

University of North Georgia
 College of Education
Education Leadership
 Program Evaluation for Graduates
 Summer 2018 Data



This survey has been aligned to the Georgia Educational Leadership Standards (GELS).

Total Number of Students in Program: 21

Total Number of Responses: 20

Response Rate: 95.24%

1. Please circle the appropriate descriptor of your current professional position:
 - a. I am currently a teacher. (5) 25%
 - b. I am currently a school or district leader. (13) 65%
 - c. I am currently in a role that is neither a nor b. (2) 10%

2. Overall, I am satisfied with my experience in the Educational Leadership Program at the University of North Georgia.
 - a. Strongly agree (9) 45%
 - b. Agree (9) 45%
 - c. Neither agree nor disagree (2) 10%
 - d. Disagree (0) 0%
 - e. Strongly disagree (0) 0%

Percent Positive Agreement: 90%

3. 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. (GELS 1)

Educational Leadership Completer Survey

- a. Strongly agree (11) 55%
- b. Agree (7) 35%
- c. Neither agree nor disagree (2) 10%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 90%

4. The professors in this program were supportive regarding my educational needs.

- a. Strongly agree (15) 75%
- b. Agree (5) 25%
- c. Neither agree nor disagree (0) 0%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 100%

5. After completing this program, I understand how to build a vision that encapsulates perspectives as a diverse school community. (GELS 1)

- a. Strongly agree (8) 40%
- b. Agree (11) 55%
- c. Neither agree nor disagree (1) 5%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 95%

6. My university supervisors in the program were supportive regarding my educational needs.

- a. Strongly agree (14) 70%
- b. Agree (4) 20%
- c. Neither agree nor disagree (2) 10%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 90%

7. After completing this program, I feel strong in my abilities to champion and support **instruction** that maximizes student learning. (GELS 2)

- a. Strongly agree (10) 50%
- b. Agree (10) 50%
- c. Neither agree nor disagree (0) 0%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Educational Leadership Completer Survey

Percent Positive Agreement: 100%

8. My mentor leader at my field placement site was supportive regarding my educational needs.

- | | |
|-------------------------------|----------|
| a. Strongly agree | (13) 65% |
| b. Agree | (3) 15% |
| c. Neither agree nor disagree | (2) 10% |
| d. Disagree | (2) 10% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 80%

9. After completing this program, I feel strong in my abilities to champion and support **assessment** that maximizes student learning. (GELS 2)

- | | |
|-------------------------------|----------|
| a. Strongly agree | (9) 45% |
| b. Agree | (11) 55% |
| c. Neither agree nor disagree | (0) 0% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 100%

10. This program taught me information that has helped me in my current professional position.

- | | |
|-------------------------------|----------|
| a. Strongly agree | (11) 55% |
| b. Agree | (8) 40% |
| c. Neither agree nor disagree | (1) 5% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 95%

11. The assignments completed in the program were meaningful to my current professional work.

- | | |
|-------------------------------|----------|
| a. Strongly agree | (6) 30% |
| b. Agree | (10) 50% |
| c. Neither agree nor disagree | (3) 15% |
| d. Disagree | (1) 5% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 80%

12. After completing this program, I understand how to help build a system of instruction and assessment that meets individual and diverse student needs. (GELS 2 & 4)

- | | |
|-------------------------------|----------|
| a. Strongly agree | (8) 40% |
| b. Agree | (12) 60% |
| c. Neither agree nor disagree | (0) 0% |

Educational Leadership Completer Survey

- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 90%

13. The assignments completed across the program built on one another rather than duplicating previous work.

- a. Strongly agree (4) 20%
- b. Agree (11) 55%
- c. Neither agree nor disagree (2) 10%
- d. Disagree (3) 15%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 75%

14. This program challenged me academically.

- a. Strongly agree (7) 35%
- b. Agree (10) 50%
- c. Neither agree nor disagree (2) 10%
- d. Disagree (1) 5%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 90%

15. 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. (GELS 3)

- a. Strongly agree (9) 45%
- b. Agree (10) 50%
- c. Neither agree nor disagree (1) 5%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 95%

16. After completing this program, I feel confident in my abilities to develop staff members' professional skills and practices in order to drive student learning and achievement. (GELS 3)

- a. Strongly agree (9) 45%
- b. Agree (9) 45%
- c. Neither agree nor disagree (2) 10%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 90%

Educational Leadership Completer Survey

17. 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. (GELS 4)

- | | |
|-------------------------------|----------|
| a. Strongly agree | (8) 40% |
| b. Agree | (12) 60% |
| c. Neither agree nor disagree | (0) 0% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 100%

18. 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. (GELS 5)

- | | |
|-------------------------------|----------|
| a. Strongly agree | (4) 20% |
| b. Agree | (14) 70% |
| c. Neither agree nor disagree | (2) 10% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 90%

19. I feel confident in my abilities to engage families and the outside community to promote and support student success. (GELS 6)

- | | |
|-------------------------------|----------|
| a. Strongly agree | (5) 25% |
| b. Agree | (13) 65% |
| c. Neither agree nor disagree | (1) 5% |
| d. Disagree | (1) 5% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 90%

