VALIDITY IN EDUCATIONAL AND PSYCHOLOGICAL Tutorial

Validity In Educational And Psychological

Assessm

Validity in Educational and Psychological Assessm: Understanding Its Importance and

Applications

validity in educational and psychological assessm is a cornerstone concept that

ensures the accuracy and meaningfulness of tests, measurements, and evaluations used

in schools, clinical settings, and research. Without validity, the results derived from these

assessments can be misleading or even harmful, leading to incorrect conclusions about an

individual?s abilities, traits, or mental health. In this article, we?ll explore what validity

means in the context of educational and psychological assessments, why it matters, its

di?erent types, and how professionals work to establish and maintain it.

What Does Validity Mean in Educational and Psychological

Assessm?

In simple terms, validity refers to the degree to which an assessment measures what it

claims to measure. For example, if a test is designed to evaluate a student?s

mathematical skills, validity assesses whether the test truly re?ects those skills rather

than reading ability or test-taking strategies. This concept is vital because it directly

impacts the decisions made based on the assessment results ? from educational placement and intervention strategies to clinical diagnoses and treatment plans.

The Role of Validity in Accurate Decision-Making

Imagine a scenario where an educational psychologist uses a cognitive test to determine if a child quali?es for special education services. If the test lacks validity, the child might be wrongly categorized, either missing out on necessary support or receiving services they don?t need. Similarly, in psychological assessments, invalid results could lead to misdiagnosis of mental health conditions, a?ecting treatment outcomes.

Therefore, establishing validity is not just about creating a good test; it?s about ensuring fairness, accuracy, and ethical responsibility in assessment practices.

Types of Validity in Educational and Psychological Assessments

Validity is a multi-faceted concept, and professionals recognize several types that together contribute to the overall validity of an assessment tool. Understanding these di?erent forms helps in designing, evaluating, and interpreting tests more e?ectively.

Content Validity

Content validity refers to how well the content of a test represents the entire domain it intends to cover. For instance, a history exam should include questions from all relevant topics rather than focusing narrowly on one chapter. Experts often review test items to ensure they comprehensively sample the subject matter.

Construct Validity

Construct validity is about whether the test truly measures the theoretical construct it

claims to assess, such as intelligence, anxiety, or motivation. This type of validity often involves correlating test results with other measures or behaviors that are theoretically linked to the construct. For example, a test designed to assess depression should correlate with clinical observations and other established depression scales.

Criterion-Related Validity

Criterion-related validity evaluates how well a test predicts outcomes or correlates with another established measure (the criterion). There are two main subtypes:

Predictive validity: How well the test forecasts future performance, like how well

1.

an SAT score predicts college success.

Concurrent validity: How well the test correlates with a criterion measured at the

2.

same time, such as a new anxiety questionnaire compared with a clinical interview.

Face Validity

Though not a technical form of validity, face validity refers to the extent to which a test appears valid to test-takers and stakeholders. While it doesn?t guarantee true validity, high face validity can increase acceptance and cooperation during assessment.

Factors A?ecting Validity in Assessments

Several factors can in?uence the validity of educational and psychological assessments,

and it?s crucial for professionals to be aware of these when administering tests.

Test Design and Item Quality

Poorly written test items, ambiguous questions, or inappropriate di?culty levels can reduce validity. High-quality test construction involves clear, unbiased items aligned with the intended construct.

Test Administration Conditions

Environmental factors such as distractions, time constraints, or inconsistent instructions can impact how well a test measures the intended skills or traits. Standardized administration helps maintain validity.

Respondent Factors

The test-taker?s mood, health, motivation, cultural background, and language pro?ciency can all a?ect responses. For example, language barriers can invalidate the results of a cognitive test designed for native speakers.

How to Enhance and Evaluate Validity in Practice

Professionals use several strategies to ensure their assessments maintain strong validity.

Expert Review and Pilot Testing

Before ?nalizing an assessment, experts in the relevant ?eld review the content and format to con?rm content validity. Pilot testing with a representative sample helps identify confusing or irrelevant items.

Statistical Analysis

Techniques such as factor analysis, correlation studies, and regression analysis help

evaluate construct and criterion-related validity. These methods reveal patterns in test results and their relationships with external criteria.

Ongoing Validation

Validity is not a one-time achievement. As tests are used in di?erent populations and contexts, continuous validation studies are necessary to con?rm that the assessment remains accurate and relevant.

