**Table 1**

**Employer Evaluation of School Psychology Program Completer Competence**

| **Program**  **Standard/Category** | **YEAR** | **Unsatisfactory** | | **Emerging** | | **Proficient** | | **Mastery** | | **M** | **SD** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| 1. **Data Based Decision Making/Accountability** |  |  | | | | | | | | | |
| 1. Exhibits knowledge and uses appropriate assessment methods | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 3  4 | 50.0  80.0 | 3  1 | 50.0  20.2 | 3.50 | .55 |
| 1. Communicates assessment results effectively (verbal/written) | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 5  2 | 33.3  40.0 | 1  2 | 16.7  40.0 | 3.17 | .41 |
| 1. **Consultation and Collaboration** |  |  | | | | | | | | | |
| 1. Exhibits knowledge and uses consultation | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 2  4 | 33.3  80.0 | 4  1 | 66.7  20.0 | 3.67 | .52 |
| 1. Effectively establishes collaborative relationships | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 4  4 | 66.7  80.0 | 2  1 | 14.3  20.0 | 3.33 | .52 |
| 1. Communicates well with diverse audiences | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 1  4 | 16.7  80.0 | 5  -- | 83.3  -- | 3.83 | .41 |
| 1. **Interventions/Instructional Support to Develop Academic Skills** |  |  | | | | | | | | | |
| 1. Uses formal/informal assessment techniques | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 3  2 | 50.0  40.0 | 3  2 | 50.0  40.0 | 3.50 | .55 |
| 1. Develops interventions based on data/informs instructional decisions | 2016  2017 | --  -- | --  -- | --  2 | --  40.0 | 2  2 | 33.3  40.0 | 4  1 | 66.7  20.0 | 3.67 | .52 |
| 1. Recommends appropriate evidence based interventions. | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 3  1 | 50.0  20.0 | 3  3 | 50.0  60.0 | 3.50 | .55 |
| 1. **Interventions/Mental Health Services to Develop Social/Life Skills** |  |  | | | | | | | | | |
| 1. Effectively conceptualizes/constructs behavioral plans | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 3  4 | 50.0  80.0 | 3  1 | 50.0  20.0 | 3.50 | .55 |
| 1. Develops/implements interventions based on data that addresses problems | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 2  4 | 33.3  80.0 | 4  1 | 66.7  20.0 | 3.67 | .52 |
| 1. Effectively implements individual and group therapy | 2016  2017 | --  1 | --  20.0 | --  -- | --  -- | 4  2 | 80.0  40.0 | 1  2 | 20.0  40.0 | 3.20 | .45 |
| 1. **School-Wide Practices to Promote Learning** |  |  | | | | | | | | | |
| 1. Understands role as psychologist and the role of other school personnel | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 3  1 | 50.0  20.0 | 3  4 | 50.0  80.0 | 3.50 | .55 |
| 1. Exhibits knowledge of general/special ed. procedures and services | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 4  1 | 66.7  20.0 | 2  3 | 33.3  60.0 | 3.33 | .52 |
| 1. Effectively works with others to facilitate policies/procedures that positively impact others | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 4  4 | 66.7  80.0 | 2  1 | 33.3  20.0 | 3.33 | .52 |
