# Winthrop University Completer's Appraisal of the Educational Leadership Graduate Program

Winthrop University Graduates of Educational Leadership Survey 2021

Number of Respondents-18

This document describes completer's perceptions of the degree to which they felt the Winthrop University Educational Leadership Program prepared them to assume a variety of professional roles germane to their practice. Eighteen recent completers – i.e., those who graduated no more than 5 years prior to 2021 – completed the survey.

Listed below are the characteristics of the schools where respondents were employed in 2021.
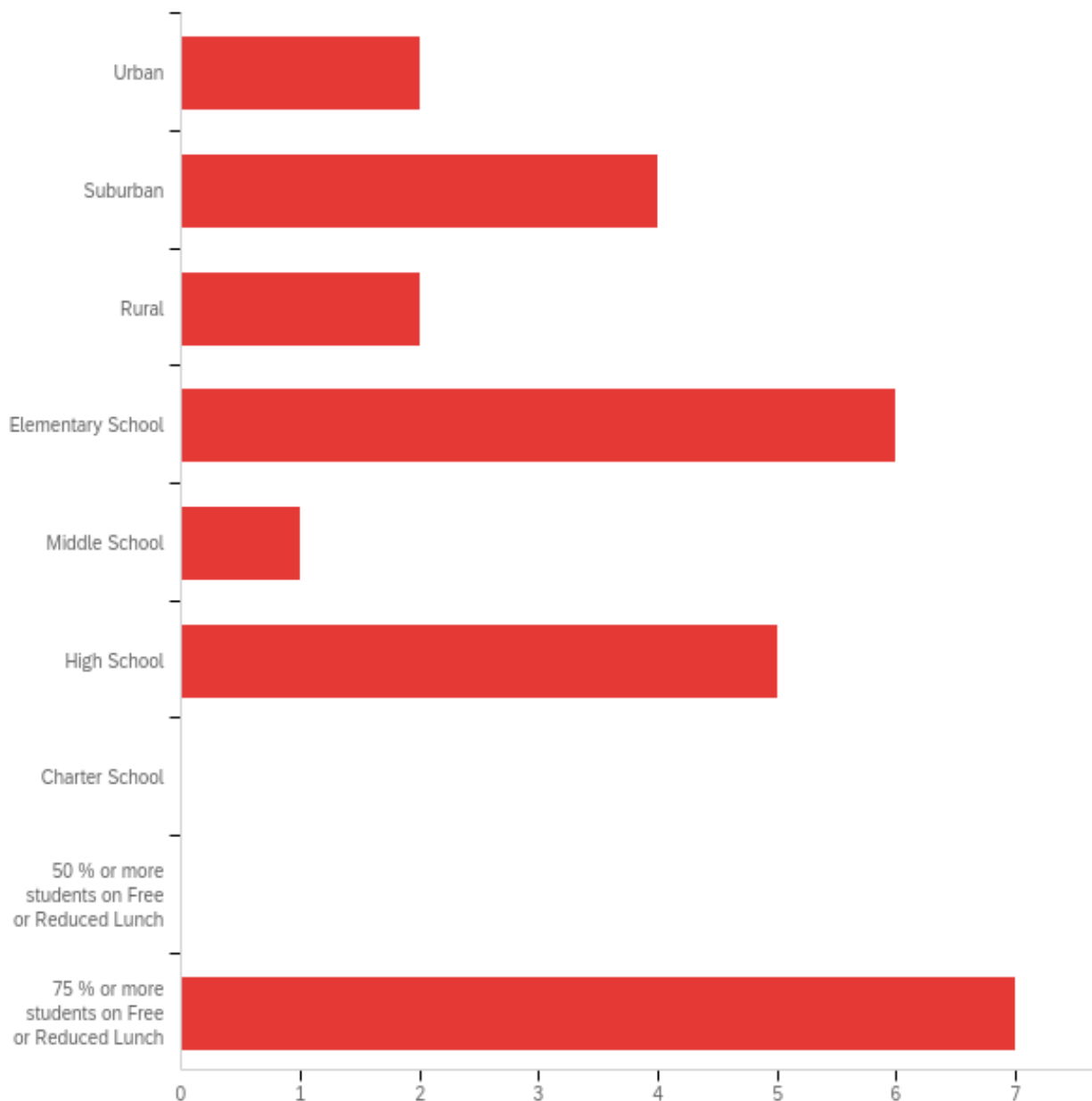
The Sample:

It is hard to know if the sample is representative of the larger population, as we do not know exactly where every completer is employed and their employment changes on a fairly regular basis. For example, an assistant principal of a school with 75% of its students eligible for free or reduced lunch may be moved to an elementary school with a completely different demographic profile the subsequent year. Additionally, the sample size is relatively small, however, these data do provide clues regarding programmatic strengths and weaknesses. As more data are collected annually, Educational Leadership Program faculty will be able to look for trends in responses over time.

