

Completer Surveys
Educational Leadership – pp. 1-14
Curriculum and Instruction – pp. 15-21

Educational Leadership Completer Surveys

*Given to completers one year after program completion

Question	2018 Completors (2019 Respondees)
Respondees	Total Number of Completors = 24 Response Rate: 37.5%
Current Role	Assistant Principal = 4 SPED Director/Dept Chair = 2 State DOE Program Specialist = 1 Middle Grades SPED Teacher = 1 Director of Instructional Services & Policy = 1
Now that I have the hindsight of a year, I can say that I am satisfied with my experience in the Educational Leadership Program at the University of North Georgia.	Strongly Agree = 7 (77.78%) Agree = 2 (22.22%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
The Educational Leadership Program taught me information that has helped me in my current professional position.	Strongly Agree = 6 (66.67%) Agree = 3 (33.33%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
The assignments I completed while in the program have had meaningful application to my current professional work.	Strongly Agree = 4 (44.44%) Agree = 4 (44.44%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership Program helped me to understand how to build a collective vision of student success and well-being.	Strongly Agree = 4 (44.44%) Agree = 5 (55.56%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership Program helped me understand how to build a vision that encapsulates perspectives as a diverse school community.	Strongly Agree = 2 (22.22%) Agree = 6 (66.67%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership Program helped me to develop strong abilities to	Strongly Agree = 6 (66.67%) Agree = 2 (22.22%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0

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champion and support instruction that maximizes student learning.	Strongly Disagree = 0
My work at UNG in the Educational Leadership Program helped me develop my abilities to champion and support assessment that maximizes student learning.	Strongly Agree = 3 (33.33%) Agree = 4 (44.44%) Neither Agree nor Disagree = 2 (22.22%) Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership Program helped me to understand how to help build a system of instruction and assessment that meets individual and diverse student needs.	Strongly Agree = 4 (44.44%) Agree = 3 (33.33%) Neither Agree nor Disagree = 2 (22.22%) Disagree = 0 Strongly Disagree = 0
The Educational Leadership Program provided me with real-time opportunities to learn through clinical practice.	Strongly Agree = 6 (66.67%) Agree = 3 (33.33%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
Over the past year, I can see that my work at UNG in the Educational Leadership Program helped me to feel confident in my abilities to manage staff members' professional skills and practices in order to drive student learning and achievement.	Strongly Agree = 4 (44.44%) Agree = 3 (33.33%) Neither Agree nor Disagree = 2 (22.22%) Disagree = 0 Strongly Disagree = 0
Over the past year, I can see that my work at UNG in the Educational Leadership Program helped me to feel confident in my abilities to develop staff members' professional skills and practices in order to drive student learning and achievement.	Strongly Agree = 4 (44.44%) Agree = 5 (55.56%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership Program helped me to feel confident in my abilities to cultivate a caring and	Strongly Agree = 5 (55.56%) Agree = 3 (33.33%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0 Strongly Disagree = 0

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inclusive school community dedicated to student learning, academic success, and the personal well-being of every student.	
My work at UNG in the Educational Leadership Program helped me to understand how to effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff.	Strongly Agree = 3 (33.33%) Agree = 5 (55.56%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership Program helped me to feel confident in my abilities to engage families and the outside community to promote and support student success.	Strongly Agree = 5 (55.56%) Agree = 3 (33.33%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership helped me to understand how to develop and monitor operations efficiently and effectively. (Ex. Schedules, Budgets, School Safety Plans)	Strongly Agree = 2 (22.22%) Agree = 6 (66.67%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership Program prepared me to use data to improve programs and learning opportunities for all students.	Strongly Agree = 4 (44.44%) Agree = 4 (44.44%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership Program helped me to understand how to encourage the use of technology to enhance student learning.	Strongly Agree = 1 (11.11%) Agree = 5 (55.56%) Neither Agree nor Disagree = 3 (33.33%) Disagree = 0 Strongly Disagree = 0
I have used what I learned in the Educational Leadership Program to utilize data to pinpoint the most effective educators and instructional programs.	Strongly Agree = 3 (33.33%) Agree = 5 (55.56%) Neither Agree nor Disagree = 1 (11.11%) Disagree = 0 Strongly Disagree = 0
My work at UNG in the Educational Leadership	Strongly Agree = 3 (33.33%) Agree = 4 (44.44%)