Using Multiple Measures

Combining di?erent types of assessments (e.g., self-reports, observations, standardized tests) can triangulate data, enhancing the overall validity of conclusions drawn about an individual.

The Importance of Validity in Diverse Educational and Psychological Contexts

Validity takes on special signi?cance when assessments are used across diverse groups. Cultural fairness, language di?erences, and varying educational backgrounds can all challenge the validity of tests.

Cultural and Linguistic Considerations

Tests developed in one cultural context may not be valid in another without careful adaptation. For example, a psychological assessment created in the United States might not accurately measure anxiety in a non-Western culture due to di?ering expressions and experiences of distress.

Ethical Implications

Using invalid assessments can lead to discrimination, stigmatization, and unjust decisions. Ethical standards in psychology and education emphasize the necessity of using valid tools to respect individuals? rights and dignity.

Final Thoughts on Validity in Educational and Psychological Assessm

Understanding validity in educational and psychological assessm is essential for anyone involved in testing and evaluation. It?s about ensuring that the tools used are truly measuring what they intend to, thereby supporting accurate, fair, and meaningful decisions. Whether you?re a teacher, psychologist, researcher, or policymaker, keeping validity at the forefront of assessment practices helps uphold the integrity and utility of your work. After all, the goal of assessment is not just to produce numbers but to gain genuine insights that can guide learning, growth, and well-being.

Question

Answer

What is validity in educational and psychological assessment?

Validity refers to the degree to which an assessment tool measures what it is intended to measure and how accurately it re?ects the speci?c concept or construct

being evaluated.

What are the main types of validity in educational and psychological assessments?

The main types of validity include content validity, construct validity, criterion-related validity (which includes predictive and concurrent validity), and face validity.

How is content validity established in assessments?

Content validity is established by ensuring the assessment items comprehensively cover the domain or subject matter they are intended to measure, often through expert judgment and alignment with curriculum or theoretical frameworks.

What role does construct validity play in psychological testing?

Construct validity determines how well a test or instrument measures the theoretical psychological

construct it intends to assess, such as intelligence, anxiety, or motivation, often involving convergent and discriminant evidence.

How can predictive validity be applied in educational assessments?

Predictive validity assesses how well a test predicts future performance or outcomes, such as using standardized test scores to predict college success or job performance.

Why is face validity important even though it is considered the weakest form of validity?

Face validity matters because it in?uences test takers' acceptance and motivation; if a test appears relevant and appropriate on the surface, individuals are more likely to engage seriously with it.

What methods are commonly used to evaluate the validity of an

assessment tool?

Methods include expert reviews for content validity,

statistical analyses like factor analysis for construct

validity, correlation studies for criterion-related validity,

and pilot testing with feedback for face validity.

How does cultural bias

a?ect validity in

psychological assessments?

Cultural bias can threaten validity by causing an

assessment to inaccurately measure constructs across

di?erent cultural groups, leading to unfair or invalid

conclusions; ensuring cultural fairness enhances overall

validity.

Validity in Educational and Psychological Assessm

validity in educational and psychological assessm is a cornerstone concept

in?uencing the credibility and usefulness of tests, measurements, and evaluations in

these ?elds. Without establishing validity, the results of assessments?whether in schools,

clinical settings, or research?may be misleading or misinterpreted, leading to

inappropriate decisions or interventions. Exploring the multifaceted nature of validity

reveals its critical role in ensuring that educational and psychological assessments

accurately re?ect the constructs they are intended to measure.

Understanding Validity: Beyond Surface-Level Accuracy

At its core, validity pertains to the degree to which evidence and theory support the interpretations of test scores for their intended purposes. In educational and psychological contexts, this means that a test or instrument must measure what it claims to measure, whether it?s cognitive abilities, personality traits, or academic achievement. Unlike reliability, which focuses on consistency, validity encompasses the meaningfulness and appropriateness of inferences drawn from assessment results.

The concept of validity has evolved over decades, shifting from viewing it as a property of the test itself to understanding it as a property of the interpretations and uses of test scores. This reframing emphasizes that validity is not an inherent characteristic but depends on the evidence supporting particular uses of assessment data.