| 1. **Preventive and Responsive Services** |  |  | | | | | | | | | |
| 1. Exhibits knowledge and participates in prevention efforts | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 2  3 | 33.3  60.0 | 4  1 | 66.7  20.0 | 3.67 | .52 |
| 1. Exhibits knowledge and participates in crisis intervention | 2016  2017 | --  2 | --  40.0 | --  -- | --  -- | 2  2 | 40.0  40.0 | 3  1 | 60.0  20.0 | 3.60 | .55 |
| 1. Assists schools/agencies to evaluate and revise prevention and crisis intervention policies and practices | 2016  2017 | --  -- | --  -- | --  2 | --  40.0 | 3  2 | 75.0  40.0 | 1  1 | 25.0  20.0 | 3.25 | .50 |
| 1. **Family-School Collaboration Services** |  |  | | | | | | | | | |
| 1. Demonstrates knowledge of family systems and influence of family on child develop-ment, behavior/intervention | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 2  4 | 33.3  80.0 | 4  1 | 66.7  20.0 | 3.67 | .52 |
| 1. Works effectively with families and those in the community | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 1  3 | 20.0  60.0 | 4  1 | 80.0  20.0 | 3.80 | .45 |
| 1. Communicates with and about families in a positive way | 2016  2017 | --  -- | --  -- | --  -- | --  -- | --  3 | --  60.0 | 6  2 | 100  40.0 | 4.0 | -- |
| 1. **Diversity in Development and Learning** |  |  | | | | | | | | | |
| 1. Exhibits knowledge of individual differences, abilities/disabilities | 2016  2017 | --  -- | --  -- | --  -- | --  -- | --  4 | --  80.0 | 6  1 | 100  20.0 | 4.0 | -- |
| 22. Exhibits sensitivity and skills to work with individuals with diverse characteristics | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 1  2 | 16.7  40.0 | 5  2 | 83.3  40.0 | 3.83 | .41 |
| 23. Designs assessment and intervention strategies appropriately | 2016  2017 | --  1 | --  20.0 | --  1 | --  -20.0 | 1  1 | 16.7  20.0 | 5  2 | 83.3  40.0 | 3.83 | .41 |
| 1. **Research and Program Evaluation** |  |  | | | | | | | | | |
| 24. Effectively translates research into practice | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 3  2 | 60.0  40.0 | 2  3 | 40.0  60.0 | 3.40 | .55 |
| 25.Assists teachers in collecting meaningful student data | 2016  2017 | --  -- | --  -- | --  1 | --  20.0 | 1  2 | 16.7  40.0 | 5  2 | 83.3  40.0 | 3.83 | .41 |
| 26. Evaluates psychometric properties of tests when selecting assessment methods | 2016  2017 | --  -- | --  -- | --  -- | --  -- | 3  3 | 50.0  60.0 | 3  2 | 50.0  40.0 | 3.50 | .55 |
| 1. **Legal, Ethical and Professional Practice** |  |  | | | | | | | | | |
| 27. Exhibits knowledge and practices consistent with legal standards | 2016  2017 | --  -- | --  -- | --  -- | --  -- | --  1 | --  20.0 | 6  4 | 100  80.0 | 4.0 | -- |
| 28. Exhibits knowledge and practices consistent with ethical and professional standards | 2016  2017 | --  -- | --  -- | --  -- | --  -- | --  1 | --  20.0 | 6  4 | 100  80.0 | 4.0 | -- |
| 29. Engages in professional development to keep current in field | 2016  2017 | -- | -- | -- | -- | --  2 | --  40.0 | 6  3 | 100  60.0 | 4.0 | -- |

