SPALDING UNIVERSITY
COLLEGE OF EDUCATION

Advanced Programs Employer Surveys

Principal Preparation Program (PPP)
PPP Survey

The Principal Preparation Program Survey is completed by a candidate's school based principal supervisor/mentor during the last semester of enrollment in the Spalding University Principal Preparation Program (PPP). The survey asks employers to rate completers on 16 items derived from Professional Standards for Educational Leaders (PSEL, 2015) and the Spalding University College of Education Conceptual Framework. To ensure validity of survey items, members of the program faculty and the Principal Preparation Program Graduate Focus Group were asked to review items and provide commentary. The scale is:

1- Not Prepared
2- Somewhat
3- Average
4- Well
5- Very Well Prepared

Table 1
Principal Preparation Program Survey: Item Analysis

Item (Standard)	2022-23 Cohort (n=27, 93%)		2018-2023 Overall (n=116, 44%)	
	M	*SD*	*M*	*SD*
1. Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being for each student (PSEL, 1)	4.75	.45	4.51	.59
2. Act ethically and according to professional norms (PSEL, 2)	4.94	.25	4.70	.60
3. Strive for equity of educational opportunity and culturally responsive practices (PSEL, 3)	4.81	.40	4.37	.93
4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment (PSEL, 4)	4.56	.63	4.44	.80
5. Cultivate an inclusive, caring, and supportive school community (PSEL, 5)	4.94	.25	4.76	.48
6. Develop the professional capacity and practice of school personnel (PSEL, 6)	4.50	.63	4.42	.66
7. Foster a professional community of teachers and other professional staff (PSEL, 7)	4.81	.40	4.53	.70
8. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways (PSEL, 8)	4.88	.34	4.60	.69

9. Manage school operations and resources (PSEL, 9)	4.38	.62	4.16	.81
10. Act as agents of continuous improvement (PSEL, 10)	4.69	.48	4.42	.76
11. Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1)	4.69	.48	4.40	.76
12. Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2)	4.88	.34	4.53	.83
13. Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3)	4.94	.25	4.60	.66
14. Believe that all students can learn and are able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4)	4.88	.34	4.63	.54
15. Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5)	4.75	.45	4.44	.80
16. Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6)	4.81	.40	4.51	.77

An analysis of the results revealed that mean responses for the 2022-23 Cohort were higher in all 16 items (100%) than the overall cohorts on all survey items. In addition, the standard deviation for all assessment items decreased for the 2022-23 cohort while mean scores increased. This indicates that overall improvement in the assessed areas are more consistent across all participants in the program. Items for the 2022-23 cohort with the highest difference between the entire six-year cohort are as follows:

- Strive for educational equality (4.81), +.44
- Commit to fairness and integrity (4.88), +.35
- Shows respect for self and others (4.94), +.34
- Demonstrates flexibility in meeting students' needs (4.81), +.31
- Devotes self to acquiring new knowledge (4.81), +.30

Survey questions with the lowest mean score for the cohort and/or lowest gain from the overall group in need of additional review include:

- Develop the capacity for school personnel (4.5), +.08
- Develop coherent systems for curriculum, assessment and instruction (4.56), +.12
- Manage school operations and resources (4.38), +.22

It is important to note that survey item Number 3, "Strive for equity of educational opportunity and culturally responsive practices" is an item that has the largest increase over the entire survey group (.44) and the sixth largest overall mean score. This likely reflects the work to align the Principal Preparation Program Aspiring Leaders model course content and practices to JCPS' Three Pillars, which include racial equity and academic systems. In addition, the Equity-Centered Leadership Framework (The Spalding Six) was developed and implemented during the 2022-23 Academic Year. This continued explicit commitment to equity during years two and three of the Aspiring Leaders Program has yielded higher than average overall ratings regarding PSEL Standard 3 (Equity and Cultural Responsiveness), and has improved equity-centered leadership perceptions by our district leaders who employ our

completers. Activities related to improved equity-centered leadership outcomes will continue to be included in the Improvement Plan for the 2023-24 Academic Year.

