

Educational Leadership Employer Survey

2019 Program Completers (Administered Fall 2020)

Total Number of Completers: 31

Total Number of Employer Responses: 15

Response Rate = 48.39%

Q1 - Please identify the current role of the individual on which you are completing this survey.

Answer	%	Count
S/he is currently a teacher.	20.00%	3
S/he is currently a school or district leader.	66.67%	10
Other	13.33%	2
Total	100%	15

Q2 - After participating in this program, the leader is competent in their ability to develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. S/he builds consensus among all stakeholders to develop an educational mission, vision, and core values of what students should know and do as a consequence of their schooling, as well as what it means for students to become well-adjusted, contributing members of society.

Answer	%	Count
Strongly agree	86.67%	13
Agree	13.33%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

Q3 - After participating in this program, the leader is competent in their ability to act ethically and according to professional norms to promote each student’s academic success and well-being.

Answer	%	Count
Strongly agree	93.33%	14
Agree	6.67%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

Q4 - After completing this program, the leader strives for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Answer	%	Count
Strongly agree	86.67%	13
Agree	6.67%	1
Neither agree nor disagree	6.67%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

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Q5 - After completing this program, the leader is competent in their ability to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Answer	%	Count
Strongly agree	80.00%	12
Agree	20.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

Q6 - After completing this program, the leader is competent in their ability to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Answer	%	Count
Strongly agree	93.33%	14
Agree	6.67%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

Q7 - After completing this program, the leader is competent in their ability to develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Answer	%	Count
Strongly agree	86.67%	13
Agree	13.33%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

Q8 - After completing this program, the leader has the ability to foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Answer	%	Count
Strongly agree	80.00%	12
Agree	20.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

Q9 - After completing this program, the leader is competent in their ability to manage school operations and resources to promote each student’s academic success and well-being.

Answer	%	Count
Strongly agree	80.00%	12
Agree	20.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

Q10 - After completing this program, the leader is prepared to act as an agent of continuous improvement to promote each student’s academic success and well-being.

Answer	%	Count
Strongly agree	80.00%	12
Agree	20.00%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	15

Q13 - I would recommend this program to educators interested in earning a Tier I Educational Leadership Certification.

Answer	%	Count
Strongly agree	80.00%	12
Agree	13.33%	2
Neither agree nor disagree	6.67%	1
Disagree	0.00%	0

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Strongly disagree	0.00%	0
Total	100%	15

Q14 - 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?

Responses:

I am very happy with the level of academia provided by the Educational Leadership program at UNG.

N/a

Honestly, learn by doing is what it takes to be success in an admin role. I don't have any other suggestions at this time.

Including the topic of education in a virtual setting

NA

Expanded opportunities to work and engage with students and personnel that represent diversity with race and SES.

A greater emphasis on current research may help.

N/A

NA

Continued focus on differentiation of delivery models in education. COVID-19 has opened the doors to new options for students and families that will need to be continued into the future.

You produced an AMAZING leader in (*student name removed for privacy*). Your product speaks for itself. Thank you!

None that I can think of.....

Q15 - How did the program help the teacher / leader further their career?

Responses:

This program has helped develop *(Name removed for privacy)* into a building leader who works to support teachers.

(Name removed for privacy) was able to explore areas and ask questions about leadership which he had not considered previously.

Learn the different styles of leadership.

He's been serving in a leadership role since the completion of his program.

NA

The program helped the teacher to increase her confidence in theory and practice instead of relying on how she thought she would perform as an administrator based upon her teaching experience.

This program is well-designed to help educators better develop their leadership skills. Rather than a cookie-cutter, one program fits all model, this program helped build upon the leadership qualities in place and helped identify personal weaknesses.

Dr. *(Name removed for privacy)* was promoted from assistant principal at our high school to principal of our middle school.

It made her mindful of all facets of educational leadership and how they function together.

(Name removed for privacy) is better prepared to lead a school in a variety of ways.

(Name removed for privacy) was immediately elevated upon completion of her program. She was **READY!**

The program provided foundational leadership skill that enabled the candidate to step into an assistant administrative job with ease.

Q16 - How did the program help the individual to become a stronger leader?

Responses:

(Name removed for privacy) is now able to have conversations with peers and parents that she had not been able to do before. She is confident in her experience and knowledge and is able to guide parents and teachers.

He had a really good mentor who worked with him in terms of strengths and weakness as an outside, non-threatening evaluator.

Networking with others to hear other ways things are handled.

The program was able to provide *(Name removed for privacy)* with knowledge and skills around the leadership standards which directly align with the leader expectations of our district's core essence of leadership.

NA

It helped her to have a deeper breadth of knowledge about the aspects of leadership that entail the needs of the adults that lead the students.

This program helps *(Name removed for privacy)* expand his perspective and become more confident in his areas of strength while also growing in areas which were weak.

N/A

It helped her reflect on her practice for improvement.

The program has provided *(Name removed for privacy)* with greater depth and breadth of experiences to allow him to draw from as he begins his career in education leadership.

(Name removed for privacy)'s leadership skill-set showed a significant amount of development during her time in your program.

Q17 - Please use this space to share any additional comments you have regarding the Tier I Educational Leadership Program at UNG.

Please use this space to share any additional comments you have regarding the Tier I Educational Leadership Program at UNG.

I am pleased with the Tier I Educational Leadership Program at UNG.

NA

NA

N/A

NA

Thanks for all your hard work with these great future leaders.

I believe that your program is strong and successful at meeting individuals where they are and moves them to the point where they are ready and hireable for leadership roles within schools and districts.

The EDL Employer Survey was developed and administered for the first time in 2020. The survey included above is given one year after program completion to assess better the program's impact on candidates' skills and professional behaviors. The survey was developed to supplement the Georgia Professional Standards Commission's data, which currently only surveys program completers at the point of completion and one year after completion. Additionally, the program faculty and leadership collaborated to develop this survey according to the state standards, Georgia Educational Leadership Standards, and the national standards, the Professional Standards for Educational Leaders. In the first administration, we captured the feedback of administrators who employed our summer 2019 program completers of the Tier 1 Educational Leadership program. Because this will be lagging data and our first set of program completers finished in the summer of 2018, we only have one data cycle.

Thus far, the survey and the first set of results have been reviewed by program faculty. Our next steps will be to present the survey and results to the Educational Leadership Taskforce, consisting of leadership experts from our partnering school systems, to discuss the results and seek feedback on the survey. Their feedback is vital to this process, as the task force members are school- and district-level leaders.

As seen in the survey results, they are overwhelmingly positive. The majority (98.72%) of responses indicated the employers either agreed or strongly agreed with the statements concerning the leaders' preparation. This means that the employers find our program completers to be well-prepared leaders for their positions and that they possess the skills and dispositions of leaders expected in the state and national standards. There were only two times when an employer indicate that they neither agreed nor disagreed with a statement. The responses to open-ended questions provided us with suggestions for currently relevant needs, such as leading in an online environment and a wider knowledge-base of distance education. There was also a comment that suggests our program should include additional research-based resources for leaders. The employers' feedback aligns with what we have found this far in our completion and induction surveys of former students. Still, these included additional and more specific suggestions for our program (discussed in measure 4).

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