

School Leadership Program Completers Survey

Brief Description of the Assessment. The instrument, Evaluation of U of M School Leadership Program, is given to a sample of graduates of the Master’s Degree in School Administration and Supervision Program who are now educational leaders in area schools. The survey is designed to determine the strengths of our program and any revisions, additions or modifications we need to make in our program based on the feedback from our graduates. The survey is a series of 18 items that are aligned directly to the ELCC/Tennessee Licensure standards. The survey also asks for comments and suggestions for improving the program. The survey measures the preparedness of our graduates in completing various administrative tasks that are essential in providing the best environment for student learning to occur. The instrument has five categories: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, and NA, Unable to Judge. For purposes of this report, the Very Satisfied category was designated a value of 2 (Optimal); Satisfied was designated a 1 (Acceptable); and Dissatisfied and Very Dissatisfied were combined and designated as 0 (Unacceptable). There were no NA responses.

Alignment with the ELCC Standards. Assessment #5 was developed collaboratively with input from SAS faculty. The alignment of the items with the ELCC standards is displayed in Table 1.

Table I: Principal Survey Items in Alignment with ELCC Standards

Program Completers (Principal) Survey Items	ELCC Standard
1. Communicate the school's mission to parents and community members.	1.5
2. Develop a school improvement plan based on data and school needs.	2.3
3. Provide evaluative feedback to teachers and school staff members.	2.4
4. Involve teachers in school decision making.	3.3
5. Monitor and evaluate the implementation of school improvement activities	3.1
6. Assess school culture/climate.	2.1
7. Establish a culture of high expectations for staff and student performance.	2.2
8. Facilitate adequate parental involvement with their child's education.	4.1
9. Serve as an instructional leader.	2.2
10. Perform business and administrative functions.	3.2
11. Manage student behavior.	2.3
12. Make decisions regarding human, material, and financial resources.	3.3
13. Form partnerships with external partners (e.g., community groups, businesses, higher education institutions)	4.3
14. Monitor changes in local, state, and federal laws and regulations governing schools.	6.1
15. Serve as a change agent within the school community	4.2
16. Establish public relations and crisis communication plans.	6.2
17. Exercise political and social influence to benefit their school	6.3
18. Use processes to reflectively analyze your practices as a leader	5.1

A Brief Analysis of the Data Findings. Overall, candidates, with the exception of Standards 4.3, 2.2, 6.1, and 6.3, perceive that the preparation they received in the School Administration and Supervision Program is in the target level of optimal/acceptable. Almost half of the 196 responses (48.5%, n = 95)

were designated as Acceptable, and 33.7% (n = 66) were designated as Optimal; 17.3 % (n = 35) were designated as Unacceptable.

Means for items range from 2.82 (on a 4-0 point scale) to 3.64; the summative mean is 3.19.

Strengths of the respondents lie in item 4 (involve teachers in decision making - Standard 3.3); item 9 (serve as an instructional leader - Standard 2.2), and item 7 (establish a culture of high expectations for staff and student performance - Standard 2.2). Weaknesses lie in item 12 (make decisions regarding human, material, and financial resources - Standard 3.3), item 14 (monitoring changes in local, state, and federal laws and regulations governing schools - Standard 6.2); and item 17 (exercising political and social influence to benefit your school - Standard 6.3).

One item (14-Standard 6.1) had no Optimal response; 3 items (item1-Standard 1.1, item 4-Standard 3.3, and item 9-Standard 2.2) had no Dissatisfaction response; and 1 item (13-Standard 4.3) had a Very Dissatisfied response.

Items 12 (Standard 3.3), 13 (Standard 4.3), and 17 (Standard 6.3) had the most negative responses (4)

An Interpretation of How the Data Provides Evidence for Meeting Standards. Respondents scored higher on those standards that directly impact student learning. The ranking of the standards by means displayed in Table IV (see Attachment C) demonstrates that the standards with the highest means target student achievement and that those standards that fall into the unacceptable category address knowledge, skills, and dispositions concerning fiscal responsibilities and the ability to deal with the larger community, particularly the larger political community.

The findings in the open-ended responses are consistent with the item analysis. In the comments section, respondents report the strengths of the program to be realistic, hands-on experiences, which provided a better understanding of how to accomplish specific tasks and the weaknesses of the program as the need for more training in crisis management, in developing positive collaborative relationships with external positive and negative forces, and in awareness of financial policies (statewide).

Assessment 5 Program Completers (Principal) Survey

The Assessment Instructions Provided to the Respondents

Evaluation of U of M School Leadership Program--Principal Survey

How satisfied are you with the preparation you received in the U of M Leadership program? For each area listed below, please indicate your satisfaction with your preparation in the following items (1-18) on the scale from 4 (Very Satisfied) to 1 (Very Dissatisfied); you can also check NA (Unable to Judge).

