

# Concord University Survey of Employer Satisfaction for Advanced Program in Educational Leadership and Supervision

If you are not responsible for the formal evaluation of this individual, please forward to the appropriate supervisor.

Last Name, First Name for which this survey applies:

Which of the following best describes the individual's employment situation?

Full-time  
Part-time

Individual's current title

Is the individual currently employed as an administrator?

Yes  
No

If no, in what field are they currently employed?

As this individual's evaluator, which of the following best describes your position?

Principal  
Assistant Principal  
County Superintendent  
County Assistant Superintendent  
Other (please describe)

How are new administrators evaluated in the area of administrator practice? Select all that apply.

Principal observations  
Assistant Principal observations  
Peer and/or self-observations  
Other (please describe)

How are new administrators being evaluated in the area of student achievement? Select all that apply.

Scores on statewide tests  
Scores on district-wide tests  
Value added scores  
Other (please describe)

How are new administrators being evaluated in the area of student engagement? Select all that apply.

Principal and/or Assistant Principal observations  
Coach and/or mentor observations  
Peer and/or self-observations  
Student Engagement Surveys  
Other (please describe)

**Directions: Please respond to the following statements based on your knowledge of the individual for which this survey applies. Statements below are based upon ELCC Standards 1-7**

**STANDARD 1: VISION**

*The Educational Leadership & Supervision administrator understands, and can:*

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Collaboratively develop, articulate, implement, and steward a shared vision of learning for a school					
Collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals					
Promote continual and sustainable school improvement					
Evaluate school progress and revise school plans supported by school stakeholders					

**STANDARD 2: CULTURE AND INSTRUCTION**

*The Educational Leadership & Supervision administrator understands, and can:*

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Sustain a school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students					
Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program					
Develop and supervise the instructional and leadership capacity of school staff					
Promote the most effective and appropriate technologies to support teaching and learning in a school environment					

**STANDARD 3: MANAGEMENT**

*The Educational Leadership & Supervision administrator understands, and can:*

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Monitor and evaluate school management and operational systems					
Effectively use human, fiscal, and technological resources to manage school operations					
Promote school-based policies and procedures that protect the welfare and safety of students and staff within a school					
Develop school capacity for distributed leadership					
Ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning					

## STANDARD 4: COMMUNITY

The Educational Leadership & Supervision administrator understands, and can:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment					
Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community					
Respond to community interests and needs by building and sustaining positive school relationships with families and caregivers					
Respond to community interests and needs by building and sustaining productive school relationships with community partners					

## STANDARD 5: DIVERSITY, EQUITY AND ETHICS

The Educational Leadership & Supervision administrator understands, and can:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Act with integrity and fairness to ensure a school system of accountability for every student's academic, social and emotional success, including trauma impacted students					
Model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school					
Safeguard the values of democracy, equity and diversity within the school					
Evaluate the potential moral and legal consequences of decision making in the school					
Promote social justice within the school to ensure that individual student needs inform all aspects of schooling					

## STANDARD 6: CONTEXT AND STRATEGIES

The Educational Leadership & Supervision administrator understands, and can:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Advocate for school students, families and caregivers					
Act to influence local, district, state and national decisions affecting student learning in a school system					
Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies					

## STANDARD 7: INTERNSHIP EXPERIENCES

The Educational Leadership & Supervision administrator has had substantial and sustained field and clinical internship experiences that allowed them to:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Synthesize and apply content knowledge within a school environment					
Develop professional skills identified in other Educational Leadership Building-Level program standards within a school environment					
Collaborate with a school mentor who has demonstrated experience as an educational leader, and program faculty					