

Tier II Educational Leadership Employer Survey

About

The Tier II 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 the 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 for survey sufficiency. 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 final version of 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 the first administration of the new survey in 2022. The response rate was acceptable at 40%, and the survey results are overwhelmingly positive. All responses indicated that the employers found the leaders' preparation effective. There were no responses indicating ineffectiveness. The average rating per item ranged from 3.50 to 4.0, and the average of all ratings was 3.90 out of four. The new leaders scored highest in enacting a shared vision ($M = 4.0$), enacting a shared mission ($M = 4.0$), supporting core values ($M = 4.0$), building consensus among stakeholders ($M = 4.0$), making ethical decisions ($M = 4.0$), promoting equity in education ($M = 4.0$), promoting inclusion in the school community ($M = 4.0$), leading a professional community of staff ($M = 4.0$), developing the professional capacity of staff ($M = 4.0$), acting as an agent of continuous improvement ($M = 4.0$), promoting the implementation of challenging curriculum ($M = 4.0$), promoting the implementation of quality instruction ($M = 4.0$), and promoting the use of assessment to guide instruction ($M = 4.0$). The average score was slightly lower in only one area: engaging the community ($M = 3.5$). These are excellent results overall, and this means that the employers think our program completers are well-prepared for leadership positions at the principal level or higher and possess the skills and dispositions of leaders expected in the state and national standards. The responses to open-ended questions are currently too few in quantity to determine any patterns or trends, but the responses were constructive.

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 changeover. At times, respondents may be new to their position. It is also possible for the employer to have yet to work 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 are able to contribute.

Table 1*The Mean Scores for the Educational Leadership Employer Survey*

Number	Question Text	2022 Employers of 2021 Completers Results (n=4/10) Response Rate = 40.00% Average = 3.90 Median = 4.00 Mode = 4.00
1	Thinking about the Tier II program completer, to what extent can they: Enact a shared mission.	4.00
2	Enact a shared vision.	4.00
3	Support core values.	4.00
4	Build consensus among stakeholders to foster school or district-level identity.	4.00
5	Make ethical decisions.	4.00
6	Promote equity in education.	4.00
7	Promote inclusion in the school community.	4.00
8	Perform human resources responsibilities.	3.75
9	Lead a professional community of staff.	4.00
10	Develop the professional capacity of personnel.	4.00
11	Engage families.	3.75
12	Engage the community.	3.50
13	Manage operations.	3.75
14	Manage resources.	3.75
15	Act as an agent of continuous improvement.	4.00
16	Promote the effective use of technology to enhance student learning.	3.75
17	Promote the implementation of challenging curriculum.	4.00
18	Promote the implementation of quality instruction.	4.00
19	Promote the use of assessment to guide instruction.	4.00

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20	To what extent did the Tier II Educational Leadership Program prepare the completer for the role and responsibilities of leadership in your district?	Great program to prepare people for leadership roles in a variety of settings. Yes, It has [been] effective for <name redacted>. Yes - <name redacted>. is a highly effective administrator. I believe participation could assist others in their leadership development.
21	Would you recommend the Tier II Educational Leadership Program at UNG to those who are interested in school or district-level leadership positions? Please explain.	No responses
22	In what ways do you think the program could be improved?	Increased leadership opportunities at the system level.
23	What do you think were the program's strengths?	Effective use of time for working professionals.
24	How did the Tier II Educational Leadership Program impact the leader's career plans?	This helped <name redacted> progress to the Central Office.
25	Please use this space to share any additional comments you have regarding the Tier II Educational Leadership Program at UNG.	No responses