SPALDING UNIVERSITY
COLLEGE OF EDUCATION

Advanced Programs 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)	2023-24 Cohort		Overall	
	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)	4.64	.50	4.54	.57
2. Act ethically and according to professional norms (PSEL, 2)	4.73	.47	4.70	.57
3. Strive for equity of educational opportunity and culturally responsive practices (PSEL, 3)	4.91	.30	4.48	.86
4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment (PSEL, 4)	4.82	.40	4.52	.75
5. Cultivate an inclusive, caring, and supportive school community (PSEL, 5)	4.73	.47	4.75	.48

6. Develop the professional capacity and practice of school personnel (PSEL, 6)	4.64	.50	4.46	.64
7. Foster a professional community of teachers and other professional staff (PSEL, 7)	4.64	.50	4.46	.64
8. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways (PSEL, 8)	4.73	.47	4.63	.65
9. Manage school operations and resources (PSEL, 9)	4.27	.65	4.19	.78
10. Act as agents of continuous improvement (PSEL, 10)	4.65	.50	4.46	.72
11. Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1)	4.82	.40	4.48	.72
12. Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2)	4.73	.47	4.57	.77
13. Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3)	4.73	.47	4.63	.62
14. Believes that all students can learn and is able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4)	4.91	.30	4.69	.51
15. Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5)	4.55	.52	4.46	.75
16. Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6)	4.55	.52	4.52	.72

An analysis of the results revealed that mean responses from the 2023-24 Cohort were higher in all 16 items (100%) than the overall cohort on all survey items. In addition, the standard deviation for all assessment items decreased for the 2023-24 cohort while mean scores increased. This indicates that overall improvement in the assessed areas are more consistent across all participants in the program. Items from the 2023-24 cohort include with the highest difference between the entire six-year cohort are as follows:

- Strive for educational equality (4.91), +.43
- Create a learning environment that empowers others (4.82), +.34
- Develop and support rigorous and coherent systems of curriculum (4.82), +.30

Survey questions with the lowest mean score from 2023-24 cohort and/or lowest gain from the overall group in need of additional review include:

- Create an inclusive, caring, and supportive school community (4.73), -.02
- Devotes self to acquiring knowledge about context and pedagogy (4.55), +.03

- Act ethically and according to professional norms (4.73), +.03

It is important to note that survey item Number 3, "Strive for equity of educational opportunity and culturally responsive practices" **has the largest increase over the entire survey group (.44) and the largest overall mean score for the 2023-24 cohort**.   During the 2021-22 academic year, the Principal Preparation Program developed the Aspiring Leaders model to align 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 graduate perceptions regarding PSEL Standard 3 (Equity and Cultural Responsiveness), and has improved equity-centered leadership perceptions by our graduates.* Activities related to improved equity-centered leadership outcomes will continued to be included in the Improvement Plan for the 2024-25 Academic Year.

Dispositions Evaluation

The Candidate Dispositions Evaluation (CDE) is completed by a candidate's 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. The evaluation tool was administered electronically and was used for the first time during the 2019-20 Academic Year. Results from the Dispositions Evaluation for the 2023-24 Academic Year are displayed in Table 5.

Table 2: Dispositions Evaluation Results- 2023-2024 Academic Year (N = 19)

Item	Administration 1 Average	Administration 2 Average	Gain/Loss
Meets the daily physical demands of the profession.	3.27	3.53	.26
Conducts personal and professional activities in a respectful, legal, ethical, and confidential manner.	3.64	3.47	-.17
Complies with rules and reports problems to appropriate persons.	3.09	3.47	.38
Meets class, university, field experience, practicum, and program deadlines and time commitments.	3.73	3.80	.07
Acknowledges her/his own responsibility and culpability; does not attempt to transfer fault or blame to others or rationalize inadequate or missing performance.	3.73	3.87	.14
Expresses and models commitment to education as a career.	3.55	3.93	.39
Meets standards of social conduct and carries out responsibilities without compromising personal/professional integrity.	3.45	3.47	.02