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<p>Program helped me to feel confident in my ability to engage faculty and staff in regular analyses and disaggregation of data to improve curriculum and instruction.</p>	<p>Neither Agree nor Disagree = 1 (11.11%) Disagree = 1 (11.11%) Strongly Disagree = 0</p>
<p>A year after completing this program, I would still recommend this program to those interested in P-12 leadership positions.</p>	<p>Strongly Agree = 7 (77.78%) Agree = 2 (22.22%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0</p>
<p>Now that you have had a year to reflect on the program and to put what you learned into action, on what topics/areas do you wish you would have had additional training in the program?</p>	<p>More details on budget and daily maintenance operations</p> <p>I wish we had heard from more assistant principals. Most of the professors were wonderful in their teaching, but I learned a lot from the administrators that were in the class as current assistant principals and were obtaining their Tier 1 certificate. Some assistant principal guest speakers would have been a benefit.</p> <p>I would love to learn more about educational law and school budgeting</p> <p>I feel that more practical applications for budgets could be assigned, as well as delving more deeply into the types of money - and perhaps the specific federal strings attached to certain common pots.</p>
<p>In what ways do you think the program could be improved?</p>	<p>I felt like, as someone who was at the district level, that most things didn't exactly apply to me. Although I enjoyed hearing about things that APs and Principals do, it wasn't necessarily relevant to me, and I felt that I was just an afterthought to the professors. I wonder if there is a need for at least some classes for people who are at the district level?</p> <p>I think the program needs to focus more on assistant principal/ academic coach/ etc. and less on being a principal. It was a Tier 1 program and it focused almost exclusively on the position of principal because it was taught by principals. It needed more from an assistant principal standpoint.</p> <p>Less work</p> <p>use online portfolio</p>
<p>What do you think were the program's strengths?</p>	<p>Professors that are still involved in education</p> <p>Good professors, good mentoring through the portfolio</p> <p>The case studies and individual/group research projects for presentations were where I learned the most. I think the case study discussions allowed us to be in a situation and discuss all the aspects of how the problem could be solved with the different outcomes, thinking about the different perspectives (teachers, admin, students, parents, community).</p> <p>Real world application</p> <p>real life professionals with experience</p> <p>The wealth of real experience demonstrated by the faculty - especially the strong support structure provided by Dr. Rosa.</p>

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<p>How did the program help you with furthering your educational leadership career?</p>	<p>Good for networking</p> <p>I was already in my position at the time of my Leadership classes, and I have no desire to go anywhere or do anything else.</p> <p>The program helped me to see problems and issues in the school from an administrator point of view vs. a teacher point of view.</p> <p>Networking with others across districts</p> <p>Through the work I did in this program I was able to move from Instructional Coach to an Assistant Principal at my school.</p> <p>allowed me to branch out and serve in various leadership capacities</p> <p>I am now in a district leadership position.</p>
<p>In what ways did the program help you to become a stronger educational leader?</p>	<p>I certainly learned many things that helped me become better in my job as a sped director.</p> <p>Collaborating with other leaders</p> <p>The opportunities helped me gain confidence and experiences to grow my leadership skills.</p> <p>forced me to work with our teachers and staff to broaden my leadership scope</p> <p>The clinical experience was the most valuable part; it made me evaluate my practice and make concrete changes to existing district structures to improve student outcomes.</p>
<p>If there is anything else you would like to tell us that has not been addressed above, please feel free to provide any additional comments in the space below.</p>	<p>Great job!</p> <p>I will be returning for Tier II.</p> <p>None</p>

Question	2019 Completers (2020 Respondeees)
Respondeees	<p>Total Number of Completers = 29 Respondeees = 13 Response Rate: 44.83%</p>
<p>Please select the appropriate descriptor of your current professional position:</p>	<p>Teacher = 6 School or District Leader = 6 Other = 1</p>
<p>Overall, I am satisfied with my experience in the Educational Leadership Program at the University of North</p>	<p>Strongly Agree = 8 (61.54%) Agree = 5 (38.46%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0</p>

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Georgia.	
After completing the Educational Leadership program at the University of North Georgia, I understand how to build a collective vision of student success and well-being.	Strongly Agree = 7 (53.85%) Agree = 6 (46.15%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
The professors in this program were supportive regarding my educational needs.	Strongly Agree = 10 (76.92%) Agree = 3 (23.08%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, I understand how to build a vision that encapsulates perspectives as a diverse school community.	Strongly Agree = 7 (53.85%) Agree = 4 (30.77%) Neither Agree nor Disagree = 2 (15.38%) Disagree = 0 Strongly Disagree = 0
My university supervisors in the program were supportive regarding my educational needs.	Strongly Agree = 10 (76.92%) Agree = 3 (23.08%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, I feel strong in my abilities to champion and support instruction that maximizes student learning.	Strongly Agree = 8 (61.54%) Agree = 5 (38.46%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
My mentor leader at my field placement site was supportive regarding my educational needs	Strongly Agree = 8 (61.54%) Agree = 3 (23.08%) Neither Agree nor Disagree = 2 (15.38%) Disagree = 0 Strongly Disagree = 0
After completing this program, I feel strong in my abilities to champion and support assessment that maximizes student learning.	Strongly Agree = 7 (53.85%) Agree = 6 (46.15%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
This program taught me information that has helped me in my current professional position.	Strongly Agree = 6 (50.00%) Agree = 6 (50.00%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
The assignments completed in the program were meaningful to my current professional work.	Strongly Agree = 7 (53.85%) Agree = 6 (46.15%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, I understand how to help build a	Strongly Agree = 7 (53.85%) Agree = 6 (46.15%) Neither Agree nor Disagree = 0