This represents the respondents who are currently assuming an administrative role for which they were trained through Winthrop University's Graduate Program in Educational Leadership. These positions include principal, assistant principal, instructional coach, grade level/department chair, central office position, or other leadership position.
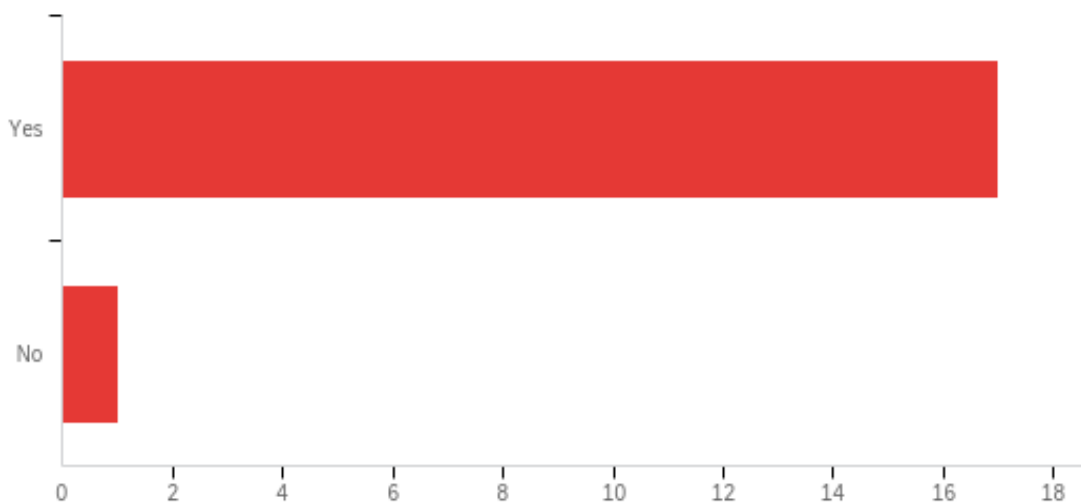
This data shows that 17 of the 18 respondents are currently in some type of leadership role within their schools. While not all of these roles represent administrative assignments, positions such as grade level chairs, department chairs, and instructional coach positions do represent valuable leadership roles within school buildings and do employ the skills attained in this graduate program.

Listed below are the current grade spans for the respondents' leadership assignments.

Answer	%	Count
Pk-2	5.56%	1
3 - 5	27.78%	5
6-8	5.56%	1
9-12	22.22%	4
Other (Please list)	38.89%	7
Total	100%	18

Other (Please list) – Text Responses

3k-5

K-5

6-12

Pk-5

District Administration

District Office - Coordinator of Assessment and Accountability

K-5

Overall, how effective do you feel as an administrator/leader?
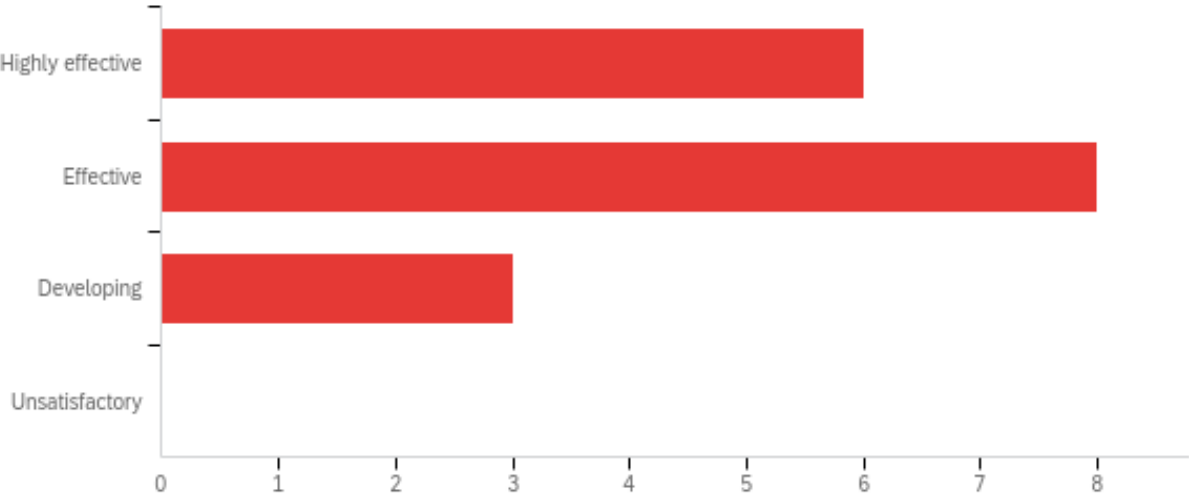
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	4. Overall, how effective do you feel as an administrator/leader?	1.00	3.00	1.82	0.71	0.50	17

