**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
 | 20162017 | ---- | ---- | ---- | ---- | 3 4 | 50.0 80.0 | 31 | 50.020.2 | 3.50 | .55 |
| 1. Communicates assessment results effectively (verbal/written)
 | 20162017 | ---- | ---- | --1 | --20.0 | 52 | 33.340.0 | 12 | 16.740.0 | 3.17 | .41 |
| 1. **Consultation and Collaboration**
 |  |  |
| 1. Exhibits knowledge and uses consultation
 | 20162017 | ---- | ---- | ---- | ---- | 24 | 33.380.0 | 41 | 66.720.0 | 3.67 | .52 |
| 1. Effectively establishes collaborative relationships
 | 20162017 | ---- | ---- | ---- | ---- | 44 | 66.780.0 | 21 | 14.320.0 | 3.33 | .52 |
| 1. Communicates well with diverse audiences
 | 20162017 | ---- | ---- | --1 | --20.0 | 14 | 16.780.0 | 5-- | 83.3-- | 3.83 | .41 |
| 1. **Interventions/Instructional Support to Develop Academic Skills**
 |  |  |
| 1. Uses formal/informal assessment techniques
 | 20162017 | ---- | ---- | --1 | --20.0 | 32 | 50.040.0 | 32 | 50.040.0 | 3.50 | .55 |
| 1. Develops interventions based on data/informs instructional decisions
 | 20162017 | ---- | ---- | --2 | --40.0 | 22 | 33.340.0 | 41 | 66.720.0 | 3.67 | .52 |
| 1. Recommends appropriate evidence based interventions.
 | 20162017 | ---- | ---- | --1 | --20.0 | 31 | 50.020.0 | 33 | 50.060.0 | 3.50 | .55 |
| 1. **Interventions/Mental Health Services to Develop Social/Life Skills**
 |  |  |
| 1. Effectively conceptualizes/constructs behavioral plans
 | 20162017 | ---- | ---- | ---- | ---- | 34 | 50.080.0 | 31 | 50.020.0 | 3.50 | .55 |
| 1. Develops/implements interventions based on data that addresses problems
 | 20162017 | ---- | ---- | ---- | ---- | 24 | 33.380.0 | 41 | 66.720.0 | 3.67 | .52 |
| 1. Effectively implements individual and group therapy
 | 20162017 | --1 | --20.0 | ---- | ---- | 42 | 80.040.0 | 12 | 20.040.0 | 3.20 | .45 |
| 1. **School-Wide Practices to Promote Learning**
 |  |  |
| 1. Understands role as psychologist and the role of other school personnel
 | 20162017 | ---- | ---- | ---- | ---- | 31 | 50.020.0 | 34 | 50.080.0 | 3.50 | .55 |
| 1. Exhibits knowledge of general/special ed. procedures and services
 | 20162017 | ---- | ---- | --1 | --20.0 | 41 | 66.720.0 | 23 | 33.360.0 | 3.33 | .52 |
| 1. Effectively works with others to facilitate policies/procedures that positively impact others
 | 20162017 | ---- | ---- | ---- | ---- | 44 | 66.780.0 | 21 | 33.320.0 | 3.33 | .52 |
| 1. **Preventive and Responsive Services**
 |  |  |
| 1. Exhibits knowledge and participates in prevention efforts
 | 20162017 | ---- | ---- | --1 | --20.0 | 23 | 33.360.0 | 41 | 66.720.0 | 3.67 | .52 |
| 1. Exhibits knowledge and participates in crisis intervention
 | 20162017 | --2 | --40.0 | ---- | ---- | 22 | 40.040.0 | 31 | 60.020.0 | 3.60 | .55 |
| 1. Assists schools/agencies to evaluate and revise prevention and crisis intervention policies and practices
 | 20162017 | ---- | ---- | --2 | --40.0 | 32 | 75.040.0 | 11 | 25.020.0 | 3.25 | .50 |
| 1. **Family-School Collaboration Services**
 |  |  |
| 1. Demonstrates knowledge of family systems and influence of family on child develop-ment, behavior/intervention
 | 20162017 | ---- | ---- | ---- | ---- | 24 | 33.380.0 | 41 | 66.720.0 | 3.67 | .52 |
| 1. Works effectively with families and those in the community
 | 20162017 | ---- | ---- | --1 | --20.0 | 13 | 20.060.0 | 41 | 80.020.0 | 3.80 | .45 |
| 1. Communicates with and about families in a positive way
 | 20162017 | ---- | ---- | ---- | ---- | --3 | --60.0 | 62 | 10040.0 | 4.0 | -- |
| 1. **Diversity in Development and Learning**
 |  |  |
| 1. Exhibits knowledge of individual differences, abilities/disabilities
 | 20162017 | ---- | ---- | ---- | ---- | --4 | --80.0 | 61 | 10020.0 | 4.0 | -- |
| 22. Exhibits sensitivity and skills to work with individuals with diverse characteristics | 20162017 | ---- | ---- | --1 | --20.0 | 12 | 16.740.0 | 52 | 83.340.0 | 3.83 | .41 |
| 23. Designs assessment and intervention strategies appropriately | 20162017 | --1 | --20.0 | --1 | ---20.0 | 11 | 16.720.0 | 52 | 83.340.0 | 3.83 | .41 |
| 1. **Research and Program Evaluation**
 |  |  |
| 24. Effectively translates research into practice | 20162017 | ---- | ---- | ---- | ---- | 32 | 60.040.0 | 23 | 40.060.0 | 3.40 | .55 |
| 25.Assists teachers in collecting meaningful student data | 20162017 | ---- | ---- | --1 | --20.0 | 12 | 16.740.0 | 52 | 83.340.0 | 3.83 | .41 |
| 26. Evaluates psychometric properties of tests when selecting assessment methods | 20162017 | ---- | ---- | ---- | ---- | 33 | 50.060.0 | 32 | 50.040.0 | 3.50 | .55 |
| 1. **Legal, Ethical and Professional Practice**
 |  |  |
| 27. Exhibits knowledge and practices consistent with legal standards | 20162017 | ---- | ---- | ---- | ---- | --1 | --20.0 | 64 | 10080.0 | 4.0 | -- |
| 28. Exhibits knowledge and practices consistent with ethical and professional standards | 20162017 | ---- | ---- | ---- | ---- | --1 | --20.0 | 64 | 10080.0 | 4.0 | -- |
| 29. Engages in professional development to keep current in field | 20162017 | -- | -- | -- | -- | --2 | --40.0 | 63 | 10060.0 | 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 |  |  |