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system of instruction and assessment that meets individual and diverse student needs.	Disagree = 0 Strongly Disagree = 0
The assignments completed across the program built on one another rather than duplicating previous work.	Strongly Agree = 4 (30.77%) Agree = 8 (61.54%) Neither Agree nor Disagree = 0 Disagree = 1 (7.69%) Strongly Disagree = 0
This program challenged me academically.	Strongly Agree = 7 (53.85%) Agree = 5 (38.46%) Neither Agree nor Disagree = 1 (7.69%) Disagree = 0 Strongly Disagree = 0
After completing this program, I feel confident in my abilities to manage staff members' professional skills and practices in order to drive student learning and achievement.	Strongly Agree = 7 (53.85%) Agree = 6 (46.15%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, I feel confident in my abilities to cultivate a caring and inclusive school community dedicated to student learning, academic success, and the personal well-being of every student.	Strongly Agree = 8 (61.54%) Agree = 5 (38.46%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, I understand how to effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff.	Strongly Agree = 6 (46.15%) Agree = 5 (38.46%) Neither Agree nor Disagree = 2 (15.38%) Disagree = 0 Strongly Disagree = 0
I feel confident in my abilities to engage families and the outside community to promote and support student success.	Strongly Agree = 5 (38.46%) Agree = 7 (53.85%) Neither Agree nor Disagree = 1 (7.69%) Disagree = 0 Strongly Disagree = 0
After completing this program, I understand how to administer operations efficiently and effectively.	Strongly Agree = 7 (53.85%) Agree = 4 (30.77%) Neither Agree nor Disagree = 1 (7.69%) Disagree = 1 (7.69%) Strongly Disagree = 0
After completing this program, I understand how to encourage the use	Strongly Agree = 7 (53.85%) Agree = 4 (30.77%) Neither Agree nor Disagree = 2 (15.38%)

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of technology to enhance student learning.	Disagree = 0 Strongly Disagree = 0
I feel confident in my ability to analyze school data for improvement purposes for student achievement.	Strongly Agree = 7 (53.85%) Agree = 6 (46.15%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, I understand how to utilize data to pinpoint the most effective educators and instructional programs.	Strongly Agree = 6 (46.15%) Agree = 6 (46.15%) Neither Agree nor Disagree = 1 (7.69%) Disagree = 0 Strongly Disagree = 0
My logistical experiences in this program were positive (the application process, the certification process, the graduation process, advising, and communications).	Strongly Agree = 6 (46.15%) Agree = 6 (46.15%) Neither Agree nor Disagree = 0 Disagree = 1 (7.69%) Strongly Disagree = 0
After completing this program, I feel confident in my ability to engage staff in regular analyses and disaggregation of data to improve curriculum and instruction.	Strongly Agree = 7 (53.85%) Agree = 4 (30.77%) Neither Agree nor Disagree = 2 (15.38%) Disagree = 0 Strongly Disagree = 0
My faculty advisor communicated with me regularly about the program.	Strongly Agree = 7 (53.85%) Agree = 5 (38.46%) Neither Agree nor Disagree = 1 (7.69%) Disagree = 0 Strongly Disagree = 0
I would recommend this program to colleagues interested in working toward an educational leadership certification.	Strongly Agree = 8 (53.85%) Agree = 3 (30.77%) Neither Agree nor Disagree = 1 (7.69%) Disagree = 1 (7.69%) Strongly Disagree = 0
What did you like best about the Educational Leadership program at the University of North Georgia?	The cohort mixed with educators from multiple districts. I found it beneficial to collaborate with others and learn how their district handles certain aspects of education. All the professors were very helpful and gave lots of practical assignments. I think a strength of this program is the personal connections that we made with the professors. They are genuine, authentic people who care about students and families. They also have a great deal of experience to draw upon in teaching and guiding young up and coming leaders. My peers and our conversations in class. The professors possessed a great deal of knowledge and experience. I enjoyed learning from them!