Three respondents indicated that they are "developing." Eight of the respondents indicated that they are "effective." This represents the majority of the respondents for this question. Six others indicated that they are "highly effective" as administrators at this point in their careers.

Specific administrative roles reported by the respondents include:

#	Answer	%	Count
1	Principal	11.76%	2
2	Assistant Principal	52.94%	9
3	Other Teacher Leader (Please identify position)	23.53%	4
4	Central Office (Please identify position)	0.00%	0
5	Other (Please identify position)	0.00%	0
6	Instructional Coach	0.00%	0
7	Grade level/Department Chair	11.76%	2
	Total	100%	17

Other Teacher Leader (Please identify position) – Text Responses

Dean of Students

Secondary Literacy Specialist

Director of Teacher Effectiveness

see above

How long have you assumed your current administrative role?

#	Answer	%	Count
1	Less than 3	88.24%	15
2	3 - 5 years	11.76%	2
3	More that 5 years	0.00%	0
4	More than 10 years	0.00%	0
	Total	100%	17

When asked: As a result of having participated and completed the Winthrop University Educational Leadership Program, has your sense of professional efficacy increased (i.e., your belief that you can execute your role effectively)?
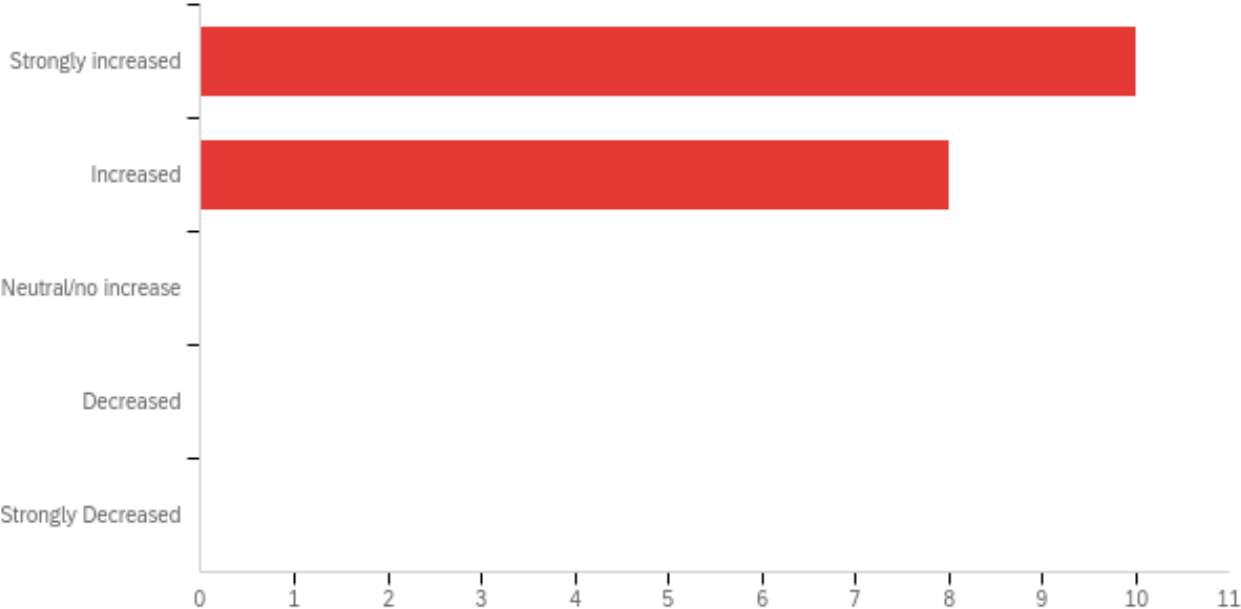
As evidenced above, 55.56% of respondents said their professional efficacy "strongly increased" and 44.44% said it "increased" as a result of having completed Winthrop University's Educational Leadership Program. One hundred percent of respondents said "yes" in response to questions asking if Winthrop's Educational Leadership Program has "clear goals for students," "clear expectations for students," and that it "adequately prepared me [them] to compete in the job market."

