

RA4.2.5

Ed Leadership Alumni Survey 2022
November 21st 2022, 3:51 pm EST

This survey was distributed in July 2022 to 23 alumni who completed a program in principal certification in September 2020 through August 2021. Response rate was 13 % (3 responses).

Q2 - Please indicate the year you completed an Educational Leadership program at New Jersey City University.

Answer	%	Count
Other:	0.00%	0
2021	100.00%	3
Total	100%	3

Q3 - Please indicate if you are employed within a P-12 school environment:

Answer	%	Count
Employed full-time in P-12 setting	100.00%	3

Q4 - Please indicate your role within the P-12 school environment:

Answer	%	Count
Principal	0.00%	0
Supervisor	33.33%	1
Other	66.67%	2
Total	100%	3

Q5 - Kindly provide the name of the school and school district where you are currently employed:

Q6 - Please rate how well the program prepared you for the following professional responsibilities using this scale:

- **Poorly prepared: I was not given any opportunities to learn about or practice these components. (1)**
- **Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job. (2)**
- **Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position. (3)**
- **Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position. (4)**
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#	Question	Poorly Prepared		Partially Prepared		Adequately Prepared		Thoroughly Prepared		Total
13	13. To use technology to enhance teaching and student learning, and to promote excellent professional practice, visionary leadership and good digital citizenship.	0.00%	0	66.67%	2	33.33%	1	0.00%	0	3
12	12. To understand, respond to, and influence the political, social, economic, legal and cultural context to that affects the success of each student.	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
4	4. To strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	0.00%	0	0.00%	0	0.00%	0	100.00%	3	3
10	10. To manage school operations and resources to promote each student's academic success and well-being.	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
8	8. To foster a professional community of teachers and other professional staff to promote each student's	0.00%	0	0.00%	0	0.00%	0	100.00%	3	3

	academic success and well-being.									
11	11. To engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	0.00%	0	33.33%	1	33.33%	1	33.33%	1	3
9	9. To develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
5	5. To develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment aligned with the NJ Student Learning Standards to promote each student's academic success and well-being.	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
2	2. To develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
7	7. To cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
6	6. To advocate, nurture and sustain an instructional program conducive to student learning for gifted students, students with disabilities, and at-risk students in order to promote the success of each student.	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
3	3. To act ethically and according to professional norms to promote each student's academic success and well-being.	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
1	1. To act as an agent of continuous improvement to promote each student's academic success and well-being.	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. To act as an agent of continuous improvement to promote each student's academic success and well-being.	3.00	4.00	3.33	0.47	0.22	3
2	2. To develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	3.00	4.00	3.67	0.47	0.22	3
3	3. To act ethically and according to professional norms to promote each student's academic success and well-being.	3.00	4.00	3.67	0.47	0.22	3
4	4. To strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	4.00	4.00	4.00	0.00	0.00	3
5	5. To develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment aligned with the NJ Student Learning Standards to promote each student's academic success and well-being.	2.00	4.00	3.33	0.94	0.89	3
6	6. To advocate, nurture and sustain an instructional program conducive to student learning for gifted students, students with disabilities, and at-risk students in order to promote the success of each student.	2.00	4.00	3.33	0.94	0.89	3
7	7. To cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	3.00	4.00	3.67	0.47	0.22	3
8	8. To foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	4.00	4.00	4.00	0.00	0.00	3
9	9. To develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	3.00	4.00	3.67	0.47	0.22	3
10	10. To manage school operations and resources to promote each student's academic success and well-being.	3.00	4.00	3.67	0.47	0.22	3
11	11. To engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	2.00	4.00	3.00	0.82	0.67	3
12	12. To understand, respond to, and influence the political, social, economic,	3.00	4.00	3.67	0.47	0.22	3

	legal and cultural context to that affects the success of each student.						
13	13. To use technology to enhance teaching and student learning, and to promote excellent professional practice, visionary leadership and good digital citizenship.	2.00	3.00	2.33	0.47	0.22	3

Q20 - What were the strengths of the Principal Preparation program?

The experienced and well versed professors

The test prep was extremely helpful and built my confidence. I loved the online learning and assignments during the internship process

Q8 - Suggestions for improvement:

There is entirely too much emphasis on equity and social justice issues. I learned a lot about this and have used that education so do not get rid of all of it, but practical skills like how to make a master schedule or role playing difficult conversations with different stakeholders would have been more beneficial than the same RCELD curriculum in every course throughout the program.

More technology imbedded into the program. More outside speakers who currently serve as District School Administrators.

Teachers accessibility, providing grades and feedback in a more timely manner.