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	<p>The cohort, when we were in person, was a phenomenal resource and great group to work with. Our discussions were always so rich and meaningful.</p> <p>The program felt very well-thought out and every class had meaningful assignments.</p> <p>Instructor's knowledge</p> <p>The best part of the program was collaborating with other leaders and learning about different experiences and ways of doing things.</p> <p>Professors with real world experience/ hybrid model for flexibility in completing classes.</p>
<p>In terms of academics (i.e., courses, content, research, assessments), what suggestions for improvement would you have for the Educational Leadership program at the University of North Georgia?</p>	<p>Make "busy work" meaningful.</p> <p>To improve this program, I would most definitely make all the documentation (portfolio, LDP, time log) cloud based through Google Drive. The constant uploading and trying to manage the word documents was frustrating. Also, LiveText and D2L are not very user friendly platform. I did not enjoy using them.</p> <p>I believe that the key assessments should be part of our hours and our documentation for our portfolio. The LDP should be a simple google sheet where we list the activities we did for each LKES. The reflection and extra documentation was redundant and a huge burden of time for working professionals.</p> <p>Nothing</p> <p>Many aspects of the portfolio seemed repetitive (ex: professional development plan reflections and reflections within the final portfolio). I also feel that there was a lack of preparation for the GACE assessment and very little guidance for certification.</p>
<p>In terms of your clinical experiences, what suggestions for improvement would you have for the Educational Leadership program at the University of North Georgia (i.e., field assignments, time spent in field, supervision and feedback)?</p>	<p>I learned so much but I do caution anyone taking this program that the amount of internship hours are VERY hard to accumulate when you are still a classroom teacher. The program is a bit tilted towards individuals who are already employed as administrators.</p> <p>The time log took a lot of precious time. We are already reflecting on our activities in the portfolio and quite honestly, I am not going to have a take away after every staff meeting that I observe or lead. It became monotonous and time I could have used elsewhere. I believe that reflection is important to growth, so having a paragraph of reflection at the end of each month with our biggest take aways would have been much more beneficial and worthwhile.</p> <p>The documentation became very cumbersome and hard to navigate because there were so many documents. It would be helpful to somehow merge the timelog and LDP.</p> <p>Nothing</p> <p>Based on conversations with others in the program, it sounds like there were</p>

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	<p>different expectations for the portfolio from different supervisors. Also, candidates had vastly different experiences with school mentors; some mentors provided lots of support, encouragement, and opportunity for learning, while others did not.</p> <p>The portfolio is a little redundant with having to do the LDP, time log with reflection, and completing the portfolio. I feel a lot of the LDP could be streamlined.</p>
<p>In terms of logistics (i.e., advising, general communications, graduation), what suggestions for improvement would you have for the Educational Leadership program at the University of North Georgia?</p>	<p>Make things clear. At times, we were all unsure of what was expected of us.</p> <p>For the most part, I felt like logistically every part of the program was sound. My only point of frustration was when I lost a point on an assignment for being a day late but it took the professor 5 weeks to grade it. It was the second assignment we did back in June and I didn't receive the grade and feedback until the day before the last class...yet I lost a point for being a day late. That did not sit well with me.</p> <p>Sometimes getting information from several different sources became confusing. It would be a good idea to create some kind of quick reference document detailing the course of study, GACE assessments and test numbers, and finalization of the program. Multiple emails, powerpoints and contacts were hard to keep up with.</p> <p>Nothing</p> <p>There was very little communication about the end of the program and the certification process. I understand that we were going through the end of our program in a unique time (due to the Covid-19 pandemic), but there was very little communication from March through the end of the semester. There was zero closure for the program, and I did not feel supported in final steps (preparation for GACE and certification process).</p>
<p>How did the professors support you during your program?</p>	<p>They were very supportive.</p> <p>They were all very knowledgeable and helpful.</p> <p>So supportive and encouraging. Again, that is the strength of this program--the professors.</p> <p>The professors had high expectations and understood that we all have full time, demanding jobs as well.</p> <p>Their instruction and insight was invaluable.</p> <p>They helped me with my individual goals for each assignment. Everything was very open ended so I could actually complete something meaningful for my current position and future career goals.</p> <p>Most professors were great throughout the program.</p> <p>Advice of getting to the next level and what to do when you get there.</p>
<p>How did your University</p>	<p>Very supportive and very informative. Offered lots of suggestions.</p>

