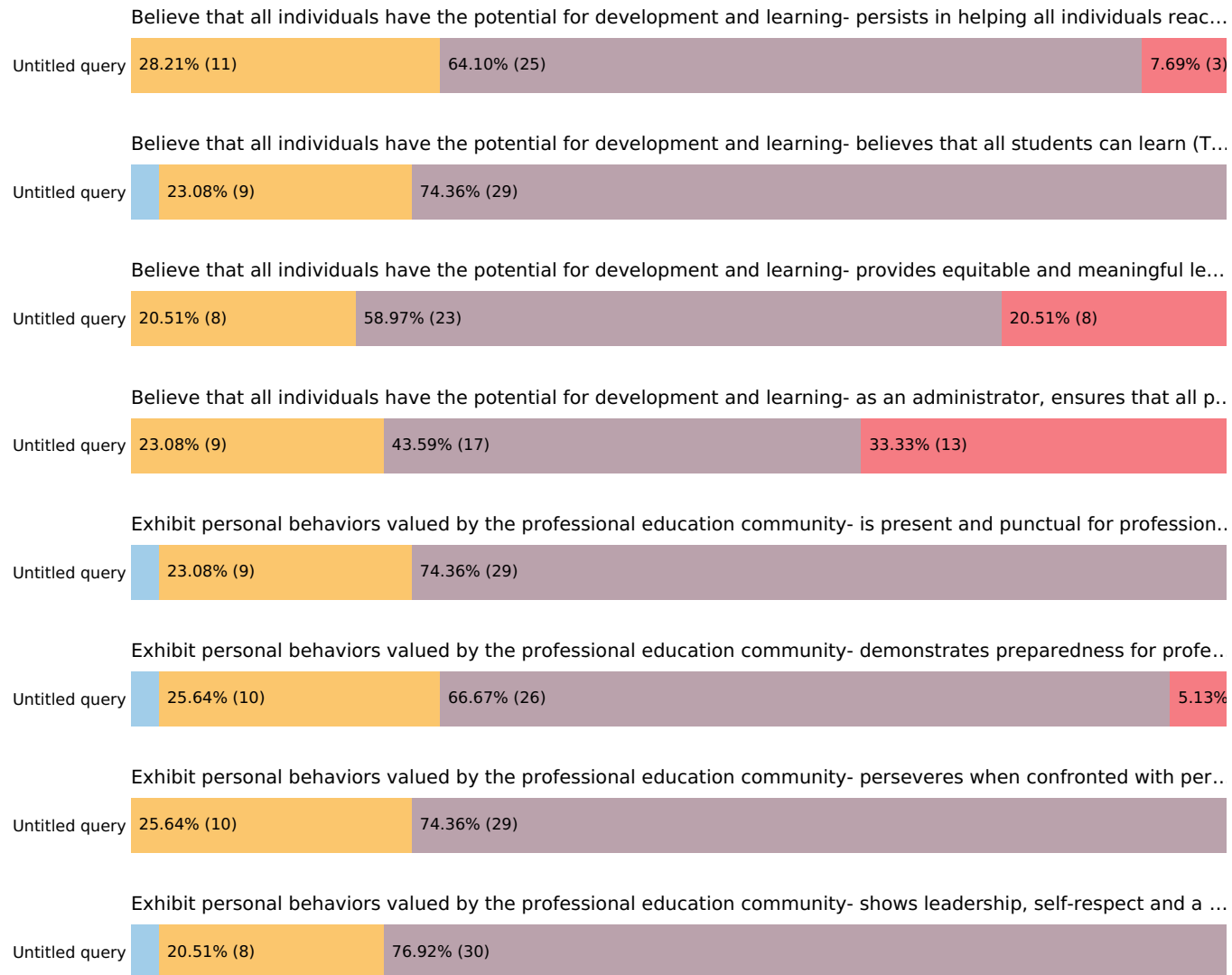
Performance Level: Level 1 / Level 2 / Level 3 / Level 4 / N/A

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







Element	Query	Level 1	Level 2	Level 3	Level 4	N/A	Mean	Stdev
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Untitled Report