**Table 1**

**Employer Evaluation of Principalship Program Completer Competence**

| **Program**  **Standard/Category** | **YEAR** | **Unsatisfactory** | | **Emerging** | | **Proficient** | | **Mastery** | | **M** | **SD** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| **Vision:** |  |  | | | | | | | | | |
| 1. Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. | 2017 | 2 | 9.5 | 1 | 4.7 | 4 | 19 | 14 | 66.7 |  |  |
| 1. Candidates can collect & use data to identify school goals, assess organizational effectiveness, evaluate school progress, revise school plans & implement plans to achieve school goals. | 2017 | 2 | 9.5 | 1 | 4.7 | 4 | 19 | 14 | 66.7 |  |  |
| **School culture and instructional program:** | | | | | | | | | | | |
| 1. 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 | 2017 | 2 | 9 | 3 | 13.6 | 5 | 22.7 | 12 | 54.5 |  |  |
| 1. Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | 2017 | 2 | 9 | 3 | 13.6 | 5 | 22.7 | 12 | 54.5 |  |  |
| 1. Candidates understand and develop, and supervise the instructional and leadership capacity of school staff, and can promote the most effective and appropriate technologies to support teaching and learning in a school environment | 2017 | 2 | 9 | 3 | 13.6 | 5 | 22.7 | 12 | 54.5 |  |  |
| **Collaboration:** |  |  | | | | | | | | | |
| 1. Candidates understand & can mobilize community resources by promoting an understanding, appreciation, & use of diverse cultural, social, & intellectual resources within school community. | 2017 | 1 | 4.8 | 1 | 4.8 | 3 | 14.2 | 16 | 76 |  |  |
| 1. Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. | 2017 | 1 | 4.8 | 1 | 4.8 | 3 | 14.2 | 16 | 76 |  |  |
| **Integrity, fairness, and ethics:** |  |  | | | | | | | | | |
| 1. Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success. | 2017 | 1 | 4.8 | 0 | 0 | 4 | 18.2 | 17 | 77.3 |  |  |
| 1. Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. | 2017 | 1 | 4.8 | 0 | 0 | 4 | 18.2 | 17 | 77.3 |  |  |
| 1. Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. | 2017 | 1 | 4.8 | 0 | 0 | 4 | 18.2 | 17 | 77.3 |  |  |
| 1. Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling | 2017 | 1 | 4.8 | 0 | 0 | 4 | 18.2 | 17 | 77.3 |  |  |
| **Context:** |  |  | | | | | | | | | |
| 1. Candidates understand and can advocate for school students, families, and caregivers. | 2017 | 2 | 11 | 2 | 11 | 4 | 22 | 10 | 55.5 |  |  |
| 1. Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. | 2017 | 2 | 11 | 2 | 11 | 4 | 22 | 10 | 55.5 |  |  |
| 1. Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies | 2017 | 2 | 11 | 2 | 11 | 4 | 22 | 10 | 55.5 |  |  |

**Table 1**

**Employer Evaluation of ESL Program Completer Competence**

| **Program**  **Standard/Category** | **YEAR** | **Unsatisfactory** | | **Emerging** | | **Proficient** | | **Mastery** | | **M** | **SD** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| **TESOL Standards & Performance Indicators/Competency Levels** |  |  | | | | | | | | | |
| 1. Standard 2.a: Culture as it affects learning | 2017 | - | - | - | - | - | - | 4 | 100 |  |  |
| 1. Standard 3.a.1: Planning for Standards-based ESL/Content Instruction | 2017 | - | - | - | - | - | - | 4 | 100 |  |  |
| 1. Standard 3b.1, 2, 3: Implements/Managing Standards-based ESL/Content Instruction | 2017 | - | - | - | - | - | - | 4 | 100 |  |  |
| 1. Standard 4.a.1, 2: Issues of Assessment for English Language Learners | 2017 | - | - | - | - | - | - | 4 | 100 |  |  |
| 1. Standard 5: Partnership and Advocacy | 2017 | - | - | - | - | - | - | 4 | 100 |  |  |

**Employer Evaluation of Special Education Program Completer Competence**

| **Program**  **Standard/Category** | **YEAR** | **Unsatisfactory** | | **Emerging** | | **Proficient** | | **Mastery** | | **M** | **SD** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| **TESOL Standards & Performance Indicators/Competency Levels** |  |  | | | | | | | | | |
| 1. Punctuality and attendance | 2017 | - | - | - | - | - | - | 1 | 100 |  |  |
| 1. Professional appearance and demeanor | 2017 | - | - | - | - | - | - | 1 | 100 |  |  |
| 1. Consistency, perseverance and initiative | 2017 | - | - | - | - | - | - | 1 | 100 |  |  |
| 1. Flexibility, adaptability to novel/ unexpected situations | 2017 | - | - | - | - | - | - | 1 | 100 |  |  |
| 1. General attitude and interest in performance | 2017 | - | - | - | - | - | - | 1 | 100 |  |  |
| 1. Poise tactfulness and rapport with staff and others | 2017 | - | - | - | - | - | - | 1 | 100 |  |  |
| 1. Preparation and organization | 2017 | - | - | - | - | - | - | 1 | 100 |  |  |
| 1. Ability to handle professionally constructive criticism | 2017 | - | - | - | - | - | - | 1 | 100 |  |  |