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<p>Supervisor support you during your program?</p>	<p>Very helpful! Always willing to answer any questions.</p> <p>I always looked forward to talking with my university mentor. She was encouraging and supportive.</p> <p>He helped to make sense of the many documents and projects.</p> <p>She was a great deal of support and offered advice throughout the program! She checked on me regularly and personalized the experience.</p> <p>Dr. Smith was always helpful and willing to listen.</p> <p>She answered questions, gave feedback, helped organize and coordinate experiences - she was the best!</p> <p>My supervisor was very knowledgeable, but there was little communication from March - July (the last semester of the program).</p> <p>Monthly check ins and forcing you to view things from a different lense.</p>
<p>How did your assigned Mentor Leader support you during your program?</p>	<p>My mentor was extremely helpful and offered multiple opportunities for me during the field experience.</p> <p>She was very helpful and gave me a lot of responsibility.</p> <p>My mentor leader is the reason I am even still teaching so yes she was super supportive and encouraging.</p> <p>As needed.</p> <p>My mentor was very supportive and offered a great deal of advice. He also gave me opportunities to grow as a leader throughout the program.</p> <p>I was frequently given opportunities to lead and reflect privately with my mentor.</p> <p>My mentor was generally supportive, but there was not a lot of communication about my goals, needs, etc. outside of formal meetings that were required.</p> <p>Giving me opportunities to grow and coaching me through them.</p>
<p>In what ways could you have been better supported?</p>	<p>I would have like to talk a little more with my university mentor. I enjoyed it so much and learned so much that it would not have bothered me to check in a little more frequently.</p> <p>It would have been nice to have someone who had been through the program explain the portfolio and show an example. I felt very supported.</p> <p>I felt very supported.</p> <p>Candidates need far more support and preparation for the GACE; I feel it was hardly discussed. Additionally, more support through the end of the program is necessary for candidates to end confidently.</p>

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<p>How did the program help you in furthering your educational leadership career?</p>	<p>It has given me the field experience needed to understand the role of leadership.</p> <p>Dr. Smith helped with my resume and days leading up to my interviews. She was always just a phone call away.</p> <p>I learned so much about myself as a person and a teacher. These experiences are invaluable to me.</p> <p>It allows me to now be an administrator.</p> <p>I was able to determine my next steps and clarify what I want for myself as a career path.</p> <p>I don't feel that there was anything specific from this program that led me to my new position.</p> <p>Gave me the tools I needed to get the position I am in now.</p>
<p>How did the program help you to become a stronger educational leader?</p>	<p>I have more confidence in handling certain situations.</p> <p>Pushing us to have our hands in lots of activities and being involved in leadership activities helped prepare me to be a future leader.</p> <p>It grew my perspective as an instructional leader. I also solidified my personal philosophy of education and what it means to be a leader through this program.</p> <p>More information and perspectives</p> <p>The program offered practical advice for leaders. The activities were a great way to prepare for leadership opportunities in the future.</p> <p>I was able to more fully develop my leadership style and visions. I identified strengths I did not notice before and honed my communication skills. I feel more confident developing and leading efforts to increase student learning.</p> <p>The program gave me the push I needed to explore leadership opportunities outside of the classroom.</p> <p>I learned the most through class discussions and hearing about professors' experiences. These discussions and reflections helped me to challenge my own thinking and consider how I would lead.</p> <p>Changes your perspective</p>
<p>Please comment on the coursework and assignments in terms of depth and breadth. (How meaningful were the courses and assignments to your current professional</p>	<p>One course seemed as though we did the work outside of class to then teach the class. I did not gain much from that professor. Look at the syllabus and you'll figure out who it is. I loved Dr. Hebert's class. That was probably the most informative class. I learned so much from her and her experiences and expertise.</p> <p>Very meaningful</p>

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positions?)	<p>authentic and valuable.</p> <p>The assignments were timely and useful. I learned a great deal about what school level leaders experience.</p> <p>I felt the courses were timely and relevant to my day to day practice.</p> <p>The course content was appropriate and meaningful.</p> <p>Most assignments were reasonable and meaningful.</p>
Any additional comments?	<p>It seems to me that Tier 2 should still be included. I don't see the point in making it two separate courses other than it produces more revenue for the University. I'm not sure what more I will gain in experience other than paying to receive Tier 2 certification.</p> <p>I just want to bring up again that the program does seem a little slanted to individuals already employed in leadership positions. It wasn't impossible to do, but the hours requirement was definitely one of the more difficult aspects of completing this program. Add to that the unprecedented pandemic, and it was a perfect storm. I do appreciate how most of the professors were flexible with due dates and such. That part made participating much easier and the learning more authentic.</p>

The Educational Leadership surveys are provided to completers one year after program completion. By this point in their careers, we hope completers are one year into a school-level leadership role and can provide feedback as to how the program impacted this first year in such a position. This program, as noted elsewhere, is one year from start to completion, and it begins and ends during summer (Summer I, Fall I, Spring I, Summer II). The EPP started this program in 2017, and thus, we have only one cycle of data (one year from the point of program completion) at this time. By the end of this summer, we will have two cycles, but the time at which the program was started prevents us from having three full cycles of data. We provide this survey in addition to that given by the Georgia Professional Standards Commission (GaPSC). The state has not yet developed an employer survey for this group, and we have yet to create our own. In part, this is because we have strong relationships with the employers of these candidates. Our faculty supervisors work directly with employers and candidates throughout the candidates' time in the program, meaning we have a strong relationship with employers and can ask how candidates and graduates are performing, which we will discuss in our narrative regarding our case study. Although surveys do not have to be validated for the purposes of CAEP, our Advisor Council reviewed completer surveys for both the Educational Leadership and the Curriculum and Instruction programs providing feedback on proposed questions and proposing additional questions based on their experiences as school- and district-level leaders.

