

Educational Leadership Employer Survey

The leadership team in the Department of Teacher Education at Nicholls State University would like to hear your feedback on our 2020 program completers who work under your supervision. The data collected from this survey will be used for program improvement and in reporting employer satisfaction to our CAEP accreditors (CAEP 4.3).

A 2020 graduate from Nicholls State University was indicated in the subject line of the email containing this survey. Data from the graduate indicates that this graduate is currently employed under your supervision. We would be most appreciative if you would take about 3-5 minutes to complete this survey. When results are analyzed and shared, your name will be removed as well as the name of the graduate. Data will remain confidential. Thank you in advance for your time and input. (If the individual listed in the email is no longer employed with your school, you may simply close the survey and respond to the email so we may update our records.)

* Required

1. Email address *

2. Name *

3. Educational Leadership Candidate/Graduate *

4. Current District in which Working *

5. Current School in which Working *

6. Current Position Held *

7. Email to reach you in the future: *

8. Phone number to reach you in the future: *

Please select your agreement level with the following statements pertaining to the candidate's preparation within the Educational Leadership Master's Program at Nicholls State University for a position of Educational (School) Leader.

Using a Likert scale ranging from "strongly disagree" to "strongly agree."

9. The candidate/graduate's understanding and ability to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data, technology, equity, diversity, digital citizenship, and community (NELP 1). *

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

10. The candidate/graduate's understanding and ability to demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community (NELP 1.1, 2015 PSEL 1a-g).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

11. The candidate/graduate's understanding and ability to demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation (NELP 1.2, 2015 PSEL 10a, b, d, g, h, j).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

12. The candidate/graduate's understanding and ability to demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms (NELP 2).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

13. The candidate/graduate's understanding and ability to demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult (NELP 2.1, 2015 PSEL 2b, c, d and 3h).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

14. The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions (NELP 2.2, 2015 PSEL 9h).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

15. The candidate/graduate's understanding and ability to demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others (NELP 2.3, 2015 PSEL 2a, e, f).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

16. The candidate/graduate's understanding and ability to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture (NELP 3).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

17. The candidate/graduate's understanding and ability to demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture (NELP 3.1, 2015 PSEL 3a, 5a, b, d, f).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

18. The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student (NELP 3.2, 2015 PSEL 3c, e, g, h, 5e).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

19. The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff (NELP 3.3, 2015 PSEL 3b, d, g, 5e, 7b).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

20. The candidate/graduate's understanding and ability to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment (NELP 4).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

21. The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for academic and nonacademic student programs (NELP 4.1, 2015 PSEL 4e, 5c).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

22. The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and nonacademic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and nonacademic systems (NELP 4.2, 2015 PSEL 3h, 4c, d).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

23. The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being (NELP 4.3, 2015 PSEL 3g, h, 4f, g).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

24. The candidate/graduate's understanding and ability to demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner (NELP 4.4, 2015 PSEL 3h, 4a, b).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

25. The candidate/graduate's understanding and ability to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community (NELP 5).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

26. The candidate/graduate's understanding and ability to demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school (NELP 5.1, 2015 PSEL 3b, g, 8a, b, c).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

27. The candidate/graduate's understanding and ability demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development (NELP 5.2, 2015 PSEL 3g, 8b, c, d, e, j).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

28. The candidate/graduate's understanding and ability to demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community (NELP 5.3, 2015 PSEL 8h, i).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

29. The candidate/graduate's understanding and ability to improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations (NELP 6).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

30. The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school (NELP 6.1, 2015 PSEL 4e, 9b, f, g).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

31. The candidate/graduate's understanding and ability to demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development (NELP 6.2, 2015 PSEL 3h, 9c, d).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

32. The candidate/graduate's understanding and ability to demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being (NELP 6.3, 2015 PSEL 9h).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

33. The candidate/graduate's understanding and ability to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning (NELP 7).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

34. The candidate/graduate's understanding and ability to have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff (NELP 7.1, 2015 PSEL 7c, d, e, g).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

35. The candidate/graduate's understanding and ability to have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school (NELP 7.2, 2015 PSEL 6a, b).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

36. The candidate/graduate's understanding and ability to have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success (NELP 7.3, 2015 PSEL 3h, 4e, 6c, d, g, 7a, f).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

37. The candidate/graduate's understanding and ability to understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success (NELP 7.4, 2015 PSEL 6e, f).

Mark only one oval per row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Please respond	☐	☐	☐	☐	☐

38. Please use this space to provide any additional comments or anything you want to share regarding the graduate under your supervision.

Thank you for taking the time to complete this survey.
Your feedback is invaluable in our program
improvement.

If you have any additional comments or questions, please feel free
to reach out to Dr. Mary Breaud (mary.breaud@nicholls.edu).

This content is neither created nor endorsed by Google.

Google Forms