20. After completing this program, I understand how to **administer** operations efficiently and effectively. (GELS 7)

- | | |
|-------------------------------|----------|
| a. Strongly agree | (4) 20% |
| b. Agree | (14) 70% |
| c. Neither agree nor disagree | (2) 10% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 90%

21. After completing this program, I understand how to **manage** operations efficiently and effectively. (GELS 7)

- | | |
|-------------------|----------|
| a. Strongly agree | (3) 15% |
| b. Agree | (15) 75% |

Educational Leadership Completer Survey

- c. Neither agree nor disagree (1) 5%
- d. Disagree (1) 5%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 90%

22. After completing this program, I understand how to encourage the use of technology to enhance student learning. (GELS 5 & 2)

- a. Strongly agree (7) 35%
- b. Agree (8) 40%
- c. Neither agree nor disagree (5) 25%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 75%

23. I feel confident in my ability to analyze school data for improvement purposes for student achievement. (GELS 2)

- a. Strongly agree (10) 50%
- b. Agree (10) 50%
- c. Neither agree nor disagree (0) 0%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 100%

24. After completing this program, I understand how to utilize data to pinpoint the most effective educators and instructional programs. (GELS 2, 3, & 5)

- a. Strongly agree (8) 40%
- b. Agree (11) 55%
- c. Neither agree nor disagree (1) 5%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 95%

25. My logistical experiences in this program were positive (the application process, the certification process, the graduation process, advising, and communications).

- a. Strongly agree (6) 30%
- b. Agree (10) 50%
- c. Neither agree nor disagree (3) 15%
- d. Disagree (1) 5%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 80%

26. 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. (GELS 2, 5, & 7)

- | | |
|-------------------------------|----------|
| a. Strongly agree | (5) 25% |
| b. Agree | (13) 65% |
| c. Neither agree nor disagree | (2) 10% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 90%

27. My faculty advisor communicated with me regularly about the program.

- | | |
|-------------------------------|----------|
| a. Strongly agree | (13) 65% |
| b. Agree | (5) 25% |
| c. Neither agree nor disagree | (1) 5% |
| d. Disagree | (1) 5% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 90%

28. I would recommend this program to colleagues interested in working toward an educational leadership certification.

- | | |
|-------------------------------|----------|
| a. Strongly agree | (11) 55% |
| b. Agree | (8) 40% |
| c. Neither agree nor disagree | (1) 5% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 95%

In reference to the following open-ended, constructed-response items, all responses are verbatim.

29. What did you like best about the Educational Leadership program at the University of North Georgia?

- The rigor/balance—challenging, but accommodating to a full-time work schedule
- Small classes. Relevant information. Professors that were experts in their fields.
- Applicable content and leadership experiences. Relevant courses to administration.
- The internship opportunities and case studies
- Collaboration with professionals with like mindset and various experiences
- The fact that the program was designed for the working professional (who also has a family)
- Ability to tie in my school work with classwork
- Close to work, professors still involved in education
- The convenience of the program, although I would have liked options in days of the week or location.

Educational Leadership Completer Survey

- My supervisors and learning from other students
- Willingness to work with me—substitution of courses from Ed.D.
- The assignments and how applicable they are; cohort model with small groups
- Most of the professors were great in their instruction and were very knowledgeable and organized for class.
- That I could tailor [sic] assignments to my professional aspirations [sic].
- I got credit for previously completed work
- How the assignments related to leadership opportunities within the school.
- I liked being able to tailor the assignments to make them meaningful and usable in my work.
- The key assessments allowed me to work on improving specific aspects or programs within my school that needed attention. I liked having the flexibility and choice
- The professors—their collective experience and expertise, along with engaging teaching styles, helped to make the learning enjoyable and valuable.

30. 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?

- Differentiate. I felt some of my internship was forced.
- Some of the Key Assessments overlapped with my Growth Plan—it would be helpful to use those as evidence.
- Content is appropriate
- I would love to see the Tier I program emphasize the role and expectations of an assistant principal more
- Website for portfolio, less redundancy with portfolio
- Modify Tier II so I don't have to get another EdS
- The workload was a bit much for a certificate program. I learned more from the discussions we had than from any of the research projects. Trying to juggle this program with all of my other responsibilities was very tough.
- More finance, federal programs, community engagement
- Work on the portfolio the entire time
- Courses were good, content and amount of work was good. It was very understanding that we also have full time jobs.
- Portfolio—better explanation at beginning of program on expectations/work on portfolio more throughout the year rather than all at the end.
- More peer-reviewed research should be incorporated
- Possibly more focus on the hiring processes and observation of teachers
- There is far too much work in this program. This is likely a PSC issue.
- The portfolio is very time consuming and lengthy. Is there a way to make it a little less time consuming?
- The Portfolio/LDP seem repetitive at times. I would have liked to include Key Assessments as part of evidence, since some of them were connected to new initiatives that I worked on at school.

Educational Leadership Completer Survey

31. 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)?

