



**PREPARING
EXEMPLARY
PRACTITIONERS** | FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

PROGRAM DATA REPORT

EDUCATIONAL LEADERSHIP ADD-ON

THE UNIVERSITY OF WEST GEORGIA

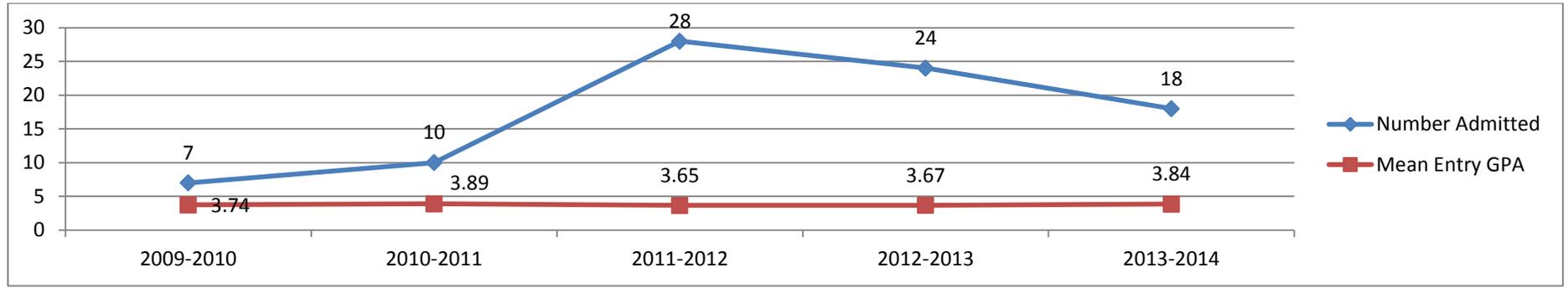
SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Program Admissions/Production Information

Admission Trends*



*PAAR and Graduate Studies Spreadsheet

Progression to Graduation*

The difference in admission numbers between this table and the above graph is due to deferment, change of program, or other factors.

Active Majors Admitted 3+ Years Ago (2010-2011 or prior)	Active Majors Admitted 2 Years Ago (2011-2012)	Active Majors Admitted 1 Year Ago (2012-2013)	Active Majors Admitted 2013-2014	Current Active Majors 2013-2014
1	2	13	12	28