1. Communicate the school's mission to parents and community members.
2. Develop a school improvement plan based on data and school needs.
3. Provide evaluative feedback to teachers and school staff members.
4. Involve teachers in school decision making.
5. Monitor and evaluate the implementation of school improvement activities.
6. Assess school culture/climate.
7. Establish a culture of high expectations for staff and student performance.
8. Facilitate adequate parental involvement with their child's education.
9. Serve as an instructional leader.
10. Perform business and administrative functions.
11. Manage student behavior.
12. Make decisions regarding human, material, and financial resources.
13. Form partnerships with external partners (e.g., community groups, businesses, higher education institutions)
14. Monitor changes in local, state, and federal laws and regulations governing schools.
15. Serve as a change agent within the school community.
16. Establish public relations and crisis communication plans.
17. Exercise political and social influence to benefit their school.
18. Use processes to reflectively analyze your practices as a leader.
19. Overall, how would you rate your satisfaction with your preparation to be a principal?
20. What do you see as the major strengths of the Leadership Program at U of M?

21. What do you see as the major weakness(es) or areas in need of improvement?

22. Any other comments would like to make about the Leadership Program or your experiences at U of M?

DATA TABLE
Assessment 5-Program Completers Data

Table II: Items (N = 18) by Standard, Mean*, Rank, and Responses on a ELCC Satisfaction Scale

Program Completers (Principal) Survey Items	ELCC Standard	Mean/Rank	V Sat Sat Diss V Dis			
			<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>
1. Communicate the school's mission to parents and community members.	1.5	3.36/4	4	7		
6. Assess school culture/climate.	2.1	3.36/4	4	6	1	
7. Establish a culture of high expectations for staff and student performance.**	2.2	3.40/3	5	4	1	
9. Serve as an instructional leader.	2.2	3.45/2	5	6		
2. Develop a school improvement plan based on data and school needs.	2.3	3.27/18	4	6	1	
11. Manage student behavior.	2.3	3.09/11	4	4	3	
3. Provide evaluative feedback to teachers and school staff members.	2.4	3.36/4	4	5	2	
5. Monitor and evaluate the implementation of school improvement activities.**	3.1	3.10/10	3	5	2	
10. Perform business and administrative functions.	3.2	3.00/13	3	5	3	
4. Involve teachers in school decision making.	3.3	3.64/1	7	4		
12. Make decisions regarding human, material, and financial resources	3.3	2.82/16	2	5	4	
8. Facilitate adequate parental involvement with their child's education.	4.1	3.09/11	3	6	2	
15. Serve as a change agent within the school community.	4.2	3.36/4	5	5	1	
13. Form partnerships with external partners (e.g., community groups/businesses, higher education institutions)	4.3	2.90/15	4	3	3	1
18. Use processes to reflectively analyze your practices as a leader.	5.1	3.18/9	4	5	2	
14. Monitor changes in local, state, and federal laws and regulations governing schools.	6.1	2.82/16		9	2	
16. Establish public relations and crisis communication plans.	6.2	3.00/13	3	5	3	
17. Exercise political and social influence to benefit their school.	6.3	2.82/16	2	5	4	

Sum Totals:

66 95 34 1

Percentages:

33.7% 48.5% 17.3%

.5%

* Means are calculated on a 4-0 point scale; Summative Mean = 3.19.

**N=10 on these items

Table III: Sum of Standards by Satisfaction Scale

Sum of Standards by Satisfaction Scale	V.Sat	Sat	Dis	V. Dis
Standard I- 1 item	4	7		
Standard 2- 6 items	26	31	8	
Standard 3- 4 items	15	19	9	
Standard 4- 3 items	12	14	6	1
Standard 5- 1 item	4	5	2	
Standard 6- 3 items	5	19	9	

Table IV: Items and Standards by Mean* and Rank Order

Program Completers (Principal) Survey Items	ELCC Standard	Mean/Rank
4. Involve teachers in school decision making.	3.3	3.64/1
9. Serve as an instructional leader.	2.2	3.45/2
7. Establish a culture of high expectations for staff and student performance.	2.2	3.40/3
1. Communicate the school's mission to parents and community members.	1.5	3.36/4
3. Provide evaluative feedback to teachers and school staff members.	2.4	3.36/4
6. Assess school culture/climate.	2.1	3.36/4
15. Serve as a change agent within the school community	4.2	3.36/4
2. Develop a school improvement plan based on data and school needs.	2.3	3.27/8
18. Use processes to reflectively analyze your practices as a leader	5.1	3.18/9
5. Monitor and evaluate the implementation of school improvement activities	3.1	3.10/10
8. Facilitate adequate parental involvement with their child's education.	4.1	3.09/11
11. Manage student behavior.	2.3	3.09/11
10. Perform business and administrative functions.	3.2	3.00/13
16. Establish public relations and crisis communication plans.	6.2	3.00/13
13. Form partnerships with external partners (e.g., community groups, businesses, higher education institutions)	4.3	2.90/15
12. Make decisions regarding human, material, and financial resources.	3.3	2.82/16
14. Monitor changes in local, state, and federal laws and regulations governing schools.	6.1	2.82/16
17. Exercise political and social influence to benefit their	6.3	2.82/16

school		
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* Means are calculated on a 4-0 point scale; Summative Mean = 3.19

Demographic Data: (N=10)

1. Leadership degree or license

Licensure only: 2

MS in LDPS: 8

2. School type

Urban: 6

Suburban: 2

Rural: 2

3. Years of experience as a principal

Less than one year: 4

1-5 years: 6

4. Gender

Female: 9

Male: 1

5. Ethnicity

Caucasian, Non-Hispanic: 2

African American: 8