Candidate Dispositions Evaluation (CDE)

The Candidate Dispositions Evaluation (CDE) is completed by a candidate's school based principal supervisor/mentor during the first semester of enrollment in the Spalding University Principal Preparation Program (PPP), with a second administration completed by College of Education faculty members prior to exit. The evaluation measures: candidate knowledge, skills, and professional dispositions; professional capabilities; data and research-driven decision making; and integration of technology into the discipline. Results from the Dispositions Evaluation for the 2022-23 Academic Year are displayed in Table 2.

Table 2
Dispositions Evaluation Results 2022-2023 Academic Year

Item	Administration 1 Average (N = 19, 66%)	Administration 2 Average (N = 27, 100%)	Gain/Loss
Meets the daily physical demands of the profession.	3.94	3.85	-.09
Conducts personal and professional activities in a respectful, legal, ethical, and confidential manner.	3.89	3.94	+.05
Complies with rules and reports problems to appropriate persons.	3.78	3.94	+.16
Meets class, university, field experience, practicum, and program deadlines and time commitments.	3.44	3.94	+.50
Acknowledges her/his own responsibility and culpability; does not attempt to transfer fault or blame to others or rationalize inadequate or missing performance.	3.83	3.94	+.11
Expresses and models commitment to education as a career.	3.83	4.00	+.17
Meets standards of social conduct and carries out responsibilities without compromising personal/professional integrity.	3.82	4.00	+.18
Values the work of self and others by using citations and avoiding plagiarism.	3.50	4.00	+.50
Demonstrates the belief that all students can learn by respectfully affirming individual student differences.	3.83	3.94	+.11
Studies and produces work through self-determination and self-motivation.	3.72	4.0	+.28
Demonstrates perseverance and resilience in meeting academic and professional goals.	3.94	4.00	+.06
Is caring and considerate in verbal and nonverbal communications with children, faculty, teachers, and staff in schools.	3.89	4.00	+.11
Cooperates in group enterprises, contributes constructively, disagrees courteously, avoids	3.89	3.94	+.05

sarcasm, makes constructive suggestions, accepts constructive criticism, and modifies decisions and actions appropriately.			
Responds positively to feedback by engaging in constructive discussion with the supervisor and implementing suggestions for improvement.	3.89	4.00	+.11
Exhibits awareness of and responds with fairness and sensitivity to diverse sociocultural perspectives across varied environments.	3.94	4.00	+.06
Appropriately assesses performance and dispositions in university and professional settings.	3.28	4.00	+.72
Shows resourcefulness and flexibility in adapting to unforeseen events and solving problems.	3.72	3.94	+.22
Initiates conversations, contributes to, or leads discussions, and/or takes a leadership role to advocate for the field of education.	3.89	4.00	+.11
Elicits feedback and consults professional resources in pursuit of professional growth.	3.78	.40	+.22
Participates in professional development activities, including reading and evaluating current research literature for professional growth.	3.56	4.0	+.44
Plans and promotes future opportunities to support and empower peers, students, colleagues, and community in educational growth.	3.61	4.0	+.39

An analysis of the Dispositions Evaluation items revealed that 20 of 21 (95%) dispositions revealed gains (ranging from .05 to .72) during the 2022-23 Academic Year. One disposition score dropped between assessments during the 2023-24 Academic Year (from -.02 to -.13): Meets the daily physical demands of the profession.