Types of Validity in Educational and Psychological Assessm

The literature identi?es several types of validity, each contributing uniquely to the overall validity argument:

Content Validity: Ensures that the assessment content represents the domain it

1.

aims to cover. For example, a math test must cover relevant mathematical skills aligned with curricular standards.

Construct Validity: Addresses whether the test truly measures the theoretical

2.

construct it purports to assess, such as intelligence or anxiety. This involves correlational studies and factor analysis to con?rm the test?s structure.

Criterion-related Validity: Focuses on the test?s e?ectiveness in predicting

3.

outcomes or correlating with external criteria. This includes predictive validity (forecasting future performance) and concurrent validity (correlating with contemporaneous measures).

Face Validity: Although not a rigorous form of validity, face validity refers to

4.

whether a test appears valid to test-takers or stakeholders, a?ecting motivation and acceptance.

Each type plays a pivotal role in the development, evaluation, and application of assessments, and a comprehensive validity argument incorporates multiple sources of evidence.

The Importance of Validity in Educational Settings

In education, validity directly impacts the fairness and e?ectiveness of assessments used for student placement, progress monitoring, and accountability. For example, standardized tests used for college admissions must demonstrate high validity to justify their role in selecting candidates. If validity is compromised, the risk of unfairly advantaging or disadvantaging certain groups increases, raising ethical and legal

concerns.

Moreover, validity a?ects instructional decisions. Teachers rely on assessment data to identify learning gaps and tailor instruction. If assessments lack construct validity, educators might misinterpret student abilities, leading to ine?ective interventions. This underscores the need for ongoing validation studies, especially as curricula and educational standards evolve.

Challenges in Maintaining Validity in Educational Assessments

Maintaining validity in educational assessments faces several challenges:

Curriculum Alignment: Rapid changes in educational standards may outpace the

1.

revision of assessments, causing content validity issues.

Diverse Populations: Cultural and linguistic diversity can impact test

2.

performance, necessitating validity evidence for di?erent demographic groups.

Test-Taking Motivation: Low motivation or engagement can a?ect test scores,

3.

complicating the interpretation of validity.

Addressing these challenges requires rigorous test development processes, including pilot testing, expert reviews, and statistical analyses.

Validity in Psychological Assessment: Nuances and Implications

Psychological assessments, such as personality inventories, cognitive tests, and diagnostic tools, demand meticulous validation due to their in?uence on clinical decisions, employment, and legal outcomes. Validity in psychological measurement often grapples with abstract constructs?like depression or self-esteem?that are inherently di?cult to quantify.

Construct Validity as a Central Focus

In psychology, construct validity is paramount because many tests attempt to quantify latent traits. Establishing construct validity involves demonstrating that the test correlates with related measures (convergent validity) and does not correlate with unrelated constructs (discriminant validity). Advanced statistical techniques, such as con?rmatory factor analysis and structural equation modeling, are commonly employed to validate these relationships.

Criterion-related Validity in Clinical Contexts

Psychological tests often serve diagnostic purposes, where criterion-related validity is critical. For instance, a screening tool for anxiety must accurately predict clinical diagnoses to be considered valid. Sensitivity and speci?city metrics are essential here, re?ecting the test?s ability to correctly identify true positives and true negatives.

Integrating Validity Evidence: Best Practices and Methodologies

The modern approach to validity emphasizes collecting a comprehensive array of evidence to support score interpretations. The Standards for Educational and Psychological Testing, jointly developed by the American Educational Research

Association (AERA), American Psychological Association (APA), and National Council on

Measurement in Education (NCME), provide a robust framework guiding validity

evaluation.

Key Sources of Validity Evidence

Test Content: Expert judgment and content analysis ensure that questions

1.

represent the domain appropriately.

Response Processes: Investigating cognitive processes engaged by test-takers to

2.

con?rm alignment with theoretical constructs.

Internal Structure: Statistical analyses assessing item correlations and factor

3.

structures.

Relations to Other Variables: Correlational studies comparing test scores with

4.

external measures.

Consequences of Testing: Evaluating the impact of test use on individuals and

5.

groups, including unintended e?ects.

Technological Advances and Validity Concerns

The rise of computer-based testing and adaptive assessments introduces new validity considerations. For example, item exposure and algorithmic selection in computerized adaptive testing must be scrutinized to ensure that score interpretations remain valid across di?erent administration conditions. Additionally, automated scoring systems, such as those used in essay grading, require validation to con?rm they align with human judgment.