As seen in the data above, our completers one year out view the program as having had a positive impact on their growth as leaders. The majority of respondents responded positively regarding almost all questions posed. Only one respondent disagreed in relation to the following statement: "My work at UNG in the Educational Leadership Program helped me to feel confident in my ability to engage faculty and staff in regular If in need of this content in an alternate format for accessibility (e.g. Braille, large print, audio, etc.), please contact Kathy.Moody@ung.edu or call 706-864-1757.

analyses and disaggregation of data to improve curriculum and instruction.” While the program is heavy in regard to data and data analysis, this is a topic on which we will continue to place emphasis, and we will work with candidates individually to ensure they feel confident in their use of data for improvement prior to program completion. Data from all surveys is shared with program faculty so that they can utilize feedback to make changes and revisions for the upcoming academic year. Program faculty meet twice per semester for data days, where they hone in on all data, discussing possible changes for improvement.

Curriculum and Instruction Completer Surveys
*Given to completers one year after program completion

Question	2018 Completers (2019 Responsees)	2019 Completers (2020 Responsees)
Responsees	Total Number of Completers = 11 Response Rate: 27.27%	Total Number of Completers = 14 Response Rate: 35.71%
Current role	IRR SPED Teacher = 1 Instructional Coach = 1 Classroom Teacher = 1	Classroom Teacher = 5
One year after program completion, I am still satisfied with my overall experience in the Curriculum and Instruction Program at the University of North Georgia.	Strongly Agree = 0 Agree = 1 (33.33%) Neither Agree nor Disagree = 1 (33.33%) Disagree = 0 Strongly Disagree = 1 (33.33%)	Strongly Agree = 2 (40%) Agree = 3 (60%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
One year after program completion, I would recommend this program to colleagues interested in working toward a master's degree for a certificate upgrade.	Strongly Agree = 0 Agree = 1 (33.33%) Neither Agree nor Disagree = 1 (33.33%) Disagree = 0 Strongly Disagree = 1 (33.33%)	Strongly Agree = 0 Agree = 4 (80%) Neither Agree nor Disagree = 0 Disagree = 1 (20%) Strongly Disagree = 0
This program taught me information that helped me in my current position over the past year.	Strongly Agree = 0 Agree = 1 (33.33%) Neither Agree nor Disagree = 1 (33.33%) Disagree = 0 Strongly Disagree = 1 (33.33%)	Strongly Agree = 2 (40%) Agree = 1 (20%) Neither Agree nor Disagree = 2 (40%) Disagree = 0 Strongly Disagree = 0
One year after completing this program, I still feel confident in conducting my own research studies to improve student learning.	Strongly Agree = 1 (33.33%) Agree = 2 (66.67%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0	Strongly Agree = 1 (20%) Agree = 3 (60%) Neither Agree nor Disagree = 0 Disagree = 1 (20%) Strongly Disagree = 0
After having completed this program, I feel confident in my ability to design, implement, and evaluate curriculum to promote student learning.	Strongly Agree = 0 Agree = 2 (66.67%) Neither Agree nor Disagree = 0 Disagree = 1 (33.33%) Strongly Disagree = 0	Strongly Agree = 1 (20%) Agree = 4 (80%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After having completed this program, I feel confident in my ability to plan, implement, and evaluate instruction to	Strongly Agree = 0 Agree = 2 (66.67%) Neither Agree nor Disagree = 1 (33.33%)	Strongly Agree = 2 (40%) Agree = 3 (60%) Neither Agree nor Disagree = 0