SCHOOL COUNSELOR (SC)
SC Program Survey
The School Counselor Program Survey is completed by the school based educational practitioners supervising SC clinical field experiences during the last semester of enrollment in the program. The survey asks employers to rate completers on 19 items derived from Kentucky Framework of Best Practices for School Counselors (KFBPSC, 2019) and the Spalding University College of Education Conceptual Framework. To ensure validity of survey items, members of the program faculty and the School Counseling Program Graduate Focus Group were asked to review items and provide commentary. The scale is:
1- Not Prepared
2- Somewhat
3- Average
4- Well
5- Very Well Prepared

Table 3

School Counseling Program Survey: Item Analysis

Item	Overall (N = 27)		2022-23 Cohort (n = 8)	
	M	*SD*	*M*	*SD*
1. Demonstrate a professional identity of ethical and legal school counseling practices and engage in ongoing professional learning (KSPSC, 1)	4.36	1.03	4.80	.45
2. Supporting students' academic success, career goals, and social-emotional wellness (KSPSC, 1)	4.41	.98	4.60	.55
3. Provide instruction based on the Kentucky Framework for Best Practices for School Counselors and the ASCA National Model (4th ed.) (KSPSC, 2.1)	4.27	1.01	4.60	.55
4. Create counseling beliefs and vision and mission statements (KSPSC, 2.2)	4.30	1.05	4.80	.45
5. Monitor student performance and progress in multiple settings (KSPSC, 2.3)	4.18	1.04	4.80	.45
6. Provide short-term counseling in small group and individual settings (KSPSC 2.4)	4.24	.83	4.40	.89
7. Make referrals to appropriate school and community resources (KSPSC 2.5)	4.09	1.07	4.60	.55
8. Consult and collaborate with multiple stakeholders for student achievement and success (KSPSC 2.6)	4.24	1.09	4.80	.45
9. Submit records in a timely fashion (KSPSC 2.7)	4.30	.92	4.63	.55
10. Use assessment and testing to deliver effective services to students (KSPSC 2.8)	4.09	1.23	4.80	.45
11. Engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and work through reflective analysis (KSPSC, 3)	4.30	1.07	4.60	.55
12. Serve as a leader and advocate for all students through management of the school counseling program and collaboration with stakeholders (KSPSC, 4)	4.30	.98	4.60	.55
13. Serve as a change agent through the development and refinement of a comprehensive school counseling program (KSPSC, 4)	4.42	.87	4.80	.45

14. Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1)	4.36	.93	4.80	.45
15. Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2)	4.48	.83	4.80	.45
16. Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3)	4.52	.76	4.80	.45
17. Believe that all students can learn and are able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4)	4.52	.83	4.80	.45
18. Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5)	4.52	.83	4.63	.52
19. Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6)	4.45	.75	4.80	.45

An analysis of the results revealed that the 2022-23 cohort had higher mean scores in each of the 18 survey items, a .37 average increase in response, and a .44 decrease in the average standard deviation in responses compared to the entire School Counseling graduate group. Increases in mean responses coupled with a decrease in standard deviation suggests extremely positive perceptions of the program as seen in candidates in the 2022-23 cohort. Items with the highest mean increase compared to the overall group include:
- Using assessment and testing to deliver effective services to students (+.71)
- Monitor student performance and progress in multiple settings (+.62)
- Consult and collaborate with multiple stakeholders for student achievement and success (+.56)
- Make referrals to appropriate school and community resources (+.51)
- Create counseling beliefs and vision and mission statements (+.50)
- Demonstrates a professional identity of ethical and legal school counseling practices and engage in ongoing professional learning (+.44)
- Demonstrate insight into creating a learning environment that empowers others to reach their potential (+.44)

Candidate Dispositions Evaluation (CDE)
Faculty in the College of Education and educational practitioners supervising clinical field experiences settings evaluate all candidates' professional dispositions at regular points throughout each academic year. The Spalding University College of Education School Counselor Disposition Evaluation and rating scale is disseminated to all candidates at the point of program admission and discussed at subsequent times as necessary. The tool and rating scale have been validated through the Lawshe method of surveying content experts, a pilot study, and continued use with revision by the Spalding University College of Education faculty and school district partners. The 18-question disposition evaluation is completed by School Counselor supervisors on program candidates at the completion of each clinical field experience completed during the program. The items are aligned to Spalding University College of Education student dispositions and the Kentucky Framework for Best Practices for

School Counselors (2020). Results from the School Counselor Disposition Evaluation are reported in Table 4.