- Refine/reform the Leader. Dev. Plan—seemed to morph from beginning of program to end
- More time with supervisor. Internship more of a class rather than online feedback. Lacked attention and time.
- The leadership development plan is overlapping with Exit Portfolio. Repetitive at times. Sometimes criteria is unclear or not given.
- This was a great opportunity and I feel I took advantage of it and felt very successful—I feel it can really be what the candidate makes it!
- Clinical experience appropriate
- Work with teachers better, tough to get some experiences when your admin won't allow you.
- More time with advisor
- I found my clinical experiences very valuable. I suggest replacing the written papers and power point presentations with more user friendly opportunities. Less writing more doing.
- The assignments were redundant. I felt like the log, leadership development plan, and portfolio were all the same just done three times.
- Internship meetings more often
- For fulltime classroom teachers, hours of leadership internship were a challenge
- The internship class, which was 1 hour credit, required more work than any of my 3 hour classes. I understand that we need to do things at our schools, but if you are a teacher, it is very hard to complete all the requirements for the intern. The reflection component was not realistic—we don't have time to reflect on every thing.
- My first UNG mentor was unengaged and I felt stuck without direction.
- Best part of the program. Many great experiences especially with a supportive supervisor.
- For candidates in Assistant Principal roles, they should not need to document internship hours. It truly was a waste of time and not helpful in any way.
- None—I enjoyed my clinical experiences!
- Perhaps before meeting/talking with the UNG Supervisor, create 1-2 guiding questions that will be discussed so that the candidate can reflect prior to the conversation.

32. 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?

- None
- Was very personal. Faculty knew me well. Gave me good feedback, however, I feel needed more class time.
- Utilizing exemplars for internship to better explain and model expectations and procedures.
- I think a check list at the beginning would be helpful—
- Program was easy to navigate
- An easier online website with all the answers for the program as the UNG website is set up for more undergrad questions.
- Good program
- Signing up for classes and registration process were simple. Keep doing what ya'll are doing!

Educational Leadership Completer Survey

- More proactive communication.
- None
- Maybe help by providing dates/locations for EdL GACE—just as a reminder.

33. How did the professors support you during your program?

- Wonderfully—great professional support and guided good understanding and class conversation
- Written feedback via LiveText. Some face time, but too limited for appropriate help.
- Constructive, meaningful feedback that was personalized. Attentive and responsive
- Very supportive—but sometimes things are confusing
- Professors were knowledgeable and experienced
- Email, phone calls
- Quick reply to help.
- Flexible understanding
- Some more than others. Dr. Smith was awesome. She took as much time as was needed to help us all any way she could. Some professors provided little to no help outside the classroom.
- Approachable
- Great
- Constant communication and asking for ways to help—providing relevant feedback.
- Great feedback; relevant advice
- I always felt I could ask questions of my professors.
- Always available for questions; respected that we are professionals with responsibilities outside of this program.
- Incredibly supportive staff for classwork
- They answered all questions I had in a timely manner.
- My professors were all absolutely amazing and very supportive throughout my program. I love them!
- The professors shared a lot of their knowledge and experiences in class. This was very helpful!
- In countless ways—most importantly, my professors built up my confidence and care about my future as a leader.

34. How did your University Supervisor support you during your program?

- Advice, guidance, understanding
- Phone. Written feedback.
- Monthly conferences; on-site meetings with school mentor
- She was encouraging!!
- With practical and useful advice
- Email, phone calls, meetings
- Great on feedback
- Discussions, mentoring
- Easy to get in contact with, flexible
- Great
- Receptive—supportive—met on their own time when convenient for me.
- Great advice and feedback; growth suggestions

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- Was available for monthly phone calls, but she was very confusing sometimes and was difficult for me to figure out the expectation on the portfolio.
- Monthly call and other availability as needed
- I had two different supervisors in the program. The 2nd supervisor did an outstanding job relaying all expectations and helping both complete the LDP and Portfolio.
- I felt very supported during my program.
- We met in person at my school or talked over the phone. Dr. Rose always had great suggestions and was very encouraging and complimentary.
- Probing questions that allowed me to more deeply reflect on current practice and growth areas.

35. How did your assigned Mentor Leader support you during your program?

- Very supportive. I learned so much on site. Administration very receptive to giving tasks and offering experiences.
- Did not. Was bad experience. Hoped to switch to another mentor leader.
- She was terrific and gave me many opportunities
- Gave duties of increasing responsibility
- Lots of face-to-face guidance and instruction
- Filled paperwork and helped get some experiences
- Looked over my plan
- Great
- Provided relevant opportunities
- Supported my growth, met regularly
- They were available if I had questions, but didn't seek me out to ask if I needed help.
- Supported my ideas for assignments
- Met regularly with me and provided support
- Provided me many opportunities to learn and develop my skills and improve on my strengths and weaknesses.
- I felt very supported during my program.
- My principal is wonderful, easy to work with, collaborative, and a wonderful example of a true leader. I learned so much from her and she is always willing to help and support me!
- By sitting down and sharing ideas/visions. Also, through interviewing in regards to the real-world application of LKES standards.

36. In what ways could you have been better supported?

- More class time. Less distance learning.
- Better understanding of what the mentor's responsibilities were. Explicit expectations with contract.
- Clearer instructions
- I was adequately supported
- School supervisor helped provide experiences
- Meet more with advisor
- More expectations up front.