Values the work of self and others by using citations and avoiding plagiarism.	2.82	3.60	.78
Demonstrates the belief that all students can learn by respectfully affirming individual student differences.	3.18	3.87	.68
Studies and produces work through self-determination and self-motivation.	3.64	4.00	.36
Demonstrates perseverance and resilience in meeting academic and professional goals.	3.73	3.87	.14
Is caring and considerate in verbal and nonverbal communications with children, faculty, teachers, and staff in schools.	2.91	3.07	.16
Cooperates in group enterprises, contributes constructively, disagrees courteously, avoids sarcasm, makes constructive suggestions, accepts constructive criticism, and modifies decisions and actions appropriately.	3.45	3.67	.21
Responds positively to feedback by engaging in constructive discussion with supervisor and implementing suggestions for improvement.	3.73	3.60	-.13
Exhibits awareness of and responds with fairness and sensitivity to diverse sociocultural perspectives across varied environments.	3.55	3.93	.39
Appropriately assesses performance and dispositions in university and professional settings.	3.09	3.67	.58
Shows resourcefulness and flexibility in adapting to unforeseen events and solving problems.	3.45	3.73	.28
Initiates conversations, contributes to, or leads discussions, and/or takes a leadership role to advocate for the field of education.	3.27	3.87	.59
Elicits feedback and consults professional resources in pursuit of professional growth	3.82	3.73	-.08
Participates in professional development activities, including reading and evaluating current research literature for professional growth.	2.73	3.53	.81
Plans and promotes future opportunities to support and empower peers, students, colleagues, and community in educational growth.	3.00	3.27	.27

An analysis of the Dispositions Evaluation items revealed that 18 of 21 (85%) dispositions revealed gains (ranging from .02 to .81) during the 2023-24 Academic Year.

Three (3) disposition scores dropped between assessments during the 2023-24 Academic Year (from -.08 to -.17):

- Conducts personal and professional activities in a respectful, legal, ethical, and confidential manner (-.17)
- Responds positively to feedback by engaging in constructive discussion with supervisor and implementing suggestions for improvement (-.13)
- Elicits feedback and consults professional resources in pursuit of professional growth (-.08)

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 = 30)		2023-24 Cohort (n = 5)	
	M	*sd*	*M*	*sd*
1. Demonstrate a professional identity of ethical and legal school counseling practices and engage in ongoing professional learning (KSPSC, 1)	4.37	1.00	4.40	.89
2. Supporting students' academic success, career goals, and social-emotional wellness (KSPSC, 1)	4.38	1.01	4.20	1.30
3. Provide instruction based on the Kentucky Framework for Best Practices for School Counselors and the ASCA National Model (4th ed.) (KSPSC, 2.1)	4.38	1.11	3.60	1.67
4. Create counseling beliefs and vision and mission statements (KSPSC, 2.2)	4.32	1.02	4.40	.89
5. Monitor student performance and progress in multiple settings (KSPSC, 2.3)	4.13	1.07	3.80	1.30

6. Provide short-term counseling in small group and individual settings (KSPSC 2.4)	4.16	.86	3.60	.89
7. Make referrals to appropriate school and community resources (KSPSC 2.5)	4.08	1.10	4.0	1.41
8. Consult and collaborate with multiple stakeholders for student achievement and success (KSPSC 2.6)	4.24	1.10	4.20	1.30
9. Submit records in a timely fashion (KSPSC 2.7)	4.29	.90	4.20	.84
10. Use assessment and testing to deliver effective services to students (KSPSC 2.8)	4.03	1.24	3.60	1.34
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)	4.26	1.11	4.00	1.41
12. Serve as a leader and advocate for all students through management of the school counseling program and collaboration with stakeholders (KSPSC, 4)	4.26	1.03	4.00	1.41
13. Serve as a change agent through the development and refinement of a comprehensive school counseling program (KSPSC, 4)	4.34	.88	3.80	.84
14. Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1)	4.32	.93	4.00	1.00
15. Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2)	4.45	.89	4.20	1.30
16. Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3)	4.50	.76	4.40	.89
17. Believes that all students can learn and is able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4)	4.50	.83	4.40	.89
18. Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5)	4.42	.92	3.80	1.30
19. Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6)	4.37	.82	3.80	1.10
Average	**4.30**	**.97**	**4.02**	**1.10**

An analysis of the results revealed that the 2023-24 cohort had higher mean scores in two (2) survey items, a -.28-average decrease in overall response, and a .17 increase in the average standard deviation in responses compared to the entire School Counseling graduate group.