The Dynamic Nature of Validity in Assessment Practice

Validity in educational and psychological assessm is not a static property but a continuous process. As new evidence emerges, tests and their interpretations may require revision. This dynamic nature re?ects the complexity of human traits and learning, as well as evolving societal expectations.

In practice, validity serves as a safeguard against misapplication of assessments. Professionals in education and psychology must engage in critical evaluation of existing tools and remain vigilant toward new developments. This ongoing commitment helps maintain integrity in assessment practices and supports informed, equitable decisions. Through a comprehensive understanding of validity and its multifaceted dimensions, stakeholders can better appreciate the intricacies involved in creating and using assessments that truly serve their intended purposes.

reliability, construct validity, content validity, criterion validity, internal consistency, test-retest reliability, measurement error, psychometrics, assessment accuracy, validity

evidence

NATIONAL EDUCATIONAL BOSSES DAY 2014

National Educational Bosses Day 2014

National Educational Bosses Day 2014: Honoring Leadership in Education

national educational bosses day 2014 marked a special occasion dedicated to

recognizing the invaluable contributions of educational leaders across the nation. This day brought attention to the pivotal role that principals, superintendents, and other educational administrators play in shaping the future of schools and ultimately, the success of students. Celebrated with enthusiasm in various educational institutions, National Educational Bosses Day 2014 highlighted the importance of leadership, vision, and dedication within the education sector.

The Signi?cance of National Educational Bosses Day 2014

National Educational Bosses Day is a relatively unique celebration that focuses speci?cally on those at the helm of educational institutions. Unlike Teacher Appreciation Week or other similar observances, this day shines a spotlight on the bosses?the school leaders who often work behind the scenes but whose decisions and guidance have far-reaching e?ects.

In 2014, the event gained traction as school communities nationwide took steps to acknowledge administrators? hard work. From organizing small celebrations to hosting

formal recognition ceremonies, schools made sure their educational bosses felt appreciated for their leadership.

Why Recognizing Educational Leaders Matters

Educational bosses are responsible for managing complex operations that a?ect students, teachers, parents, and the wider community. Their duties often include:

Developing and implementing school policies

1.

Supporting teacher professional development

2.

Maintaining a safe and positive school environment

3.

Engaging with parents and community stakeholders

4.

By celebrating National Educational Bosses Day 2014, schools emphasized the critical nature of these responsibilities. Recognizing leaders boosts morale and fosters a positive educational culture that bene?ts everyone involved.

How Schools Celebrated National Educational Bosses Day 2014

The ways in which schools and districts observed National Educational Bosses Day in 2014 varied widely, re?ecting creativity and genuine appreciation. Here are some popular ideas and activities that were implemented:

Personalized Thank You Notes and Gifts

One of the simplest yet most heartfelt ways to honor educational bosses was through personalized thank-you notes from teachers, students, and parents. These messages often highlighted speci?c instances where a leader?s decisions or support made a di?erence. Accompanying gifts ranged from ?owers and plaques to books and gift cards, adding a thoughtful touch.

School-Wide Assemblies and Recognition Events

Some schools organized assemblies where students and sta? publicly acknowledged their principals and administrators. These events often included speeches, presentations, and even performances dedicated to the leaders. Public recognition helped reinforce the value of leadership and brought the school community closer together.

Social Media Campaigns and Online Tributes

By 2014, social media had become a powerful tool for spreading awareness. Several educational institutions launched campaigns on platforms like Facebook and Twitter using hashtags related to National Educational Bosses Day. These online tributes allowed communities to share stories, photos, and messages, creating a virtual celebration that extended beyond the school walls.

The Role of Educational Leadership in Today?s Schools

Understanding the importance of National Educational Bosses Day 2014 involves delving into what educational leadership entails and why it is so crucial in modern schooling environments.

Balancing Administrative Duties with Visionary Leadership

E?ective educational bosses must juggle numerous administrative tasks?from budgeting and compliance to sta?ng and facilities management?while also steering their institutions toward long-term goals. This balance requires strong organizational skills and a clear vision for student achievement.

Fostering a Collaborative School Culture

The best educational leaders prioritize collaboration. By encouraging open communication among teachers, sta?, and students, they build a supportive atmosphere where innovation thrives. National Educational Bosses Day 2014 served as a reminder of the impact that positive leadership has on school culture.