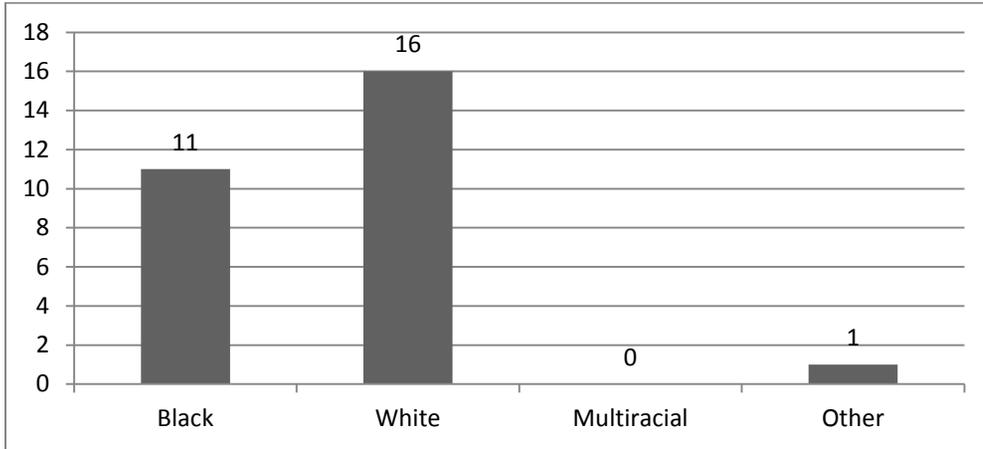
* Banner Report ED2740

Completers

2011-2012	2012-2013	2013-2014
8	9	13

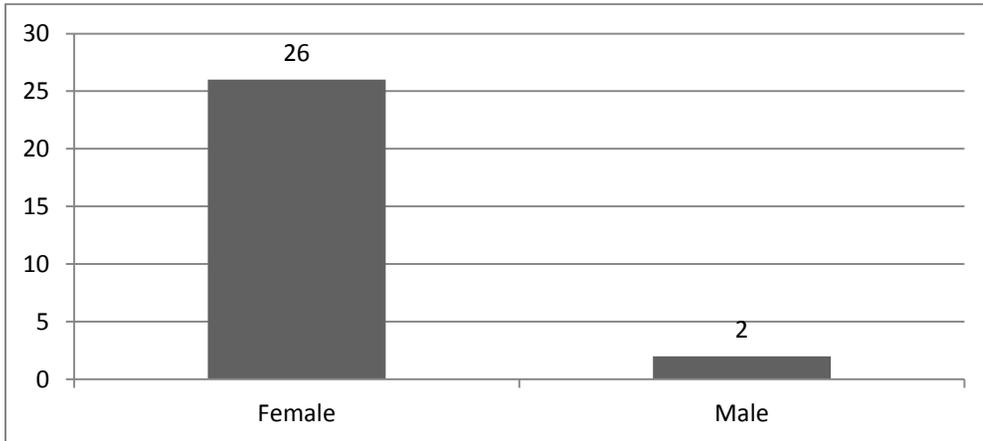
*Banner Report ED2650

Race- Active Majors (N=28)*



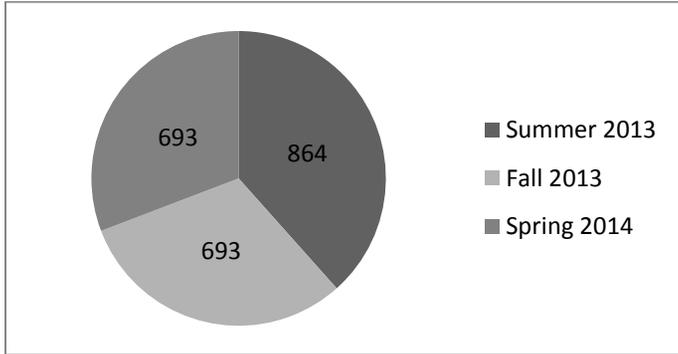
* Banner Report ED2505

Gender- Active Majors (N=28)*



*Banner Report 2505

Credit Hour Production- All EDLE Graduate Courses*



* Banner Report ED2270

Average GRE Scores- Active Majors (N=9)

Test	Score	Percentiles
GRE-Verbal	462	50
GRE-Quantitative	468	12
Composite	930	Not Available

* Banner Report ED2505

Assessment Results

Learning Outcomes Report*

Mean scores are reported for each assessment used for each specified criterion. Please note that there is not an assessment template specific to the add-on program.

Formative Dispositions Rubric assessed in the EDLE Portfolio	
<ul style="list-style-type: none"> • Outcome 1: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. • Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. • Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. • Outcome 4: Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. • Outcome 5: Students will demonstrate a maturity in the social, ethical, and human dispositions that are critical to educational leadership. • Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. • Outcome 7: Synthesize and apply the knowledge and practice and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. 	
Rubric Criteria	2012-2013 (N=1)
Professionalism: Punctuality	3.0
Professionalism: Preparation	3.0
Professionalism: Professional Demeanor	3.0
Professionalism: Responsive & Adaptive	3.0
Professionalism: Ethical & Honest	3.0
Communication: Verbal Communication	3.0
Communication: Written Communication	3.0
Belief that all can Learn: Respects Individual Differences	3.0
Fairness: Equity in all Settings	3.0
Collaboration: Interactions with Others	3.0

Induction Plan Rubric assessed in the EDLE Portfolio

*This is still on Ed.S. template but there were no results for 2013-2014

- Outcome 1: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Outcome 4: Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Outcome 5: Students will demonstrate a maturity in the social, ethical, and human dispositions that are critical to educational leadership.
- Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Outcome 7: Synthesize and apply the knowledge and practice and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Rubric Criteria	2012-2013 (N=4)
Priority Project Plan	2.00
Proficiency Plans	2.25

Portfolio FE1 assessed in EDLE 8302, 8303, and the EDLE Portfolio

*This is still on Ed.S. template but there were no results for 2013-2014

- Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Rubric Criteria	2012-2013 (N=1)
Artifacts: Collection includes multiple, well-captioned artifacts that demonstrate specific leadership standards	3.0
Review: Activities aligned to school/district improvement are described with a clear focus on the specific role the candidate played	3.0
Reflect: Lessons learned are described and evaluated in the context of leading school/district improvement	3.0
Refine: Actions for refining and improving leadership are described with sufficient detail to demonstrate capacity for application in a variety of contexts	3.0