Generated by: Admin Wittenberg University 09/10/2021

Respond positively to the opportunities, challenges, and issues of diverse environments-promotes an appreciation and understanding of diversity in families and society S:2	Untitled query	0.00% (0)	2.56% (1)	33.33% (13)	64.10% (25)	0.00% (0)	3.62	0.54
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 S:3	Untitled query	0.00% (0)	2.56% (1)	46.15% (18)	51.28% (20)	0.00% (0)	3.49	0.56

Untitled Report

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<p>Form, articulate, and defend personal and collective senses of mission- conveys a commitment toward advocating for schools as institutions where students thrive S:1</p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>5.13% (2)</p>	<p>20.51% (8)</p>	<p>74.36% (29)</p>	<p>0.00% (0)</p>	<p>3.69</p>	<p>0.57</p>
<p>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 S:3</p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>2.56% (1)</p>	<p>23.08% (9)</p>	<p>56.41% (22)</p>	<p>17.95% (7)</p>	<p>3.66</p>	<p>0.55</p>

<p>Value opportunities to supplement their existing knowledge through new and imaginative research- conducts action research that is beneficial to students, colleagues, and the profession S:1</p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>5.13% (2)</p>	<p>25.64% (10)</p>	<p>69.23% (27)</p>	<p>0.00% (0)</p>	<p>3.64</p>	<p>0.58</p>
<p>Value opportunities to supplement their existing knowledge through new and imaginative research- appreciates the value of using research to inform practice S:1</p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>2.56% (1)</p>	<p>33.33% (13)</p>	<p>64.10% (25)</p>	<p>0.00% (0)</p>	<p>3.62</p>	<p>0.54</p>

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<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 S:2</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 S:1</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>

Form supportive learning communities within their communities, classrooms, and buildings- engages in thoughtful, responsive listening (S:3)	Untitled query	0.00% (0)	2.56% (1)	35.90% (14)	61.54% (24)	0.00% (0)	3.59	0.55
Form supportive learning communities within their communities, classrooms, and buildings- takes part in active, supportive interactions (S:2)	Untitled query	2.56% (1)	0.00% (0)	23.08% (9)	74.36% (29)	0.00% (0)	3.69	0.61
Form supportive learning communities within their communities, classrooms, and buildings- respects diverse talents, abilities, and perspectives (S:3)	Untitled query	0.00% (0)	0.00% (0)	33.33% (13)	58.97% (23)	7.69% (3)	3.64	0.49

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

<p>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 S:2</p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>0.00% (0)</p>	<p>23.08% (9)</p>	<p>43.59% (17)</p>	<p>33.33% (13)</p>	<p>3.65</p>	<p>0.49</p>
<p>Exhibit personal behaviors valued by the professional education community- is present and punctual for professional activities and assigned duties; complete work on time S:3</p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>2.56% (1)</p>	<p>23.08% (9)</p>	<p>74.36% (29)</p>	<p>0.00% (0)</p>	<p>3.72</p>	<p>0.51</p>
<p>Exhibit personal behaviors valued by the professional education community- demonstrates preparedness for professional engagements S:2</p>	<p>Untitled query</p>	<p>0.00% (0)</p>	<p>2.56% (1)</p>	<p>25.64% (10)</p>	<p>66.67% (26)</p>	<p>5.13% (2)</p>	<p>3.68</p>	<p>0.53</p>

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Exhibit personal behaviors valued by the professional education community- perseveres when confronted with personal and/or professional challenges (S:1)	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 take responsibility (S:2)	Untitled query	0.00% (0)	2.56% (1)	20.51% (8)	76.92% (30)	0.00% (0)	3.74	0.50

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
Untitled query	26	87.77	11.48

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- believes that all students can learn / Believe that all individuals have the potential for development and learning- provides equitable and meaningful learning opportunities for all students

Untitled Report

Generated by: Admin Wittenberg University 09/10/2021

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

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Generated by: Admin Wittenberg University 09/10/2021

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 supports the academic, social, and spiritual development of students / Exhibit personal behaviors valued by the professional education community- perseveres when confronted with personal and/or professional challenges

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Generated by: Admin Wittenberg University 09/10/2021