Decreases in mean responses coupled with an increase in standard deviation suggests that program perceptions among the cohort that need review. These items include:

- Receiving instruction based on the Kentucky Framework for Best Practices for School Counselors and the ASCA National Model (-.78)
- Demonstrating flexibility in meting student needs and best practices to promote student learning (-.62)
- Devoting self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (-.57)
- Providing short-term counseling in small group and individual settings (-.56)
- Serving as a change agent through the development and refinement of a comprehensive school counseling program (-.54)

It is important to note that only five (5) of 13 program graduates responded to the 2023-24 Graduate Survey. Low numbers of survey respondents can impact interpretation of these results. Efforts to increase response rate have been identified as a priority in the Program Improvement Plan.

Dispositions Evaluation

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 5.

Table 4: School Counseling Program Candidate Disposition Evaluation: 2023-24 Academic Year (N = 83)

Candidate Disposition	Term and Academic Year Averages			Performance Rating Percent 2023-24 Academic Year				
	Fall 2022 Average	Spring 2023 Average	2022-23 Average	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.	3.55	3.49	3.52	56.63	34.94	6.02	0	2.41
Counselor candidate is able to collaborate with school partners by showing a positive attitude towards students and all school employees.	3.70	3.67	3.69	71.08	26.51	2.41	0	0
Counselor candidate interacts in an appropriately professional manner with all school personnel.	3.65	3.67	3.66	67.47	31.33	1.20	0	0
Counselor candidate show respect for the Site Counselor by completing all tasks that are assigned in a timely and appropriate manner.	3.66	3.58	3.63	65.06	28.92	3.61	0	2.41
Counselor candidate interacts with diverse students in a positive, respectful, and safe manner.	3.82	3.65	3.73	73.49	24.10	1.20	0	1.20
Counselor candidate creates lessons or activities that corresponds to the plan developed in collaboration with the needs of the guidance program.	3.48	3.12	3.31	32.53	36.14	8.43	0	22.89
Counselor candidate utilizes relevant resources as they relate to the candidate's guidance/school activities in collaboration with the Site Counselor.	3.45	3.26	3.35	43.37	37.35	10.84	0	8.43
Applying developmental, learning counseling and education theories.	3.21	3.03	3.12	31.33	28.92	21.69	0	18.07

Applies legal and ethical principles of the school counseling profession.	3.42	3.31	3.36	42.17	33.73	10.84	0	13.25
Understands the impact of cultural, social, and environmental influences on student success and opportunities.	3.61	3.42	3.51	51.81	45.78	1.20	0	1.20
Demonstrates advocacy in the components within a comprehensive school counseling program.	3.28	3.25	3.27	37.35	39.76	13.25	0	9.64
Demonstrates professionalism in the field to colleagues, parents, community members and students.	3.70	3.62	3.66	65.06	33.73	0	0	1.20
Providing short-term counseling in small and individual settings.	3.07	2.85	2.96	24.10	16.87	26.51	0	32.53
Making referrals to appropriate school and community resources.	3.41	3.16	3.29	34.94	26.51	13.25	0	25.30
Maintaining records and submitting them in a timely fashion.	3.43	3.36	3.39	43.37	32.53	9.64	0	14.46
Reflecting on practice.	3.36	3.30	3.33	44.58	37.35	13.25	0	4.82
Advocating on behalf of all students.	3.70	3.64	3.65	62.25	30.12	1.20	0	6.02
Demonstrating leadership in the use of interpersonal and organizational power.	3.43	3.32	3.40	40.96	40.96	7.23	0	10.84

During the 2023-24 academic year, School Counseling Candidate dispositions with exceptionally high ratings of performance (>60% Exemplary) include:

- Counselor candidate interacts with diverse students in a positive, respectful, and safe manner. (73.49%)
- Counselor candidate is able to collaborate with school partners by showing a positive attitude towards students and all school employees. (71.08%)
- Counselor candidate interacts in an appropriately professional manner with all school personnel (67.47%)
- Counselor candidate show respect for the Site Counselor by completing all tasks that are assigned in a timely and appropriate manner. (65.06%)

- Demonstrates professionalism in the field to colleagues, parents, community members and students. (65.06%)
- Advocating on behalf of all students. (62.25%)

Areas on the Dispositions Evaluation that show lower levels of exceptional performance ratings include:
- Demonstrates advocacy in the components within a comprehensive school counseling program. (37.35%)
- Making referrals to appropriate school and community resources. (34.94%)
- Counselor candidate creates lessons or activities that corresponds to the plan developed in collaboration with the needs of the guidance program. (32.53%)
- Applying developmental, learning counseling and education theories. (31.33%)
- Providing short-term counseling in small and individual settings (24.10%)

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.