Table 4

School Counseling Program Disposition Evaluation: 2022-23 Academic Year

Candidate Disposition	Performance Rating Percent 2022-23 Academic Year (N=14, 100%)				
	Exemplary	Proficient	Developing	Novice	N/A
Counselor candidate is active in the counselor's role and asks appropriate questions pertaining to the academic progress within the school community.	0	100	0	0	0
Counselor candidate is able to collaborate with school partners by showing a positive attitude towards students and all school employees.	39.29	53.6	7.14	0	0
Counselor candidate interacts in an appropriately professional manner with all school personnel.	57.14	39.29	3.57	0	0
Counselor candidate show respect for the Site Counselor by completing all tasks that are assigned in a timely and appropriate manner.	42.86	57.14	0	0	0
Counselor candidate interacts with diverse students in a positive, respectful, and safe manner.	64.29	35.71	0	0	0
Counselor candidate creates lessons or activities that corresponds to the plan developed in collaboration with the needs of the guidance program.	10.71	64.29	10.71	0	14.29
Counselor candidate utilizes relevant resources as they relate to the candidate's guidance/school activities in collaboration with the Site Counselor.	7.14	78.57	10.71	0	3.57
Applying developmental, learning counseling and education theories.	10.71	74.43	10.71	0	3.57
Applies legal and ethical principles of the school counseling profession.	39.29	46.23	10.71	0	3.57
Understands the impact of cultural, social, and environmental influences on student success and opportunities.	46.43	50	3.57	0	0

Demonstrates advocacy in the components within a comprehensive school counseling program.	25	64.29	7.14	0	3.57
Demonstrates professionalism in the field to colleagues, parents, community members and students.	49.43	46.43	7.14	0	0
Providing short-term counseling in small and individual settings.	10.71	46.23	32.14	0	10.71
Making referrals to appropriate school and community resources.	21.43	39.29	21.43	0	14.29
Maintaining records and submitting them in a timely fashion.	10.71	71.43	3.57	0	14.29
Reflecting on practice.	32.14	50	10.71	0	7.14
Advocating on behalf of all students.	53.57	42.86	0	0	3.57
Demonstrating leadership in the use of interpersonal and organizational power.	21.43	53.57	17.86	0	7.14

Further analysis of these results indicates that dispositions with exceptionally high ratings of performance (>50% Exemplary) include:
- Counselor candidate interacts with diverse students in a positive, respectful, and safe manner (64.29%)
- Counselor candidate interacts in an appropriately professional manner with all school personnel (57.14%)
- Advocating on behalf of all students (53.57%)

Areas on the Dispositions Evaluation that show lower levels of exceptional performance ratings include:
- Counselor candidate is active in the counselor's role and asks appropriate questions pertaining to the academic progress within the school community (0%)
- Counselor candidate utilizes relevant resources as they relate to the candidate's guidance/school activities in collaboration with the Site Counselor (7.14%)
- Counselor candidate creates lessons or activities that corresponds to the plan developed in collaboration with the needs of the guidance program (10.71%)
- Applying developmental, learning counseling and education theories (10.71%)
- Maintaining records and submitting them in a timely fashion (10.71%)

Deeper analysis of these data indicates that Spalding School Counseling students, regardless of their status within the program (beginning, middle, end) consistently demonstrate "universal" dispositions that are expected in candidates at any point in the program. In addition, approximately ⅔ of candidates are enrolled in the first six courses of the program and are neither required, nor exposed to experiences that were identified as "lower levels of exceptional performance" in the data reported. This is a contributing factor in the levels of "Not Applicable" and lower levels of "Exemplary" performance by candidates. Next steps regarding these data include reviewing course activities and their corresponding dispositions and ensuring that candidates are demonstrating the appropriate dispositions "at the right point" within the program.