Educational Leadership Completer Survey

- None I can think of.
- I feel like the subsequent cohorts will feel better supported because we (cohort 1) worked through all the speedbumps.
- No suggestions
- I was supported very well.

37. How did the program help you in furthering your educational leadership career?

- Enrich deeper understanding in growth areas
- Opened mind to differing perspectives and responsibilities of leadership
- Gave me insight to much of what I need to know in my building moving forward that would not pertain to my position.
- Provided courses that developed leadership administration knowledge and skills. Gained confidence in my proficiency to lead a school.
- I am excited for the next steps
- It will allow permanent cert of [illegible]
- Afforded me the opportunity to learn more about what it means to be an educational leader
- Better understanding of job
- Confidence, ability
- Gave me certification to open up new doors.
- Great platform for new ideas
- Prepared me for different leadership rules
- I think it did a good job.
- Good, solid, relevant information
- It led to certification
- Valuable experience with working within the school. Great classroom discussions. Overall growing of knowledge.
- Completing this program will allow me to keep my AP job.
- I definitely have a better understanding of the LKES standards and elements.
- It reinforced best practice and taught me about the more operational and management processes.

38. How did the program help you to become a stronger educational leader?

- Literature was enlightening. Hearing experiences of others helped me gain perspective.
- Through content in courses, assignments, internship
- It was helpful in understanding the whole picture
- Allowed me to think about policy and school improvement over ministerial [sic] duties
- Deepened and broadened my perspective of leadership.
- More experience and feedback
- To work on knowledge by allowing me to work on things real and relevant to my everyday
- I learned something new every class
- Learned from other leaders things that work/not work
- Exposure to resources and experiences
- I am not sure

Educational Leadership Completer Survey

- More confidence, more knowledge, broad range of assignments
- It helped me think deeper about what it means to be a leader and helped me solidify my leadership beliefs.
- I learned many strategies that will help me improve as an educational leader. I also gained many resources.
- It validated my desire to become an assistant principal.

39. Please comment on the coursework and assignments in terms of depth and breadth. (How meaningful were the courses and assignments to your current professional positions?)

- Assignments were generally functionally useful
- As said, before, the LDP can be reworked. Parts seem redundant and excessive and seemed to morph.
- Some content redundant. Some content was new and enlightening. As a leader already, content was not differentiated.
- Assignments were always relevant and pushed me to go beyond my comfort zone to seek information for decision making as a school leader.
- Meaningful—a lot of reflecting
- The courses were rigorous [sic] and relevant
- The presentations were most beneficial (over papers).
- Just right
- Portfolio was very good idea plus reflection piece
- Coursework provided good source of reflection
- Very meaningful!
- Most were very appropriate.
- Overly focused on principalship rather than leadership
- Courses and assignments aligned well and it let me apply knowledge to my field experience
- I am grateful my professors allowed me to tweak all the assignments to make them more meaningful to my position and work.
- I have learned the most from the Data class so far, but I enjoyed them all!
- Very beneficial—the research was helpful in supporting and clarifying what is best for students. I enjoyed the assessments/assignments that were focused on actionable items that could be immediately implemented at school.

40. Any additional comments?

- Needed more personalization and relevance to my specific journey.
- Courses could have utilized more online discussion more instead of face to face.
- I would say 95% of the assignments dealt with being a principal and not an assistant principal, which is what this certification is about.
- The quality of scholarship in Georgia deserves better than GAPSC approved programs. GAPSC lacks the academic understanding, social dynamics at work in education, and expertise to dictate the assignments in a university program. Their involvement is the most obvious example of the anti-intellectualism rampant in departments of education throughout Georgia. In better times, university staff would be empowered to resist PSC over-reach. Any university in this state could provide a better program with the strength of their professors than what PSC has chosen to allow. Why not allow universities to design their own programs? Isn't that their expertise? Citizens of this state deserve better.

University of North Georgia
College of Education
Education Leadership
Program Evaluation for Graduates
Summer 2019



This survey has been aligned to the Georgia Educational Leadership Standards (GELS).

Total Number of Students in Program: 16

Total Number of Responses: 16

Response Rate: 100%

1. Please circle the appropriate descriptor of your current professional position:
 - a. I am currently a teacher. (8) 50%
 - b. I am currently a school or district leader. (7) 43.75%
 - c. I am currently in a role that is neither a nor b. (1) 6.25%

2. Overall, I am satisfied with my experience in the Educational Leadership Program at the University of North Georgia.
 - a. Strongly agree (10) 62.5%
 - b. Agree (6) 37.5%
 - c. Neither agree nor disagree (0) 0%
 - d. Disagree (0) 0%
 - e. Strongly disagree (0) 0%

Percent Positive Agreement: 100%

Educational Leadership Completer Survey

3. 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. (GELS 1)

- | | |
|-------------------------------|------------|
| a. Strongly agree | (6) 37.5% |
| b. Agree | (9) 56.25% |
| c. Neither agree nor disagree | (1) 6.25% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 93.75%