Set Title: GPO - Graduate Program Outcomes

Standard Title: Standard C 13

Standard Identifier: GPO 13

Standard Description: Value opportunities to supplement their existing knowledge through new and imaginative research

Mapped to: Value opportunities to supplement their existing knowledge through new and imaginative research- conducts action research that is beneficial to students, colleagues, and the profession / Value opportunities to supplement their existing knowledge through new and imaginative research- appreciates the value of using research to inform practice / 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

Set Title: GPO - Graduate Program Outcomes

Standard Title: Standard C 14

Standard Identifier: GPO 14

Standard Description: Form supportive learning communities in their buildings and classrooms

Mapped to: Form supportive learning communities within their communities, classrooms, and buildings- engages in thoughtful, responsive listening / Form supportive learning communities within their communities, classrooms, and buildings- takes part in active, supportive interactions / Form supportive learning communities within their communities, classrooms, and buildings- respects diverse talents, abilities, and perspectives

Set Title: GPO - Graduate Program Outcomes

Standard Title: Standard B 8

Standard Identifier: GPO 8

Standard Description: Access and apply best practice techniques in the classroom

Mapped to: Believe that all individuals have the potential for development and learning- persists in helping all individuals reach their full potential

Untitled Report

Generated by: Admin Wittenberg University 09/10/2021

Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 1.2

Standard Identifier: OSP 1.2

Standard Description: The effective educational leader will model, communicate and advocate for the school's mission, vision and core values in all aspects of leadership.

Mapped to: 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: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 2.1

Standard Identifier: OSP 2.1

Standard Description: The effective educational leader understands, upholds and models professional ethics, policies and legal codes of professional conduct.

Mapped to: Exhibit personal behaviors valued by the professional education community- shows leadership, self-respect and a willingness to take responsibility

Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 2.2

Standard Identifier: OSP 2.2

Standard Description: The effective educational leader models and sets high expectations for conduct that promotes professional norms for students, staff, other stakeholders and self.

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

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Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 3.4

Standard Identifier: OSP 3.4

Standard Description: The effective educational leader engages and partners with staff, public and private sectors to create and support a culture of continuous improvement.

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 4.1

Standard Identifier: OSP 4.1

Standard Description: The effective educational leader supports staff in recognizing, respecting and employing each student's strengths, diversity and culture as assets of both teaching and learning for personalized instruction.

Mapped to: Believe that all individuals have the potential for development and learning- persists in helping all individuals reach their full potential

Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 4.2

Standard Identifier: OSP 4.2

Standard Description: The effective educational leader ensures that each student has equitable access to effective teachers, challenging learning opportunities, educational resources and social support.

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

Untitled Report

Generated by: Admin Wittenberg University 09/10/2021

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

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Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 7.4

Standard Identifier: OSP 7.4

Standard Description: The effective educational leader builds and supports positive partnerships among students, staff and stakeholders that collectively develop and sustain a safe and caring school environment.

Mapped to: Form supportive learning communities within their communities, classrooms, and buildings- takes part in active, supportive interactions

Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 8.1

Standard Identifier: OSP 8.1

Standard Description: The effective educational leader develops and sustains positive, collaborative and productive partnerships with families and the surrounding community.

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

Set Title: OSP 2018 - Ohio Standards for Principals 2018

Standard Title: Standard 8.4

Standard Identifier: OSP 8.4

Standard Description: The effective educational leader builds and sustains productive partnerships with public and private sectors to promote continuous improvement and student learning.

Mapped to: Form supportive learning communities within their communities, classrooms, and buildings- motivates self and other to perform well

Untitled Report

Generated by: Admin Wittenberg University 09/10/2021

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

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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 colleagues, enact shared decisions, and build collective ownership for professional learning

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: 6.1

Standard Identifier: TLE 6.1

Standard Description: Candidates practice professional, core ethical values of equity, integrity, honesty, fairness and dignity

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

Set Title: TLE - Teacher Leader Endorsement Standards

Standard Title: 6.4

Standard Identifier: TLE 6.4

Standard Description: Candidates foster a learning context to promote individual learning opportunities where diverse perspectives

Mapped to: Believe that all individuals have the potential for development and learning- provides equitable and meaningful learning opportunities for all students