TEACHER LEADERSHIP (TL)
TL Program Survey
   The Teacher Leadership Program Survey is completed by a candidate's school based principal supervisor/mentor during the last semester of enrollment in the Teacher Leadership Program. The survey contains 16 items derived from InTASC standards and the Spalding University College of Education Conceptual Framework. To ensure validity of survey items, members of the program faculty and the Teacher Leadership Graduate Focus Group were asked to review items and provide commentary. The scale is:
   1- Not Prepared
   2- Somewhat
   3- Average
   4- Well
   5- Very Well Prepared

Table 5
Teacher Leader Program Survey: Item Analysis

Item	2022-23 Cohort (n = 17, 53%)	
	M	*SD*
1. Design and implement learning experiences that are developmentally appropriate, challenging, and recognize learning and development patterns within and among learners (InTASC, 1)	4.28	.83
2. Use understanding of individual differences and diverse cultures to enable students to meet high standards (InTASC, 2)	4.33	.77
3. Create environments that support individual and collaborative learning and encourage positive interaction, engagement, and self-motivation (InTASC 3)	4.39	.70
4. Understand standards and tools of inquiry to create learning experiences that are meaningful to learners and ensure mastery of the content (InTASC 4)	4.71	.71
5. Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems in authentic learning tasks (InTASC, 5)	4.50	.62
6. Utilize multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making (InTASC, 6)	4.11	.68
7. Plan for instruction that supports every student in meeting learning goals by drawing upon knowledge of content areas, curriculum and cross-disciplinary skills and pedagogy, and knowledge of learners and the community context (InTASC, 7)	4.11	.76
8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and connections, and build skills to apply knowledge (InTASC, 8)	4.29	.59
9. Engage in professional learning and use evidence to evaluate individual practice, its impact on others, and adapt practice to meet the needs of each learner (InTASC, 9)	4.33	.84

10. Seek leadership roles and opportunities to take responsibility for learning and to collaborate with others to ensure growth and advance the profession (InTASC, 10)	4.11	.76
11. Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1)	4.44	.70
12. Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2)	4.56	.62
13. Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3)	4.67	.59
14. Believe that all students can learn and are able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4)	4.61	.61
15. Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5)	4.5	.62
16. Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6)	4.56	.62

An analysis of the results revealed that the 2022-23 cohort had an average mean score of 4.40 (out of 5) on each of the 16 survey items, and an average standard deviation of .70. Items with higher than average mean responses coupled with lower than average standard deviation average scores suggest that these items were the most positively perceived among candidates in the 2022-23 cohort. Items with the higher than average mean score include:
- Understand standards and tools of inquiry to create learning experiences that are meaningful to learners and ensure mastery of the content (InTASC 4) (M = 4.71)
- Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3) (M = 4.67)
- Believe that all students can learn and are able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4) (M = 4.61)
- Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2) (M = 4.56)
- Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6) (M = 4.56)
- Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems in authentic learning tasks (InTASC, 5) (M = 4.50)
- Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5) (M = 4.5)
- Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1) (M = 4.44)

Items with lower than average mean scores or higher than average standard deviation include:
- Seeks leadership roles and opportunities to take responsibility for learning and to collaborate with others to ensure growth and advance the profession (InTASC, 10) (M = 4.11, SD = .76)
- Plan for instruction that supports every student in meeting learning goals by drawing upon knowledge of content areas, curriculum and cross-disciplinary skills and pedagogy, and knowledge of learners and the community context (InTASC, 7) (M = 4.11, SD = .76)

- Utilize multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making (InTASC, 6) (M = 4.11, SD = .68)
- Engage in professional learning and use evidence to evaluate individual practice, its impact on others, and adapt practice to meet the needs of each learner (InTASC, 9) (M = 4.33, SD = .84)
- Design and implement learning experiences that are developmentally appropriate, challenging, and recognize learning and development patterns within and among learners (InTASC, 1) (M = 4.33, SD = .83)

These data will be reviewed by faculty and used to create the Improvement Plan for the 2023-24 Academic Year.