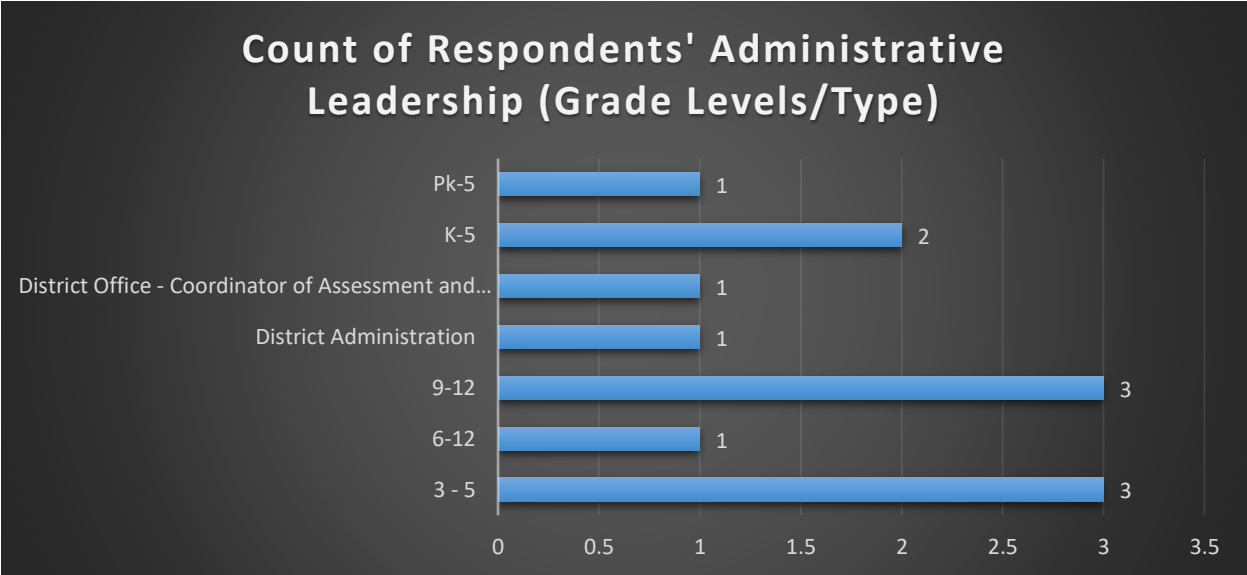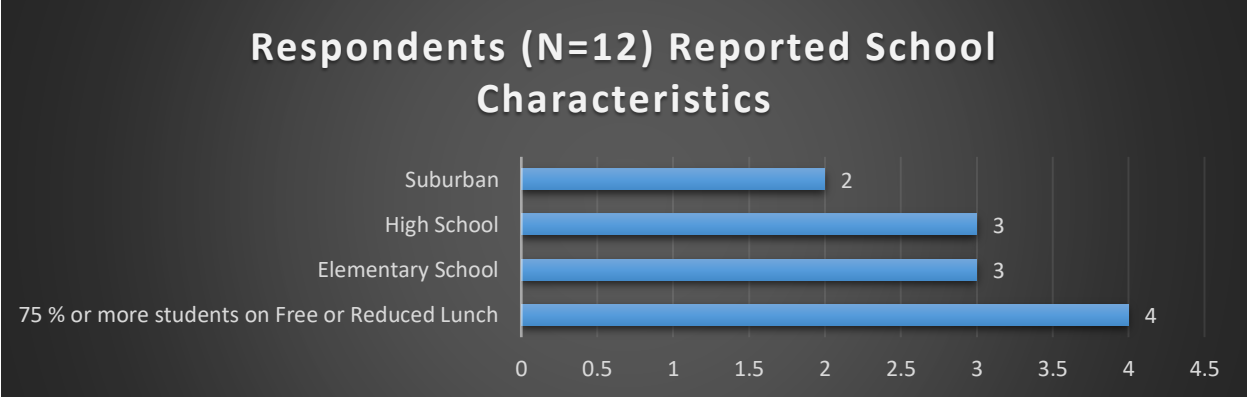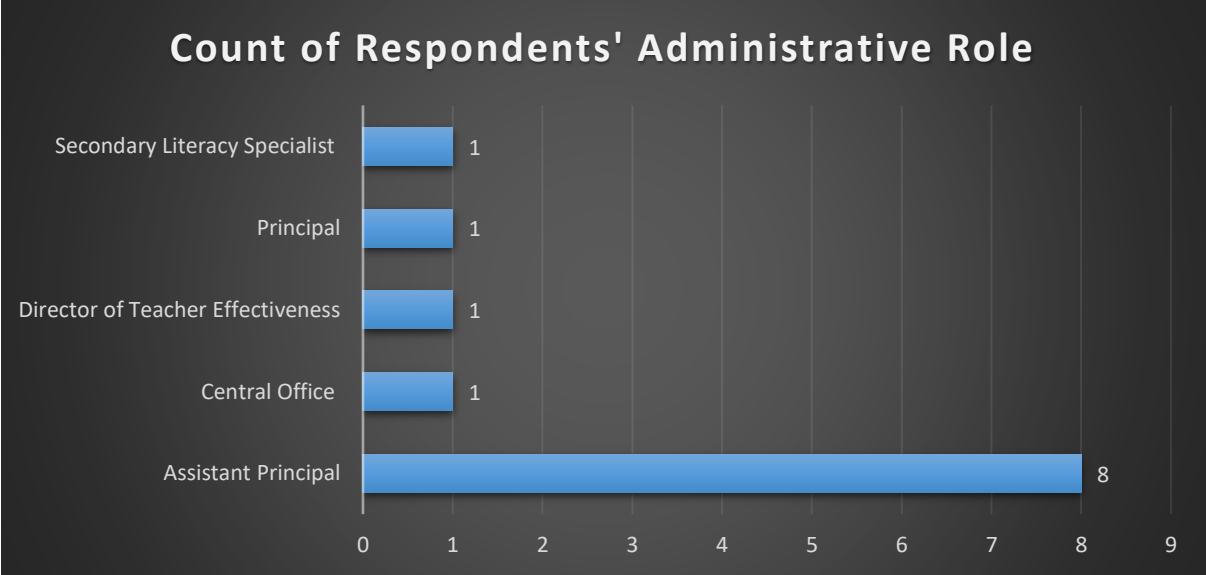# Winthrop University Completer's Appraisal of the Educational Leadership Graduate Program