4. The professors in this program were supportive regarding my educational needs.

- | | |
|-------------------------------|-------------|
| a. Strongly agree | (15) 93.75% |
| b. Agree | (1) 6.25% |
| c. Neither agree nor disagree | (0) 0% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 100%

5. After completing this program, I understand how to build a vision that encapsulates perspectives as a diverse school community. (GELS 1)

- | | |
|-------------------------------|------------|
| a. Strongly agree | (6) 37.5% |
| b. Agree | (10) 62.5% |
| c. Neither agree nor disagree | (0) 0% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 100%

6. My university supervisors in the program were supportive regarding my educational needs.

- | | |
|-------------------------------|------------|
| a. Strongly agree | (14) 87.5% |
| b. Agree | (2) 12.5% |
| c. Neither agree nor disagree | (0) 0% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 100%

7. After completing this program, I feel strong in my abilities to champion and support **instruction** that maximizes student learning. (GELS 2)

- | | |
|-------------------------------|------------|
| a. Strongly agree | (9) 56.25% |
| b. Agree | (6) 37.5% |
| c. Neither agree nor disagree | (1) 6.25% |
| d. Disagree | (0) 0% |

Educational Leadership Completer Survey

- e. Strongly disagree (0) 0%
- Percent Positive Agreement: 93.75%
8. My mentor leader at my field placement site was supportive regarding my educational needs.
- a. Strongly agree (13) 81.25%
- b. Agree (3) 18.75%
- c. Neither agree nor disagree (0) 0%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%
- Percent Positive Agreement: 100%
9. After completing this program, I feel strong in my abilities to champion and support **assessment** that maximizes student learning. (GELS 2)
- a. Strongly agree (7) 43.75%
- b. Agree (8) 50%
- c. Neither agree nor disagree (1) 6.25%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%
- Percent Positive Agreement: 93.75%
10. This program taught me information that has helped me in my current professional position.
- a. Strongly agree (10) 62.5%
- b. Agree (4) 24%
- c. Neither agree nor disagree (1) 6.25%
- d. Disagree (1) 6.25%
- e. Strongly disagree (0) 0%
- Percent Positive Agreement: 87.5%
11. The assignments completed in the program were meaningful to my current professional work.
- a. Strongly agree (7) 43.75%
- b. Agree (8) 50%
- c. Neither agree nor disagree (0) 0%
- d. Disagree (1) 6.25%
- e. Strongly disagree (0) 0%
- Percent Positive Agreement: 93.75%
12. After completing this program, I understand how to help build a system of instruction and assessment that meets individual and diverse student needs. (GELS 2 & 4)
- a. Strongly agree (5) 31.25%

Educational Leadership Completer Survey

- b. Agree (10) 62.5%
- c. Neither agree nor disagree (1) 6.25%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 93.75%

13. The assignments completed across the program built on one another rather than duplicating previous work.

- a. Strongly agree (7) 43.75%
- b. Agree (8) 50%
- c. Neither agree nor disagree (1) 6.25%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 93.75%

14. This program challenged me academically.

- a. Strongly agree (6) 37.5%
- b. Agree (9) 56.25%
- c. Neither agree nor disagree (0) 0%
- d. Disagree (1) 6.25%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 93.75%

15. 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. (GELS 3)

- a. Strongly agree (6) 37.5%
- b. Agree (8) 50%
- c. Neither agree nor disagree (1) 6.25%
- d. Disagree (1) 6.25%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 87.5%

16. After completing this program, I feel confident in my abilities to develop staff members' professional skills and practices in order to drive student learning and achievement. (GELS 3)

- a. Strongly agree (5) 31.25%
- b. Agree (7) 43.75%
- c. Neither agree nor disagree (2) 12.5%
- d. Disagree (2) 12.5%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 75%

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17. 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. (GELS 4)

- | | |
|-------------------------------|------------|
| a. Strongly agree | (6) 37.5% |
| b. Agree | (10) 62.5% |
| c. Neither agree nor disagree | (0) 0% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 100%

18. 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. (GELS 5)

- | | |
|-------------------------------|-------------|
| a. Strongly agree | (3) 18.75% |
| b. Agree | (13) 81.25% |
| c. Neither agree nor disagree | (0) 0% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Position Agreement: 100%

19. I feel confident in my abilities to engage families and the outside community to promote and support student success. (GELS 6)

- | | |
|-------------------------------|------------|
| a. Strongly agree | (5) 31.25% |
| b. Agree | (9) 56.25% |
| c. Neither agree nor disagree | (2) 12.5% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 87.5%

20. After completing this program, I understand how to **administer** operations efficiently and effectively. (GELS 7)

- | | |
|-------------------------------|------------|
| a. Strongly agree | (2) 12.5% |
| b. Agree | (14) 85.5% |
| c. Neither agree nor disagree | (0) 0% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 100%

21. After completing this program, I understand how to **manage** operations efficiently and effectively. (GELS 7)

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- a. Strongly agree (4) 25%
- b. Agree (11) 68.75%
- c. Neither agree nor disagree (0) 0%
- d. Disagree (1) 6.25%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 93.75%

22. After completing this program, I understand how to encourage the use of technology to enhance student learning. (GELS 5 & 2)

- a. Strongly agree (6) 37.5%
- b. Agree (8) 50%
- c. Neither agree nor disagree (2) 12.5%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 87.5%

23. I feel confident in my ability to analyze school data for improvement purposes for student achievement. (GELS 2)

- a. Strongly agree (5) 31.25%
- b. Agree (11) 68.75%
- c. Neither agree nor disagree (0) 0%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 100%

24. After completing this program, I understand how to utilize data to pinpoint the most effective educators and instructional programs. (GELS 2, 3, & 5)

- a. Strongly agree (4) 25%
- b. Agree (11) 68.75%
- c. Neither agree nor disagree (1) 6.25%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 93.75%

25. My logistical experiences in this program were positive (the application process, the certification process, the graduation process, advising, and communications).

