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

B

| | Form, articulate, and defend personal and collective senses of mission- conveys a commitment toward advocating for schools as institutions where students thrive  S:1 | Untitled query | 0.00% (0) | 4.88% (2) | 34.15% (14) | 60.98% (25) | 3.56 | 0.59 |
|---|---|---|---|---|---|---|---|---|
| | Form, articulate, and defend personal and collective senses of mission- demonstrates, through practice, a calling that su 1       q   ä              r | | | | | | | |
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| Value opportunities to supplement their existing knowledge through new and imaginative research- appreciates the value of using researchS | | | | | | | |
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| Form supportive learning comunities within their communities, classrooms, and morning school buildings- engages in thoughtful responsive listening S:3 | Untitled query ages | 0.00% (0) | 0.00% (0) | | | | |
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|---|---|---|---|---|---|---|---|
| Believe that all individuals have the potential for development and learning- believes that all students can learn  S:2 | Untitled query | 0.00% (0) | 0.00% (0) | 27.66% (13) | 72.34% (34) | 3.72 | 0.45 |
| 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) | 39.53% (17) | 60.47% (26) | 3.60 | 0.49 |
| 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 | Untitled query | 0.00% (0) | 0.00% (0) | 63.64% (14) | 36.36% (8) | 3.36 | 0.49 |

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|---|---|---|---|---|---|---|---|
| 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 | Untitled query | 0.00% (0) | 4.76% (2) | 42.86% (18) | 52.38% (22) | 3.48 | 0.59 |
| Exhibit personal behaviors valued by the professional education community- demonstrates preparedness for professional engagements S:2 | Untitled query | 0.00% (0) | 0.00% (0) | 46.15% (18) | 53.85% (21) | 3.54 | 0.51 |
| 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) | 36.84% (14) | 63.16% (24) | 3.63 | 0.49 |

| Exhibit personal behaviors valued by the professional education community- shows leadership, self-respect and a willingness to take responsibility | | | | | | | | |
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## Graduate Disposition Assessment

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|---|---|
| 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 |

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|---|---|
| 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 |

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.

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

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

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

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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

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|---|---|
| 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 |

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|---|---|
| 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 |

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|---|---|
| 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:                          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 stakeEti

| 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 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