Adapting to Educational Challenges

Leaders in education face ongoing challenges, such as integrating technology into classrooms, addressing diverse student needs, and navigating policy changes. The 2014 celebration highlighted how bosses are often the driving force behind adapting to these obstacles, ensuring that schools remain e?ective and inclusive.

Tips for Celebrating National Educational Bosses Day in Your School

If you?re inspired by National Educational Bosses Day 2014 and want to honor your educational leaders, here are some meaningful ways to celebrate:

Organize a Surprise Celebration: Gather teachers and students to create a

1.

surprise party or assembly recognizing your principal or superintendent?s e?orts.

Create a Tribute Video: Compile short clips from sta? and students sharing their

2.

appreciation and memories of your educational bosses.

O?er Professional Development Opportunities: Gift your leaders with access

3.

to workshops or conferences that can support their growth and show your

investment in their success.

Decorate the School O?ce: Use banners, posters, and balloons to brighten the

4.

workspace of your educational bosses and make them feel celebrated.

Share Stories Publicly: Use newsletters, social media, or the school website to

5.

highlight accomplishments and stories about your educational leaders.

These ideas not only celebrate leadership but also foster stronger connections within the

school community.

The Lasting Impact of National Educational Bosses Day

Although National Educational Bosses Day 2014 was a one-day event, its impact rippled

through schools well beyond that year. By dedicating time to appreciate educational

bosses, schools reinforced the importance of leadership in education. This recognition

encouraged leaders to continue striving for excellence and inspired others to pursue leadership roles within education.

Moreover, the celebration helped raise awareness among students and parents about the complexities of school management, fostering greater respect for those who guide educational institutions.

National Educational Bosses Day serves as a timely reminder of the human side of educational administration?reminding us that behind every successful school is a dedicated leader working tirelessly to make a di?erence.

Question

Answer

What is National Educational Bosses Day 2014?

National Educational Bosses Day 2014 is a day dedicated to recognizing and appreciating the leaders and administrators in the educational sector for their contributions and guidance.

When was National Educational Bosses Day 2014 observed?

National Educational Bosses Day 2014 was observed on

October 16, 2014.

What is the signi?cance of

National Educational Bosses

Day?

The day highlights the important role educational

leaders play in shaping schools, supporting sta?, and

fostering a positive learning environment.

How can employees

celebrate National

Educational Bosses Day

2014?

Employees can celebrate by expressing gratitude

through cards, gifts, or organizing small appreciation

events to acknowledge their bosses' hard work and

leadership.

Are there any special events

held for National Educational

Bosses Day 2014?

Some schools and educational institutions organized

recognition ceremonies, luncheons, or social media

campaigns to honor their educational leaders on

National Educational Bosses Day 2014.

National Educational Bosses Day 2014: Recognizing Leadership in Education

national educational bosses day 2014 marked an occasion dedicated to

acknowledging the pivotal role that educational leaders play in shaping schools, colleges, and learning environments across the nation. This day served as a platform to appreciate the e?orts of principals, superintendents, deans, and other administrative ?gures who guide educational institutions toward academic excellence and innovation. Understanding the signi?cance of this observance provides valuable insights into the challenges and achievements of educational leadership during a transformative period in the education sector.

The Context and Importance of National Educational Bosses Day

National Educational Bosses Day 2014 emerged amid growing awareness of the complexity and demands placed on education administrators. As schools increasingly faced issues such as budget constraints, curriculum reforms, technological integration, and accountability pressures, the role of educational bosses became more critical than ever. Celebrating this day was not just about recognition but also about highlighting the evolving responsibilities and the impact that strong leadership has on student outcomes and institutional success.

In 2014, education systems worldwide were undergoing signi?cant changes, including the implementation of new standards like the Common Core State Standards in the United

States. Educational leaders had to navigate these reforms while managing sta?, maintaining community relations, and fostering inclusive learning environments. National Educational Bosses Day 2014 o?ered an opportunity to re?ect on these multifaceted challenges and commend those who rose to meet them.

De?ning the Role of Educational Leaders in 2014

The term ?educational boss? encompasses a wide array of positions, from school principals and district superintendents to university chancellors and department heads. In 2014, the responsibilities of these leaders were expanding beyond traditional administrative tasks. They were expected to be visionaries, problem-solvers, and advocates for both teachers and students.