- a. Strongly agree (5) 31.25%
- b. Agree (9) 56.25%
- c. Neither agree nor disagree (2) 12.5%
- d. Disagree (0) 0%
- e. Strongly disagree (0) 0%

Percent Positive Agreement: 87.5%

26. 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. (GELS 2, 5, & 7)

- | | |
|-------------------------------|------------|
| a. Strongly agree | (3) 18.75% |
| b. Agree | (12) 75% |
| c. Neither agree nor disagree | (1) 6.25% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 93.75%

27. My faculty advisor communicated with me regularly about the program.

- | | |
|-------------------------------|------------|
| a. Strongly agree | (14) 87.5% |
| b. Agree | (1) 6.25% |
| c. Neither agree nor disagree | (1) 6.25% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 93.75%

28. I would recommend this program to colleagues interested in working toward an educational leadership certification.

- | | |
|-------------------------------|------------|
| a. Strongly agree | (9) 56.25% |
| b. Agree | (6) 37.5% |
| c. Neither agree nor disagree | (1) 6.25% |
| d. Disagree | (0) 0% |
| e. Strongly disagree | (0) 0% |

Percent Positive Agreement: 93.75%

In reference to the following open-ended, constructed-response items, all responses are verbatim.

29. What did you like best about the Educational Leadership program at the University of North Georgia?

- The professors! They were amazing and provided real-world applications to the curriculum. Genuine people who cared about our progression as future leaders.
- Flexibility, understanding
- I liked that we had different levels of experience in the field so there was a broad perspective of learning.
- I really enjoyed the real-world application of the skills and topics discussed in class. I believe that the portfolio method was helpful in gaining/refining skills.

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- Very personable. We were able to run through several scenarios to help understand what was being taught.
- Professors and content.
- I enjoyed the professors and their unique experiences/perspectives on what effective leadership means.
- Professors are down to earth and have skills and experience we need to learn.
- Dr. Rosa's positive outlook and her continued support and encouragement. I feel like she continued to push me to make gains throughout my internship.
- Meeting other leaders in the class and learning from their experiences.
- Convenience, location, case study discussions and discussing experiences with others
- Discussions with other class members and insight from the professors
- Networking with other students and learning about other levels of education besides elementary.
- Working with my mentor and shadowing her as she completed some of her duties, especially observations, shadowing the summer school principal and being AP for a day during intercession.
- The internship piece with a school and UNG mentor was very helpful. Planning activities while getting feedback from both mentors was beneficial to learning needed skills.
- One night a week.

30. 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?

- Some of the books seemed dated. Like when we used recent articles/videos, etc. than textbooks.
- Portfolio process was excessive and LDP was almost duplicate work?
- Review of how to access professional journals in the UNG digital library
- I don't particularly like group assignments, but I knew why they are involved.
- Some content within courses was jumbled and didn't have a connection.
- Find some way to make the portfolio process more clear. Start with it being a google doc or something. It was very murky and frustrating at the beginning.
- Time spent on how to build school vision and improve instruction (methods); more real "how to" lead the school
- More case studies
- Timing of some due dates and significant events going on in school
- The professors who were detailed in their expectations were awesome; however, when professors are vague, it makes completing the assignment difficult and challenging

31. 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)?

- Field assignments would be awesome.
- My mentor struggled with giving me opportunities to lead

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- Visiting schools with different socioeconomic makeup so that we get a diverse look at schools. Shadow opportunities in and outside of our schools.
- Maybe set a LKES skill to tackle for certain months to ensure we are taking advantage of opportunities and don't leave gaps in experience.
- The hours for teachers should not be the same as those for individuals who are Aps and principals because they are in the position and the hours are not difficult to attain. However, teachers are teaching all day and have to take extra time to explain the hours.
- Interviewing skills.
- A scheduled time to meet with school mentor monthly
- I enjoyed this experience. The reflection and portfolio were helpful.
- Feedback seemed minimal
- Take into account the level of job the student has already obtained.

32. 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?

- The professors were good at communicating well in advance of the class starting so we would be prepared.
- Additional guidance/information on GACE/exit text
- More conversational in meetings, sometimes I'm not sure where to begin during conferences
- Graduation?
- I had to switch advisors after one semester. If possible, let people keep the same one.
- Sell the books at the UNG bookstore; explain more about the GACE; more help finding leadership roles/interview skills
- Information not easy to find, need better communication on steps to complete certification
- Advertise to school leaders and ask them to share with staff
- N/A—I think this was well done.

33. How did the professors support you during your program?

- Hands-down best experience with the professors. They were awesome and are what made the program such a pleasant experience.
- Amazing!
- They responded to my texts and helped me when I was unclear on assignments.
- Professors were always available via phone or email. The small class sizes allowed for more personalization.
- Constant checking in and asking to help. Very supportive. Dr. Zoll was really good. He knows what he is talking about and does a good job at seeing multiple perspectives.
- I can't say enough positive things!
- I always felt supported in the program, timely feedback. Very flexible and understanding.
- Constant communication. Great feedback and criticism to help me develop. Dr. Zoll is awesome!
- All were very supportive.
- Answering questions, encouraging words, sharing real life leadership experiences
- Just general information about process
- Great insight, feedback, quick responses, and flexible

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- Easy to reach for questions or clarification
- All of the professors were great and really cared about the student's success in the class.
- The professors were very supportive throughout the program. They were always available via phone or email to help with assignments, give advice or answer questions.
- I didn't need anything outside of class.

34. How did your University Supervisor support you during your program?

- Everything! From real-world scenarios to helping me when looking for leadership positions, Dr. Zoll is a life-long mentor.
- Contacts, consulted me on direction
- My supervisor called me, emailed me, and conferenced with me regularly.
- Helped me identify areas of growth professionally; always available and responded quickly to my emails; very encouraging and reassuring.
- Constant check ins. Asking to support and support. Giving guidance throughout the program. Dr. Zoll was awesome.
- Dr. Zoll was always available to answer questions and give advice.
- Dr. Zoll was very supportive, made time for students.
- She was very helpful and encouraging. She responded to my needs and questions.
- Offering this program at this location at night.
- Provided some feedback, discussions on how I was progressing
- Very supportive. Always checking on me. Provided great feedback.
- Monthly check-ins; emails
- My university supervisor was always affirming and supportive. Her advice and feedback really helped me develop needed leadership skills.
- Just informal conversations.

35. How did your assigned Mentor Leader support you during your program?

- My mentor supported me by providing me experiences and also talking through and providing experiences with feedback after completing.
- Data, data, data; time
- Daily discussions and feedback; discussed his experiences
- Identified areas in the school where I could be a leader; assigned me different tasks and discussed leadership issues and ideas with me.
- She was helpful when I asked for help or answered questions.
- She is an absolute rock. I was able to go to her for anything and everything. Very level headed and eager to help me grow as a leader.
- Great role model! Encouraging words and believing in me.
- She was always available and gave me excellent guidance. She suggested opportunities to attend meetings and events that would expose me to new things.
- I felt very supported. It improved my overall relationship and communication with admin. He knew where I needed improvement and helped me find new opportunities.
- Available for questions and helping gain experience.
- She always had an open door and also came to me with problems that I could work on to help me build my portfolio.

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- Great! Gave me many opportunities for growth. Always answered questions, provided feedback, and highlighted means for growth/things to remember.
- Answered questions
- My mentor leader was always available. We were able to speak openly. She allowed me to help in many leadership activities to develop my leadership skills.

36. In what ways could you have been better supported?

- More guided examples on what to do
- I could have asked for more support. My university and mentor leader were great.
- Directions and specifics on some assignments
- The portfolio, LDP, process, Again, very murky.
- More feedback and details on completing program, more info on GACE and state certification requirements for Tier I and II
- I wish I had a stronger mentor

37. How did the program help you in furthering your educational leadership career?

- Program was everything in my development. Gave me the tools and confidence to succeed at the leadership level.
- The courses
- Understanding “behind the scene” info and laws/requirements
- I am now prepared to be a leader.
- I believe that I now have all the skills I need to step into a leadership position, and because of this, I am more confident.
- Gave me more knowledge about leadership and a underlying idea [sic] for what my administrators do everyday. Opened my eyes and forced me to do other administrative duties at my school.
- Prepared me for the challenges of administration.
- I would like to know what sorts of expectations in interview there are [sic]. I want to know how it will differ from teaching interviews.
- Gain so much knowledge and relationship building outside of my classroom
- By doing the internship, I landed an instructional coach position.
- Improved skill set
- Put me on track for certification, case studies of class discussions were most helpful
- Provide practice, insight, and knowledge to move forward
- Program gave me more confidence in my abilities
- It gets me the certificate that I need to keep any job.

38. How did the program help you to become a stronger educational leader?

- By giving me experiences coupled with rigorous academics to be a successful leader.
- I now understand why and how things are important (surveys, data, etc.)
- It tackled all the LKES standards and made sure I had experience in them all.
- I am far more aware of all the things/moving parts included in instruction and school improvement.

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- The program was a great follow-up to the Aspiring Leaders program. I loved the organizational nuts and bolts.
- For sure, my communication skills. Communication is the most essential skill in the workplace, especially for a leader. This program challenged me to be better at communicating.
- Data discussions and case study discussions
- This program gave me the big picture of educational leadership.
- At some point in the program, a switch flipped and I feel like I began thinking more like a leader.
- The relevance of assignments and discussions
- A lot of assignments provided me with opportunities for growth or insight in an area I had little experience
- Allowing us to look at our individual schools, plan activities and continuously working with our mentor leader to ensure success.
- Discussion with other teachers/leaders

39. Please comment on the coursework and assignments in terms of depth and breadth. (How meaningful were the courses and assignments to your current professional positions?)

- Appropriate, meaningful, and fair.
- All of the coursework was relevant and informative.
- The coursework was very beneficial. Not all the key assessments could be done at my school but very informative.
- Case studies were great and helpful to get true sense of what to expect in admin role.
- I thought the case studies were great and relevant. I really enjoyed the assessments which required us to look at making improvements in existing programs.
- The assignments made me branch out and talk to numerous people I would not have. They allowed me a total network of how a school works and different roles we normally don't realize.
- The textbooks were helpful (except the equity book). I really like the data book and the conversation book.
- Some more meaningful than others, but the case studies were the most beneficial
- Most were meaningful, with a few that felt like filler
- The case studies were beneficial
- Work was very meaningful. Assignments were tailored to help you look at your school from a leadership standpoint
- Most were good experience for someone looking to build skills or a resume [sic].

40. Any additional comments?

- Love the program and professors. Have recommend to my other colleagues!
- Assignments were on point and useful to leadership work.
- Guest speakers were always relevant!
- Let's see where I'm at next year by this time!
- I think more role playing and discussions of daily responsibilities would be helpful.
- This program did not differentiate for the students that were already employed as school leaders (principals or Aps) Many of the tasks were unnecessary for those students.

Discussion:

The Educational Leadership Tier I program has been in operation long enough for only two cohorts to complete the program; hence there are only two years of results presented here. By the time of our addendum, we will have three years of candidate survey data, as our third cohort will complete the program during the summer of 2020. This particular survey is given during the final week of candidates' time in the program, which occurs at the end of the summer semester. Because these surveys have been given on paper and the Associate Dean for Assessment and Accreditation visited candidates in class to administer these surveys, we have had a high response rate over the past two years. The Educator Preparation Program (EPP) based these surveys on the Georgia Educational Leadership Standards (GELS), which were adapted from the Professional Standards for Educational Leadership (PSEL) (GaPSC Educational Leadership Preparation Guidance, 2019). The College of Education's Advisory Council, which is comprised of superintendents and administrators from our local school districts, also reviewed the survey prior to its initial administration. Although we do not need to establish validity on survey instruments, Advisory Council members designated each item as essential, important but not essential, or nonessential, and they provided written feedback on additional questions that could be posed. The Council rated all items included on this survey as essential, and we incorporated open-ended questions on the final instrument recommended by Council members.

There are two full-time faculty dedicated to our Tier I and Tier II Educational Leadership programs, and they coordinate both programs, with the help of adjuncts, all of whom are retired administrators. These two full-time faculty meet on a regular basis with their adjuncts and with our Associate Dean to ensure that the program runs smoothly and to review data and incorporate changes accordingly. They put a great deal of stock into the feedback received from their candidates. When their first group graduated in 2018, they took the data included above and made changes according to the open-ended feedback and quantitative results. After this first year, they reviewed all key assessments to ensure that they built on one another, did not duplicate, and aligned with the appropriate standards. They completed a standards alignment to review any gaps in coverage, and then brought in new materials accordingly. They worked to ensure that all of the Georgia Assessments for the Certification of Educators (GACE) test objectives for Educational Leadership were covered in the coursework, as well, to help candidates be as prepared as possible for this assessment. They made edits to the portfolio, the final key assessment, to ensure that the instructions were clear and that candidates were clear on expectations from the beginning of the program. They worked with our local school districts to ensure that mentors understood their roles in relation to program candidates. They knew, for example, that it was very important that mentors view this relationship as a team comprised of the candidate, their direct supervisor, and their university supervisor. To help with this process, the two full-time faculty dedicated to this program created an Educational Leadership Task Force, where they brought together local administrators to provide feedback on how to establish the best program possible, including stronger relationships with mentors.

After the second year's results, the Educational Leadership team worked to incorporate more material related to diversity in course materials, along with additional information on laws and policies, as these were areas in which candidates indicated less confidence. The group also completed a study on Tier I Educational Leadership completers, where they conducted two focus groups (each with three completers) to ask follow-up questions a year after program completion. The faculty developed the focus group questions based on this end-of-program survey above. The goal was to expand on some of these areas to see how completers believed the program had impacted their first year in a leadership role. Completers indicated that they would have liked more diversity-related content and they noted the importance of the laws/ethics course on their daily decision-making processes. They also noted that they would like to have

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more content related to andragogy, as many struggled to move from teaching children in their own classrooms to working with adults in the area of professional development and performance/observation reviews. Completers indicated that the self-reflection required in the program and in their key assessments was key to confidence in leadership, as they all regularly reflected on their roles and success as leaders.

Overall, the majority of candidates indicated a high level of self-confidence and noted that they were pleased with their experiences in the program, as seen in the results above. Perhaps more than anything else, the open-ended feedback has been instrumental in changing the program and implementing continued improvements over time.