Performance Indicators: Designated performance indicators are met at a level of proficient or higher.	3.0
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School Data Profile Portfolio Entry Rubric assessed in the EDLE Portfolio
 *Still on Ed.S. template, but there were no results for 2013-2014 for ND students

- Outcome 1: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Outcome 4: Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Outcome 5: Students will demonstrate a maturity in the social, ethical, and human dispositions that are critical to educational leadership.
- Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Outcome 7: Synthesize and apply the knowledge and practice and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Rubric Criteria	2012-2013 (N=4)
Demographic Data: Enrollment, Attendance, Drop-Out Rate, Ethnicity, Gender	2.0
Student Learning Data: State and Local Standardized Tests, Formative and Summative School/Classroom Assessments, Teacher Observations of Performance	2.0
Perceptions Data: School Climate/Culture Data, Stakeholder (Students, Staff, Parents) Perception Survey Results, School Safety Audits,	No Response
School Process Data: Descriptions and fidelity of school programs and processes	No Response
Performance Indicators: Leading Change- Standard 3	1.00

ULead Baseline-Revised 9.21.12 assessed in the EDLE Portfolio		
<i>Instructional Leadership Competency</i>		
<ul style="list-style-type: none"> • Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. 		
Rubric Criteria	2012-2013 (N=12)	2013-2014 (N=12)
Standard 1: Linking Curriculum, Instruction, and Assessment Explicitly communicate the relationship between curriculum, instruction, and assessment to ensure purposeful planning and implementation of required curriculum standards to increase student learning and achievement.	2.33	2.42
Standard 2: Standards for Learning Ensure that instructional staff recognizes, examines, and implements the expected depth of knowledge required for student performances defined by each standard within the curriculum.	1.92	2.17
Standard 3: Effective Teaching Build capacity to ensure that research-based instructional strategies are pervasively and consistently implemented with fidelity.	2.50	2.42
Standard 4: Data-Driven Instruction Lead the instructional staff in collaboratively analyzing, interpreting, and communicating results of assessments to plan for continuous improvement of student learning.	2.42	2.25
Standard 5: Assessment Engage the instructional staff in collaboratively designing, refining, and/or improving formative and summative assessments that will be used to measure student learning and make instructional decisions.	2.0	2.08
<i>Equity and Social Justice Competency</i>		
<ul style="list-style-type: none"> • Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Engagement and Access Establish instructional programs that ensure engagement of each learner in a rigorous and relevant curriculum.	2.50	2.17
Standard 2: Culturally-Relevant Instruction Ensure research-based, culturally-relevant instructional strategies are embedded in the learning environment to ensure equitable learning of performance standards.	2.0	2.08
Standard 3: Identifying and Mitigating Inequities- Regularly and systematically engages faculty, staff, and stakeholders in courageous dialogue to identify and mitigate inequities through the development and implementation of actionable strategies in all areas of the school community.	2.08	1.75

Standard 4: Monitoring for Equity Monitor and ensure that all instructional, extracurricular, and operational systems are implemented with equity. Examples include discipline; program placement in gifted/special education, advanced and remedial classes; technology; resource allocation; personnel; etc.	2.08	1.75
<i>Culture, Climate & Community Competency</i>		
<ul style="list-style-type: none"> Outcome 4: Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Core Values and Beliefs Analyze the existing culture of the school and local community by engaging members in meaningful personal reflection and dialogue to identify individual and collective core values and beliefs that affect learning.	1.92	1.67
Standard 2: Inclusive Learning Communities- Establish, analyze, and support communities of learning that support collaborative and inclusive involvement of all members of the school and local communities.	1.92	1.83
Standard 3: Caring Climate- Develop strategies to ensure mutual accountability for supporting and maintaining a safe and caring climate that promotes mental and physical well-being.	2.42	2.17
Standard 4: Community Norms Collaboratively establish and reinforce norms and staff conduct that engender collegiality and professionalism by modeling trust, respect, and ethical considerations in all interactions.	2.67	2.0
<i>Leading Change Competency</i>		
<ul style="list-style-type: none"> Outcome 1: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Vision Develop, articulate, and enlist others in a vision of high expectations for each member of the school community.	2.0	1.92
Standard 2: Advocacy- Promote acceptance of change by forming effective coalitions that provide opportunities to influence policy development.	1.83	1.58
Standard 3: Data-Driven Change Management Guide and support the facilitation of data analysis, disaggregation, and collaborative inquiry to ensure the identification of root causes that can be addressed through systematic continuous improvement.	2.0	2.25
Standard 4: Organizational and Personal Productivity Ensure organizational wellness and resiliency by providing actionable feedback to support others through the process of change, building capacity for leadership at all levels, enabling others to experiment and take risks, while promoting healthy habits as a way of life.	1.91	2.08
<i>Human Resource Management Competency</i>		