Key functions included:

Strategic planning to improve academic performance and institutional reputation.

1.

Managing budgets and allocating resources e?ciently amid funding challenges.

2.

Implementing technology to enhance teaching and learning processes.

3.

Ensuring compliance with evolving educational policies and regulations.

4.

Promoting professional development and teacher retention.

5.

Engaging with parents, community stakeholders, and policymakers.

6.

These tasks demanded a balance of leadership skills, educational expertise, and interpersonal abilities, demonstrating why a dedicated day to honor educational bosses was both relevant and necessary.

Challenges Faced by Educational Leaders in 2014

Educational leaders in 2014 confronted numerous obstacles that tested their adaptability and resilience. Funding cuts in public education were widespread, compelling administrators to make di?cult decisions about sta?ng, programming, and infrastructure. According to a 2014 report by the Center on Budget and Policy Priorities, 29 states had lower per-student funding levels compared to pre-recession years, intensifying pressures on school bosses to do more with less.

Simultaneously, the push for accountability increased, with leaders held responsible for student achievement metrics and standardized test results. This environment sometimes created tension between administrative directives and teacher autonomy, requiring bosses to mediate e?ectively among diverse interests.

Moreover, the rapid integration of technology into classrooms introduced both opportunities and hurdles. Leaders had to assess the best digital tools, train sta?, and ensure equitable access for students. These technological transitions were essential for modern education but required careful management to avoid disparities and disruptions.

Comparisons with Previous Years

When examining National Educational Bosses Day 2014 in the context of prior years, several trends become evident. Earlier observances tended to focus more on general appreciation, but by 2014, there was a heightened emphasis on the strategic and transformative aspects of leadership. This shift re?ected broader education reforms and societal expectations for leaders to be change agents rather than mere administrators. Data from the National Center for Education Statistics (NCES) indicated that between 2010 and 2014, the number of educational leadership programs increased, signaling growing recognition of the need for professional preparation tailored to these complex roles. National Educational Bosses Day 2014 coincided with calls for more specialized training and leadership development.

Features of National Educational Bosses Day 2014 Celebrations

The observance of National Educational Bosses Day in 2014 featured various activities designed to honor and support education leaders. Schools and districts across the country held ceremonies, luncheons, and award presentations. These events often included:

Recognition of outstanding principals and superintendents for their contributions.

1.

Workshops and seminars focusing on leadership skills and best practices.

2.

Community outreach programs emphasizing the importance of educational

3.

leadership.

Media coverage highlighting stories of successful leaders and innovative initiatives.

4.

Social media played an increasing role in 2014 celebrations, with hashtags promoting the day?s message and facilitating conversations among educators nationwide. This digital engagement helped raise awareness about the vital role of educational bosses beyond the con?nes of individual institutions.

Pros and Cons of Such Observances

Honoring educational leaders through a dedicated day has several advantages. It boosts morale, fosters a culture of appreciation, and can motivate leaders to continue pursuing excellence. Public recognition also helps stakeholders?teachers, parents, policymakers?understand the challenges faced by those at the helm of education.

However, some critics argue that a single day of recognition may only o?er super?cial acknowledgment without addressing systemic issues that educational bosses face daily. Without accompanying support measures, such as increased funding or policy reforms, the impact of National Educational Bosses Day could be limited.

Nonetheless, in 2014, the day served as a valuable reminder of the human element behind educational administration and the need for ongoing investment in leadership development.

The Legacy of National Educational Bosses Day 2014

Re?ecting on National Educational Bosses Day 2014 reveals its contribution to elevating the discourse around educational leadership. The day helped spotlight the complexities and demands of leadership roles during a period of signi?cant educational change. It also underscored the importance of recognizing leaders not only for their managerial duties but for their vision and commitment to fostering inclusive, high-quality education.

As the education landscape continues to evolve, the themes highlighted in 2014 remain relevant. The need for adaptive, well-prepared, and empathetic leaders is more pressing than ever. National Educational Bosses Day 2014 set a precedent for ongoing appreciation and support, encouraging a culture that values leadership as a cornerstone of educational success.

national educational bosses day, educational leaders 2014, school administrators appreciation, education management day, principals day 2014, educational supervisors celebration, school bosses recognition, education directors 2014, academic leaders day, educational leadership appreciation

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