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facilitate student learning.	Disagree = 0 Strongly Disagree = 0	Disagree = 0 Strongly Disagree = 0
Due to my participation in the program, I increased my depth and breadth of knowledge and skills as related to my academic discipline and pedagogy.	Strongly Agree = 0 Agree = 1 (33.33%) Neither Agree nor Disagree = 1 (33.33%) Disagree = 1 (33.33%) Strongly Disagree = 0	Strongly Agree = 2 (40%) Agree = 2 (40%) Neither Agree nor Disagree = 1 (20%) Disagree = 0 Strongly Disagree = 0
After having completed this program, I have a stronger understanding of how my students are influenced by cognitive, emotional, social, cultural, environmental, and economic factors.	Strongly Agree = 0 Agree = 1 (33.33%) Neither Agree nor Disagree = 1 (33.33%) Disagree = 0 Strongly Disagree = 1 (33.33%)	Strongly Agree = 2 (40%) Agree = 1 (20%) Neither Agree nor Disagree = 2 (40%) Disagree = 0 Strongly Disagree = 0
In the past year, I have regularly used research to promote students' learning and to contribute to the teaching profession.	Strongly Agree = 0 Agree = 2 (66.67%) Neither Agree nor Disagree = 0 Disagree = 1 (33.33%) Strongly Disagree = 0	Strongly Agree = 1 (20%) Agree = 3 (60%) Neither Agree nor Disagree = 0 Disagree = 1 (20%) Strongly Disagree = 0
I still feel confident in assessing the research of others to pinpoint strengths and weaknesses.	Strongly Agree = 1 (33.33%) Agree = 2 (66.67%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0	Strongly Agree = 1 (20%) Agree = 3 (60%) Neither Agree nor Disagree = 1 (20%) Disagree = 0 Strongly Disagree = 0
One year after completion, I still feel that I have advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.	Strongly Agree = 0 Agree = 2 (66.67%) Neither Agree nor Disagree = 1 (33.33%) Disagree = 0 Strongly Disagree = 0	Strongly Agree = 2 (40%) Agree = 3 (60%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
This program helped me to continue to demonstrate high standards for professional practice.	Strongly Agree = 0 Agree = 2 (66.67%) Neither Agree nor Disagree = 0 Disagree = 1 (33.33%) Strongly Disagree = 0	Strongly Agree = 2 (40%) Agree = 2 (40%) Neither Agree nor Disagree = 1 (20%) Disagree = 0 Strongly Disagree = 0
My program expanded my knowledge of student diversity.	Strongly Agree = 0 Agree = 0 Neither Agree nor Disagree = 2 (66.67%) Disagree = 0 Strongly Disagree = 1 (33.33%)	Strongly Agree = 0 Agree = 1 (20%) Neither Agree nor Disagree = 2 (40%) Disagree = 0 Strongly Disagree = 2 (40%)
My program expanded my knowledge of utilizing technology to engage students in their learning.	Strongly Agree = 0 Agree = 0 Neither Agree nor Disagree = 2 (66.67%)	Strongly Agree = 0 Agree = 2 (40%) Neither Agree nor Disagree = 1 (20%)

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	Disagree = 0 Strongly Disagree = 1 (33.33%)	Disagree = 0 Strongly Disagree = 2 (40%)
A year out from your program graduation, are there particular topics/emphases that you wished you would have learned more about in the Curriculum and Instruction program at the University of North Georgia?	Beyond conducting a full-scale academic research project, I learned so very little from this program. It would have been much more beneficial for the participants in this program to utilize action research--in other words, something we would actual use in our classrooms to better ourselves as educators and to better our students' experience.	More curriculum evaluation and design. I wish there had been a greater focus on diversity in the classroom. The approach felt a little tokenistic.
What would be areas of improvement for the Curriculum and Instruction program?	None	Less busy work, more "training" for the use of the degree. The research was helpful for someone pursuing a doctorate level degree, but the write up, implementation, and result reporting was not beneficial to my profession. Weaving diversity into the curriculum rather than treating it as an isolated topic. Better feedback on assignments, some teachers provided no feedback of any kind. Have students take the same professor for the research classes in order to maintain consistency
What would you say were the greatest strengths of the program?	None	Helpful professors Drs. Childers and Cuevas were huge assets in my education. The research and program evaluation aspects of the program were very informative and helpful. The gifted certification and Camp Appalachia were wonderful too. Strategies used to teach various learners Support in the research understanding The knowledge of the professors
How did the program assist you in furthering your educational career?	Other than providing me with a raise, this program did not assist me in furthering my educational career.	Learning to understand research has made me a better teacher. I no longer rely on individual accounts as my sole source of information. Although experienced teachers are wonderful sources of advice,

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		<p>research is also invaluable. Dr. Cuevas inspired me to pursue my doctorate in education as well.</p> <p>It furthered my degree.</p> <p>I was able to use what I learned in evaluating and using the new curriculum that my school purchased this year</p>
In what ways did the program help you to become a stronger educator?	None	<p>Helped me understand research publications and apply them to my teaching. Learned how to conduct program evaluations. Learned to understand research statistics and what they mean for my classroom.</p> <p>I learned to look at peer reviewed literature and analyze data more often, with greater detail</p> <p>A better understanding of quality instruction.</p> <p>I now understand the inner workings of the curriculum implementation process</p>
If you have any additional comments not addressed in the questions above, please feel free to provide us with feedback in the space below.	In talking to numerous other educators about their programs, I can honestly say that this program was a terrible waste of my time. What was presented in the informational session (before committing to the program) versus what the actual program consisted of was miles apart. I make a point of letting others know to avoid this program.	None

Curriculum and Instruction Employer Survey

*Given to employers one year after candidate completion

Question	Employers of 2019 Completers
	<p>Total Number of Completers = 14</p> <p>Response Rate of Employers = 28.57%</p>
This program benefited the graduate in their current position as an educator.	<p>Strongly Agree = 3 (75%)</p> <p>Agree = 1 (25%)</p> <p>Neither Agree nor Disagree = 0</p> <p>Disagree = 0</p> <p>Strongly Disagree = 0</p>
After participating in this program, the	Strongly Agree = 2 (50%)