In the next phase of the study, a Teacher Leadership Program Survey was developed and sent to individuals completing the Teacher Leadership Program in 2023. 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.

These individuals were asked to indicate their level of preparedness for the role of a teacher leader based on their experience in the Teacher Leadership Program at Spalding University. Twenty-five participants of the 2023-24 cohort (n = 25) responded to the survey with a response rate of 52.3%. The results of the survey are displayed in Table 1.

Table 5: Teacher Leader Program Survey: Item Analysis

Item	2023-24 Cohort (n = 25)		All Cohorts (n = 44)	
	M	sd	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)	4.23	.59	4.25	.69

2. Use understanding of individual differences and diverse cultures to enable students to meet high standards (InTASC, 2)	4.12	.65	4.20	.70
3. Create environments that support individual and collaborative learning and encourage positive interaction, engagement, and self-motivation (InTASC 3)	4.08	.74	4.20	.73
4. Understand standards and tools of inquiry to create learning experiences that are meaningful to learners and ensure mastery of the content (InTASC 4)	4.04	.77	4.09	.74
5. Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems in authentic learning tasks (InTASC, 5)	4.08	.63	4.25	.65
6. Utilize multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making (InTASC, 6)	4.19	.75	4.16	.71
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)	4.00	.89	4.05	.83
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)	4.00	.75	4.12	.70
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)	4.12	.65	4.20	.73
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)	4.04	.66	4.07	.70
11. Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1)	4.08	.74	4.23	.74

Item				
12. Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2)	4.31	.55	4.41	.58
13. Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3)	4.35	.63	4.48	.63
14. Believes that all students can learn and is able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4)	4.46	.58	4.52	.59
15. Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5)	4.42	.58	4.45	.59
16. Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6)	4.35	.63	4.42	.62
Average	**4.18**	**.67**	**4.26**	**.68**

An analysis of the results revealed that the 2023-24 cohort had an average mean scores of 4.18 (out of 5) on each of the 18 survey items, and an average standard deviation of .67. These average scores are lower than the overall cohort score that consists of 2022-23 and 2023-24 cohorts. Higher than average mean responses coupled with lower than average standard deviation average scores suggest that these items were the most positive program perceptions among candidates in the 2023-24 cohort. Items with the higher than average mean score include:

- Believes that all students can learn and is able to evaluate teaching and learning experiences for personal and professional growth (Spalding, 4) (M = 4.46)

- Demonstrate flexibility in meeting student needs and use best practices to promote student learning (Spalding, 5) (M = 4.42)

- Show respect for self and others, open to diverse perspectives and cultures, and perseveres in serving learners, families, schools and communities (Spalding, 3) (M = 4.35)

- Devotes self to acquiring knowledge about the context, pedagogy, and professional areas of teaching (Spalding, 6) (M = 4.35)

- Commit to fairness, and the principles of personal, academic, and professional integrity (Spalding, 2) (M = 4.31)

- Design and implement learning experiences that are developmentally appropriate, challenging, and recognize learning and development patterns within and among learners (InTASC, 1) (M = 4.23)

- Utilize multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide decision making (InTASC, 6) (M = 4.19)

Items with lower than average mean scores or higher than average standard deviation include:

- 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) (M = 4.0, sd = .75)

- 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 = 4.0, sd = .89)

- Seek leadership roles and opportunities to take responsibility for learning and to collaborate with others to ensure growth and advance the profession (InTASC, 10) (M = 4.04)

- Understand standards and tools of inquiry to create learning experiences that are meaningful to learners and ensure mastery of the content (InTASC 4) (M = 4.04, sd = .77)

- Demonstrate insight in creating a learning environment that empowers others to reach their potential (Spalding, 1) (M = 4.08, sd = .74)

- Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems in authentic learning tasks (InTASC, 5) (M = 4.08)

- Create environments that support individual and collaborative learning and encourage positive interaction, engagement, and self-motivation (InTASC 3) (M = 4.08, sd = .74)

- 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 = 4.12)

- Use understanding of individual differences and diverse cultures to enable students to meet high standards (InTASC, 2) (M = 4.12)

These data will be reviewed by faculty and used to create the Improvement Plan for the 2024-25 Academic Year.