

**BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF GEORGIA**

2004

**Assessment of Institutional Progress Toward Meeting *Regents'*
*Principles and Actions for the Preparation of Educators for the Schools***

UNIVERSITY OF GEORGIA

Section II: Educational Leaders

I. Inputs:

Component Number	Component Description	2003 BOR Rating	2004 Self-Assessment	2004 BOR Assessment
I A	Shared Responsibility	3	3	3
I B	Practitioner-based Advisory Committee	2	2	2
I C	Field Experiences	4	4	4
I D	Admission Requirements	4	4	4

II A. Performance – Institutions:

Component Number	Component Description	2003 BOR Rating	2004 Self-Assessment	2004 BOR Assessment
II A(1)	“Take Back”	4	4	4
II A(2)	Recruitment	1	4	3
II A(3)	Mentoring Graduates – 2 Years	3	3	3
II A(4)	Partner Schools	1	2	2
II A(5)	Certification Exam – 80% Pass Rate	4	4	4
II A(6)	Faculty Reward System	0	4	4

II B. Performance – Leader Candidates:

Component Number	Component Description	2003 BOR Rating	2004 Self-Assessment	2004 BOR Assessment
II B(1)	High Expectations as Organizers for Curriculum, Instruction, Assessment	1	3	1
II B(2)	Effective Use of Data	2	3	2
II B(3)	Use Technology to Meet Student, Staff Learning Needs	2	3	2

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II B. Performance – Leader Candidates:

Component Number	Component Description	2003 BOR Rating	2004 Self-Assessment	2004 BOR Assessment
II B(4)	Results-based Performance Management	2	3	3
II B(5)	Raise Perceptions that Schools Can Do Better	1	3	0
II B(6)	Able to Develop Improvement Plans	1	3	1
II B(7)	Assist Teachers with Customizing Instruction	1	3	3
II B(8)	Student Support Services	1	3	1
II B(9)	Increase Student Learning Time as Necessary	1	3	1
II B(10)	Provide Safe and Orderly Environment	1	3	1
II B(11)	Able to Lead According to Law & Ethics	1	3	3
II B(12)	Technology-enhance Management	1	3	3

III. Results:

Component Number	Component Description	2003 BOR Rating	2004 Self-Assessment	2004 BOR Assessment
III A	2 nd year Leaders – Student Learning	1	4	1
III B	P-12 Student Learning – Partner Schools	1	4	1

Comments: In future reports please tab appendices and include brief analysis of referenced appendix in body of report.

Section II A. Performance—Institutions:

IIA(2) Based on last year’s comments, reviewers expected to see evidence of a coherent targeted recruitment plan.

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Section II B. Performance—Leader Candidates:

IIB(1-9) Based on information provided (syllabi), it is not possible for reviewers to make a judgment on institutional progress toward meeting most of the 12 learning outcomes stipulated in this section of the *Regents' Principles*. It is clear instruction is provided on each learning outcome. It is not consistently clear how candidate level performance is assessed in relation to each learning outcome. It is not consistently clear that each candidate has opportunities in field experiences to demonstrate that each meets the learning outcome. The results of candidate level performance in relation to each learning outcome, or how the institution monitors candidate level performance on each learning outcome, are not at all clear from the information provided. Hence, reviewers assigned a level 1, 2, or 3 on each learning outcome based on clarity of information provided.

Section III. Results:

IIIA It is not clear from information provided how levels 2, 3, and 4 on rubric are met.

IIIB It is not clear from information provided how levels 2, 3, and 4 on rubric are met.