<ul style="list-style-type: none"> Outcome 5: Students will demonstrate a maturity in the social, ethical, and human dispositions that are critical to educational leadership. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Staffing- Recruit, select, and hire “highly qualified” and fully effective personnel.	2.45	2.0
Standard 2: Professional Learning Provide opportunities for staff members that foster professional growth and development.	2.45	2.25
Standard 3: Evaluation Enhance staff performance through effective use of personnel evaluation processes.	2.09	2.0
Standard 4: Ethics Model and reinforce ethical standards and legal mandates.	2.60	2.75
Organizational Management & Governance Competency		
<ul style="list-style-type: none"> Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Fiscal Resources Work collaboratively to develop and efficiently execute a budget that aligns resources with data-driven student achievement and school improvement needs.	1.91	1.25
Standard 2: Safe and Effective Operations and Physical Environment Coordinate daily operations and maintenance of the facility to ensure that the school is managed in a safe, effective, and efficient manner and in compliance with state and local codes and regulations and is appealing and welcoming to students, staff, parents, and community.	1.91	1.58
Standard 3: Student Discipline Monitor and support a school-wide discipline plan that includes a discipline vision, school rules, instructional behavior supports, positive behavioral reinforcements, progressive consequences, data analysis, and professional learning for the staff.	2.27	2.42
Standard 4: Shared Governance Establish, implement, and facilitate an operational management structure that fosters creativity, innovation, pride, ownership, and merit among all stakeholders via distributive leadership practices.	2.0	2.08

ULead Formative Rubric assessed in the EDLE Portfolio		
Instructional Leadership Competency		
<ul style="list-style-type: none"> Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. 		
Rubric Criteria	2012-2013 (N=34)	2013-2014 (N=12)

Standard 1: Linking Curriculum, Instruction, and Assessment Explicitly communicate the relationship between curriculum, instruction, and assessment to ensure purposeful planning and implementation of required curriculum standards to increase student learning and achievement.	3.0	2.83
Standard 2: Standards for Learning Ensure that instructional staff recognizes, examines, and implements the expected depth of knowledge required for student performances defined by each standard within the curriculum.	2.89	2.92
Standard 3: Effective Teaching Build capacity to ensure that research-based instructional strategies are pervasively and consistently implemented with fidelity.	3.0	3.08
Standard 4: Data-Driven Instruction Lead the instructional staff in collaboratively analyzing, interpreting, and communicating results of assessments to plan for continuous improvement of student learning.	3.11	3.0
Standard 5: Assessment Engage the instructional staff in collaboratively designing, refining, and/or improving formative and summative assessments that will be used to measure student learning and make instructional decisions.	3.0	2.83
<i>Equity and Social Justice Competency</i>		
<ul style="list-style-type: none"> Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Engagement and Access Establish instructional programs that ensure engagement of each learner in a rigorous and relevant curriculum.	2.89	2.5
Standard 2: Culturally-Relevant Instruction Ensure research-based, culturally-relevant instructional strategies are embedded in the learning environment to ensure equitable learning of performance standards.	3.0	2.33
Standard 3: Identifying and Mitigating Inequities- Regularly and systematically engages faculty, staff, and stakeholders in courageous dialogue to identify and mitigate inequities through the development and implementation of actionable strategies in all areas of the school community.	2.89	2.58
Standard 4: Monitoring for Equity Monitor and ensure that all instructional, extracurricular, and operational systems are implemented with equity. Examples include discipline; program placement in gifted/special education, advanced and remedial classes; technology; resource allocation; personnel; etc.	2.89	2.58
<i>Culture, Climate & Community Competency</i>		

Outcome 4: Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Core Values and Beliefs Analyze the existing culture of the school and local community by engaging members in meaningful personal reflection and dialogue to identify individual and collective core values and beliefs that affect learning.	3.0	2.5
Standard 2: Inclusive Learning Communities- Establish, analyze, and support communities of learning that support collaborative and inclusive involvement of all members of the school and local communities.	2.88	2.92
Standard 3: Caring Climate- Develop strategies to ensure mutual accountability for supporting and maintaining a safe and caring climate that promotes mental and physical well-being.	3.25	3.0
Standard 4: Community Norms Collaboratively establish and reinforce norms and staff conduct that engender collegiality and professionalism by modeling trust, respect, and ethical considerations in all interactions.	3.12	3.0
Leading Change Competency		
<ul style="list-style-type: none"> Outcome 1: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Vision Develop, articulate, and enlist others in a vision of high expectations for each member of the school community.	3.0	2.67
Standard 2: Advocacy- Promote acceptance of change by forming effective coalitions that provide opportunities to influence policy development.	2.88	2.83
Standard 3: Organizational and Personal Productivity Ensure organizational wellness and resiliency by providing actionable feedback to support others through the process of change, building capacity for leadership at all levels, enabling others to experiment and take risks, while promoting healthy habits as a way of life.	2.75	3.0
Standard 4: Data-Driven Change Management Guide and support the facilitation of data analysis, disaggregation, and collaborative inquiry to ensure the identification of root causes that can be addressed through systematic continuous improvement.	3.0	2.92
Human Resource Management Competency		
<ul style="list-style-type: none"> Outcome 5: Students will demonstrate a maturity in the social, ethical, and human dispositions that are critical to educational leadership. 		

Rubric Criteria	2012-2013	2013-2014
Standard 1: Staffing- Recruit, select, and hire “highly qualified” and fully effective personnel.	3.11	2.58
Standard 2: Professional Learning Provide opportunities for staff members that foster professional growth and development.	3.22	2.92
Standard 3: Evaluation Enhance staff performance through effective use of personnel evaluation processes.	3.0	2.58
Standard 4: Ethics Model and reinforce ethical standards and legal mandates.	3.11	3.0
Organizational Management & Governance Competency		
<ul style="list-style-type: none"> Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Fiscal Resources Work collaboratively to develop and efficiently execute a budget that aligns resources with data-driven student achievement and school improvement needs.	2.89	2.58
Standard 2: Safe and Effective Operations and Physical Environment Coordinate daily operations and maintenance of the facility to ensure that the school is managed in a safe, effective, and efficient manner and in compliance with state and local codes and regulations and is appealing and welcoming to students, staff, parents, and community.	3.0	3.0
Standard 3: Student Discipline Monitor and support a school-wide discipline plan that includes a discipline vision, school rules, instructional behavior supports, positive behavioral reinforcements, progressive consequences, data analysis, and professional learning for the staff.	2.89	3.0
Standard 4: Shared Governance Establish, implement, and facilitate an operational management structure that fosters creativity, innovation, pride, ownership, and merit among all stakeholders via distributive leadership practices.	3.0	2.92

ULead Summative rubric assessed in the EDLE Portfolio		
Instructional Leadership Competency		
<ul style="list-style-type: none"> Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. 		
Rubric Criteria	2012-2013 (N=9)	2013-2014 (N=1)
Standard 1: Linking Curriculum, Instruction, and Assessment Explicitly communicate the relationship between curriculum, instruction, and assessment to ensure purposeful planning and implementation of required curriculum standards to increase student learning and	3.44	4.0

achievement.		
Standard 2: Standards for Learning Ensure that instructional staff recognizes, examines, and implements the expected depth of knowledge required for student performances defined by each standard within the curriculum.	3.0	4.0
Standard 3: Effective Teaching Build capacity to ensure that research-based instructional strategies are pervasively and consistently implemented with fidelity.	3.22	4.0
Standard 4: Data-Driven Instruction Lead the instructional staff in collaboratively analyzing, interpreting, and communicating results of assessments to plan for continuous improvement of student learning.	3.33	3.0
Standard 5: Assessment Engage the instructional staff in collaboratively designing, refining, and/or improving formative and summative assessments that will be used to measure student learning and make instructional decisions.	3.22	3.0
<i>Equity and Social Justice Competency</i>		
<ul style="list-style-type: none"> Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Engagement and Access Establish instructional programs that ensure engagement of each learner in a rigorous and relevant curriculum.	3.11	3.0
Standard 2: Culturally-Relevant Instruction Ensure research-based, culturally-relevant instructional strategies are embedded in the learning environment to ensure equitable learning of performance standards.	3.22	3.0
Standard 3: Identifying and Mitigating Inequities- Regularly and systematically engages faculty, staff, and stakeholders in courageous dialogue to identify and mitigate inequities through the development and implementation of actionable strategies in all areas of the school community.	3.22	3.0
Standard 4: Monitoring for Equity Monitor and ensure that all instructional, extracurricular, and operational systems are implemented with equity. Examples include discipline; program placement in gifted/special education, advanced and remedial classes; technology; resource allocation; personnel; etc.	3.11	3.0
<i>Culture, Climate & Community Competency</i>		

<ul style="list-style-type: none"> Outcome 4: Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Core Values and Beliefs Analyze the existing culture of the school and local community by engaging members in meaningful personal reflection and dialogue to identify individual and collective core values and beliefs that affect learning.	3.11	3.0
Standard 2: Inclusive Learning Communities- Establish, analyze, and support communities of learning that support collaborative and inclusive involvement of all members of the school and local communities.	3.22	3.0
Standard 3: Caring Climate- Develop strategies to ensure mutual accountability for supporting and maintaining a safe and caring climate that promotes mental and physical well-being.	3.56	3.0
Standard 4: Community Norms Collaboratively establish and reinforce norms and staff conduct that engender collegiality and professionalism by modeling trust, respect, and ethical considerations in all interactions.	3.56	4.0
Leading Change Competency		
<ul style="list-style-type: none"> Outcome 1: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Vision Develop, articulate, and enlist others in a vision of high expectations for each member of the school community.	3.33	3.0
Standard 2: Advocacy- Promote acceptance of change by forming effective coalitions that provide opportunities to influence policy development.	3.22	3.0
Standard 3: Organizational and Personal Productivity Ensure organizational wellness and resiliency by providing actionable feedback to support others through the process of change, building capacity for leadership at all levels, enabling others to experiment and take risks, while promoting healthy habits as a way of life.	3.56	3.0

Standard 4: Data-Driven Change Management Guide and support the facilitation of data analysis, disaggregation, and collaborative inquiry to ensure the identification of root causes that can be addressed through systematic continuous improvement.	3.33	3.0
Human Resource Management Competency		
<ul style="list-style-type: none"> Outcome 5: Students will demonstrate a maturity in the social, ethical, and human dispositions that are critical to educational leadership. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Staffing- Recruit, select, and hire “highly qualified” and fully effective personnel.	3.11	3.0
Standard 2: Professional Learning Provide opportunities for staff members that foster professional growth and development.	3.56	3.0
Standard 3: Evaluation Enhance staff performance through effective use of personnel evaluation processes.	3.0	3.0
Standard 4: Ethics Model and reinforce ethical standards and legal mandates.	3.56	3.0
Organizational Management & Governance Competency		
<ul style="list-style-type: none"> Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. 		
Rubric Criteria	2012-2013	2013-2014
Standard 1: Fiscal Resources Work collaboratively to develop and efficiently execute a budget that aligns resources with data-driven student achievement and school improvement needs.	3.11	3.0
Standard 2: Safe and Effective Operations and Physical Environment Coordinate daily operations and maintenance of the facility to ensure that the school is managed in a safe, effective, and efficient manner and in compliance with state and local codes and regulations and is appealing and welcoming to students, staff, parents, and community.	3.11	3.0
Standard 3: Student Discipline Monitor and support a school-wide discipline plan that includes a discipline vision, school rules, instructional behavior supports, positive behavioral reinforcements, progressive consequences, data analysis, and professional learning for the staff.	3.11	3.0

Standard 4: Shared Governance Establish, implement, and facilitate an operational management structure that fosters creativity, innovation, pride, ownership, and merit among all stakeholders via distributive leadership practices.	3.33	3.0
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*Tk20 Report: West Georgia COE Standards Report