Eighty-nine percent of respondents said the number of activities required in the internship were appropriate. Of the two (or 11%) who did not deem them to be appropriate, one said this was because he/she "wanted to have more control over the activities"; the other said, "I would have preferred fewer assignments with opportunity to go deeper or follow tasks to their conclusion. I sometimes felt I was 'leaving in the middle' when it was time to move to a new task. Of course, it was sometimes a struggle that I was not school-based, but that was no fault of WU." The EDLD faculty has used this feedback and decided to reduce the number of required activities for the Internship I and Internship II experiences. The required activities for these two internships has been reduced from 20 per semester to 15 per semester. The students are doing well with this change thus far.

The results below pertained to the respondents' level of agreement in response to the following:

#	Question	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	Use technology required for me to effectively perform my leadership role.	27.78%	5	66.67%	12	5.56%	1	0.00%	0	0.00%	0	18
2	Perform my role according to professional standards of ethics and integrity.	83.33%	15	16.67%	3	0.00%	0	0.00%	0	0.00%	0	18
3	Present information to multiple stakeholders	66.67%	12	33.33%	6	0.00%	0	0.00%	0	0.00%	0	18

As evidenced above, 17 respondents either agreed or strongly agreed that the program prepared them to use technology in their leadership roles. One respondent neither agreed nor disagreed to that statement. All respondents either agreed or strongly agreed that the program prepared them to perform their role according to professional standards of ethics and integrity and to present information to multiple stakeholders. Of the 3 questions, fewer administrators strongly agreed that the program prepared them to use technology in their leadership roles; however, that may be due to the variance in technologies used across school districts. Further research and analysis of trends in response to this question over time are needed to discern if this is a component of the program that could be enhanced.

The next set of questions pertained to participants' appraisal of their principal mentor and their internship experiences.

When asked: I received adequate support from my principal mentor…
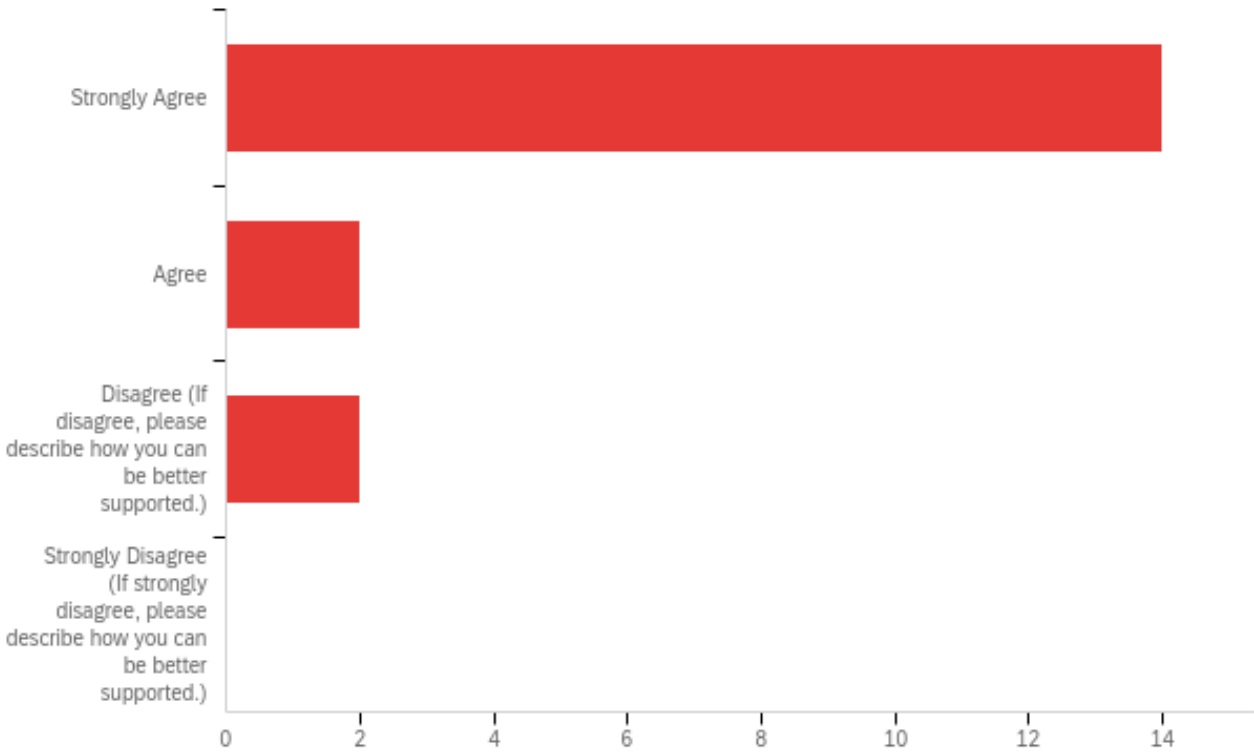
#	Answer	%	Count
1	Strongly Agree	77.78%	14
2	Agree	11.11%	2
3	Disagree (If disagree, please describe how you can be better supported.)	11.11%	2
4	Strongly Disagree (If strongly disagree, please describe how you can be better supported.)	0.00%	0
	Total	100%	18