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.  Twelve recent completers – i.e., those who graduated no more than 5 years prior to 2019 – completed the survey.
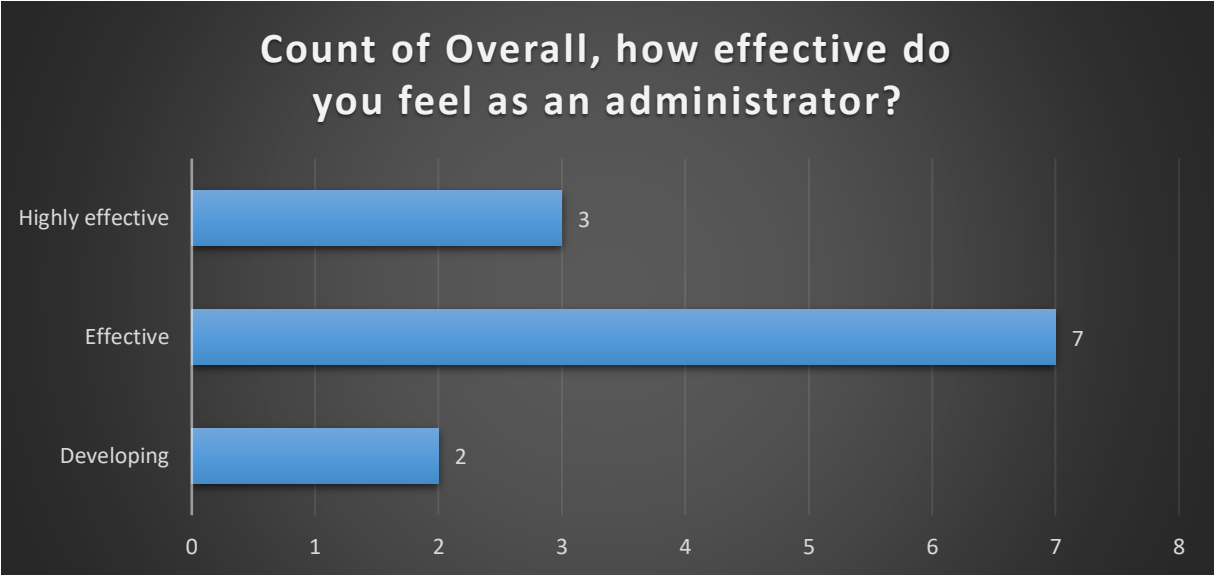
**Listed below are the characteristics of the schools where respondents were employed in 2019/their leadership roles.**

**Count of Respondents' Administrative Role**

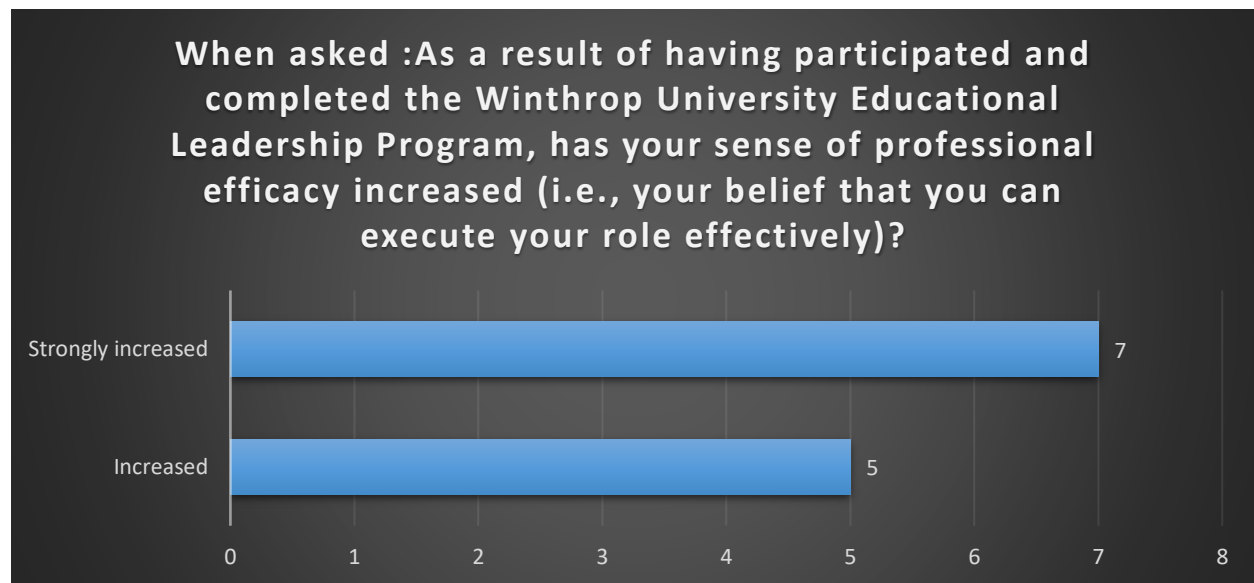| Role | