

Tier I Educational Leadership Employer Survey

About

The Tier I Educational Leadership Employer Survey gauges employer satisfaction with the preparation provided by the program and assesses the program's impact on candidates' skills and professional behaviors. The survey was developed in 2020 by the Educator Preparation Provider (EPP). The program faculty and associate dean collaborated to create this survey in alignment with the *Georgia Educational Leadership Standards* and the *Professional Standards for Educational Leaders*. In 2022, the survey was revised in response to updated accreditation requirements. The program faculty piloted the survey with the Educational Leadership Task Force in 2022 to determine how respondents interpreted the questions and whether any revisions were necessary. The survey includes nineteen scaled questions with response options for “Extremely Effective” (4), “Somewhat Effective” (3), “Somewhat Ineffective” (2), and “Extremely Ineffective” (1) and six open-ended response questions. The EPP administers the Educational Leadership Employer Survey to employers by email one year after a student completes the program.

Discussion of Results

The results presented in Table 1 below are from 2023. The response rate was acceptable at 32.3%, and the survey results were overwhelmingly positive. All responses indicated that the employers found the leaders' preparation effective. There were no responses indicating ineffectiveness. The results indicated that program completers are extremely effective at supporting the mission, vision, and core values of the school, collaborating with stakeholders, making ethical decisions, supporting their staff, engaging families, promoting equity and inclusion in the school community, and promoting the use of assessment to guide instruction. Employers rated other areas highly, but there were some ratings of “Somewhat effective” on criteria that are related to school logistics and promoting the implementation of challenging curriculum, technology, and quality instruction. These are excellent results overall, and this means that the employers think our program completers are well-prepared for leadership positions and possess the leadership skills and knowledge expected in the state and national standards.

The responses to open-ended questions gave us an idea of what employers see as strengths in the preparation and some suggestions for currently relevant needs. Respondents indicated strengths of the program to be the cohort model, online modality, and readiness for leadership. A general suggestion was made about the focus of the program: “Keeping in mind that not everyone who is in the program has the desire to be a leader within a school so making sure the projects and curriculum can be easily modified for a district lens.” However, it’s important to note that there are two different leadership programs. The respondent might not be aware of the Tier II program, which prepares individuals for school or district leadership roles. Another suggestion was to ensure the program included practical experience, as the respondent shared, “I think less book and more practice.” An overall quality of the preparation afforded by this program is the level of readiness for the responsibilities of leadership. Responses to the open-ended question indicated the program gives new leaders focus and evidence for how to support others. One employer shared, “<Name Redacted> had a strong, focused lens on being a leader, collaborating with staff, building strong relationships with students and their families. He prompted the vision/mission statement in our building and was a strong support to teacher[s] with our curriculum.

As the survey is administered annually, the EPP will aggregate results and analyze trends more thoroughly. The EPP notes limitations to administering a survey to employers a year after program completion. One limitation of the survey administration can be employer turnover and shifts of principals within school districts. At times, respondents may be new to their position or school and need to familiarize themselves with the leader they are evaluating. It is also possible for the employer to have not worked with the new leader before their enrollment in the program and subsequent completion. This can limit their comparison of the new leader's performance and the amount of information they can contribute.

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Table 1

Rating Percentages for the 2023 Educational Leadership Employer Survey

Question Text	2023 Employers of 2022 Completers Results (n=10/31) Response Rate = 32.3%									
	Answer			%			Count			
1. Please identify the current position of the individual on which you are completing this survey.	Assistant Principal			40.00%			4			
	Principal			20.00%			2			
	Other:			40.00%			4			
	Total			100%			10			
2. Thinking about the Tier I program completer, to what extent can they:		Extremely Effective		Somewhat Effective		Somewhat Ineffective		Extremely Ineffective		Total
	Support a shared mission.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10
	Support a shared vision.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10
	Support core values.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10
	Collaborate with Stakeholders.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10
	Make ethical decisions.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10
	Promote equity in education.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10
	Promote inclusion in the school community.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10
Support human resources functions.	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10	

	Support a professional community of staff.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10	
	Support the professional capacity of staff.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10	
3. Thinking about the Tier I program completer, to what extent can they (Continued):	Question			Extremely Effective		Somewhat Effective		Somewhat Ineffective		Extremely Ineffective	Total
	Engage families.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10	
	Engage the community.	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10	
	Support operations management.	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10	
	Support resource management.	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10	
	Act as an agent of continuous improvement.	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10	
	Promote the effective use of technology to enhance student learning.	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10	
	Promote the implementation of challenging curriculum.	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10	
	Promote the implementation of quality instruction.	90.00%	9	10.00%	1	0.00%	0	0.00%	0	10	
	Promote the use of assessment to guide instruction.	100.00%	10	0.00%	0	0.00%	0	0.00%	0	10	
To what extent did the Tier I Educational Leadership Program prepare the completer for the role and responsibilities of leadership in your district?	<p>It provided a deeper insight into the leadership moves needed to support others within the district.</p> <p><Name Redacted> is my #2 and a great leader</p> <p>I think the program gave him good supportive evidence for what leadership roles and responsibilities look like.</p> <p><Name Redacted> had a strong, focused lens on being a leader, collaborating with staff, building strong relationships with students and their families. He prompted the vision/mission statement in our building and was a strong support to teacher with our curriculum.</p> <p>She was able to better address challenges in her leadership role.</p>										

<p>Would you recommend the Tier I Educational Leadership Program at UNG to those who are interested in school or district-level leadership positions? Please explain.</p>	<p>Would you recommend the Tier I Educational Leadership Program at UNG to those who are interested in school or district-level leadership positions? Please explain.</p> <p>Yes. It seems to combine both pedagogy and application.</p> <p>Yes, it greatly prepared <Name Redacted> for various situations.</p> <p>Yes, as a graduate myself, I would highly recommend the program to others.</p> <p>Yes I would recommend the Tier 1 Education Leadership Program to anyone interested in becoming a leader in education. <Name Redacted> exemplified what it takes to be a leader. He gave support when needed, asked great questions and definitely supported me as the principal in the building.</p> <p>Yes</p>
<p>In what ways do you think the program could be improved?</p>	<p>Keeping in mind that not everyone who is in the program has the desire to be a leader within a school so making sure the projects and curriculum can be easily modified for a district lens.</p> <p>I think less book and more practice</p> <p>NA</p> <p>I'm not knowledgeable enough about the program to speak on improvment.</p> <p>NA</p>
<p>What do you think were the program's strengths?</p>	<p>The cohort model allows participants to go through the program with colleagues and peers for the duration.</p> <p>Ease of delivery</p> <p>NA</p> <p>The strengths I saw were <Name Redacted> was more than ready to lead and have his own building.</p> <p>NA</p>

<p>How did the Tier I Educational Leadership Program impact the leader's career plans?</p>	<p>The leader is now pursuing an Ed.S</p> <p>Not 100% sure she was already an AP</p> <p>Has built confidence in him as a future leader.</p> <p>He plans own having his own building this program has prepared him to meet that goal.</p> <p>I am not sure.</p>
<p>Please use this space to share any additional comments you have regarding the Tier I Educational Leadership Program at UNG.</p>	<p>N/A</p> <p>NA</p> <p>I appreciate the opportunity to give feedback regarding Mr. Purnell.</p> <p>NA</p>