Disagree for my HS summer internship. Communication was almost non-existent from Mentor. However, my fall and spring internship was excellent.

I think Winthrop can communicate more with the Mentors and let them know what is expected and also let them know areas they need to work more on with mentee.

When asked: To what extent do you agree with the following statements regarding your internship experiences…

#	Question	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	The internship provided me with experiences that required substantial responsibilities that increased over time in amount.	55.56%	10	27.78%	5	11.11%	2	5.56%	1	0.00%	0	18
2	The internship involved direct interaction and involvement with staff, students, parents, and community leaders.	61.11%	11	33.33%	6	5.56%	1	0.00%	0	0.00%	0	18
3	The internship experiences occurred in multiple settings that allowed for the demonstration of a wide range of relevant knowledge and skills.	61.11%	11	38.89%	7	0.00%	0	0.00%	0	0.00%	0	18
4	The internship experiences included work with appropriate community organizations such as social service groups.	38.89%	7	44.44%	8	11.11%	2	5.56%	1	0.00%	0	18
5	The internship experiences included work with local businesses.	27.78%	5	38.89%	7	22.22%	4	11.11%	2	0.00%	0	18
6	Internship experiences were planned cooperatively by me, the site supervisor, and university personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards.	55.56%	10	44.44%	8	0.00%	0	0.00%	0	0.00%	0	18
7	My mentors were provided information and support to guide me during the intern experience.	61.11%	11	27.78%	5	11.11%	2	0.00%	0	0.00%	0	18

When asked, "If you could make any changes in the Educational Leadership Program at Winthrop University, what would they be?"

Of the 10 respondents, one had "no suggestion" and another had "NA" for improvement. Two graduates lauded the program saying, "My experience effectively prepared me for my role as an administrator" and "This program has been instrumental in my success as an administrator!" Another graduate stated, "Although the internship(s) were very challenging to complete at times, they prepared me for the job more than other programs I have experienced. We have a few teachers at our school that are currently in a(n) administrative program and I do not feel their programs will prepare them in the same way as Winthrop did for me. I do think that limiting the required internship activities could be helpful and then after 3 internships some of the activities were similar." One student stated, "The summer internship experience was not as beneficial as the fall and spring. I would consider eliminating the summer and adding an additional spring internship." And, another added, "Consistency with grading was my only issue." Two other students made the following comments about their internship experiences…"1. Understanding Evass and CMS specific indicators for student achievement 2. Having internship activities be site specific" and "More field experience and less class courses. Some course(s) could be more concise and integrated into other courses to free up opportunities to receive more field experience."

When asked, "Are there any curriculum changes you would recommend?" four respondents had no suggestions and seven provided specific recommendations. Those recommendations included:

I would make sure classes did not overlap.

More classes focused on Special Education laws and regulations.

The research class isn't as job specific as it could be. I would rather it be focused on interpreting educational data.

It might have been nice to follow some threads (finance, law, personnel, and leadership skills) throughout the program, rather than just in one course. Those are the areas that are most different for someone coming from the classroom. I think it would be important to see what happens in a school throughout the course of a full year, not just in the timeframe when the course is taught. Some of the internship assignments required us to apply new skills at a later date, but not as deeply. There are so many facets of each of those areas of leadership that it would be helpful to examine them on multiple occasions.

Now that I'm in the testing and accountability world, it might be good to have a course or a section of a course devoted to these topics.

More PD for being testing coordinators, mental health intervention/protocol education, PowerSchool tutorials, etc.

Some classes, such as School Law, could be structured differently to expose students to real life situations.

Conclusions:

Overall these results were quite positive. Faculty will review them, adjust the program accordingly, and assess how responses change over time. Having a larger sample size and longitudinal data will be of great importance in advancing this program evaluation/using completer data to inform continuous improvement now that we are in the post-COVID era.