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graduate is competent in their ability to design, implement, and evaluate curriculum to promote student learning.	Agree = 2 (50%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After participating in this program, the graduate is competent in their ability to plan, implement, and evaluate instruction to facilitate student learning.	Strongly Agree = 2 (50%) Agree = 2 (50%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, the graduate increased their depth and breadth of knowledge and skills as related to their academic discipline and pedagogy.	Strongly Agree = 1 (25%) Agree = 2 (75%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, the graduate advanced their knowledge of the student as influenced by cognitive, emotional, social, cultural, environmental, and economic factors.	Strongly Agree = 0 Agree = 4 (100%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, the graduate has advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.	Strongly Agree = 2 (50%) Agree = 2 (50%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
The graduate is competent in conducting their own research studies to improve student learning.	Strongly Agree = 0 Agree = 4 (100%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, the graduate has the ability to use research to promote students' learning and to contribute to the teaching profession.	Strongly Agree = 2 (50%) Agree = 2 (50%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
After completing this program, the graduate feels confident in assessing the research of others to pinpoint strengths and weaknesses.	Strongly Agree = 1 (25%) Agree = 2 (50%) Neither Agree nor Disagree = 1 (25%) Disagree = 0 Strongly Disagree = 0
This program helped the graduate to continue to demonstrate high standards for professional practice.	Strongly Agree = 3 (75%) Agree = 1 (25%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
The program expanded the graduate's knowledge of student diversity.	Strongly Agree = 1 (25%) Agree = 2 (50%) Neither Agree nor Disagree = 1 (25%) Disagree = 0 Strongly Disagree = 0

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The program expanded the graduate's knowledge of utilizing technology to engage students in their learning.	Strongly Agree = 1 (25%) Agree = 3 (75%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
I would recommend this program to educators interested in working toward a master's degree for a certificate upgrade.	Strongly Agree = 2 (50%) Agree = 2 (50%) Neither Agree nor Disagree = 0 Disagree = 0 Strongly Disagree = 0
In terms of academics (i.e., courses, content, research, assessments), what suggestions for improvement would you have for the Curriculum and Instruction program at the University of North Georgia?	None
How did the program help the graduate further their educational career?	Offered new research based techniques to improve instructional practices. Applying strategies learned and used in the classroom
How did the program help the graduate to become a stronger educator?	Open and accepting to feedback and revision of practice. Giving more strategies to meet a variety of student needs
Please use this space to share any additional comments you have regarding the Curriculum and Instruction, M.Ed. Program at UNG.	None

The surveys for the Curriculum and Instruction (C&I) program included above are given one year after program completion to better assess the program's impact on candidates' skills, dispositions, and professional behaviors. The C&I program first started in the summer of 2016 and it takes two years for candidates to complete. This means our 2018 graduates were the first group to complete this program, and thus the first set of completer surveys one year after completion were collected in the summer of 2019. At this point, then, we have two cycles of data due to the time at which the program started. As with the Educational Leadership program surveys, the Advisory Council reviewed the completer and employer surveys and provided feedback on draft questions and proposed additional questions. Their feedback was vital to this process, as many of the members are school- and district-level leaders, and they have a strong understanding of curriculum and instruction goals and needs. We developed our own surveys for completers and their employers because the Georgia Professional Standards Commission does not cover these completers in the surveys provided.

As seen in the survey results, they are mixed over the course of the two years. The first group of graduates had only three respondents, but one was not pleased with the program or its overall impact, indicating that the program was not effective or useful for their career. The other two respondents for this year were mostly positive in terms of

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impact, but it is not possible to establish patterns or trends based on three respondents. For the second year of completers, the responses were much more positive overall. After our first group, we spent a great deal of time trying to improve the program based on their feedback (not just from this survey but also from our candidate survey given at the end of the program—we have almost 100 percent response rates for this survey), and we believe those improvements can be evidenced in the increase in positive feedback. Our graduates, on the whole, have struggled with the research portion of this program. One candidate, for example, recommends that the research project be centered on action research in an effort to make this more useful to candidates. The program is, indeed, centered on action research that is required to take place in the candidates' own schools and/or classrooms. Additionally, candidates and completers note that the program is too research heavy, but research is a major component of their Georgia Assessments for the Certification of Educators (GACE) content exam, and we believe that a strong research background can assist candidates in C&I programs, including their implementation and success. We need to work on ensuring that we present this emphasis on research and explain its purpose for the goals of C&I early on in the program and on our website; we want to ensure potential students understand our focus prior to applying. Moreover, we need to work on interweaving the purpose of research throughout their program, as a connecting thread through all courses. We want them to have a strong understanding of each course and its importance to the whole.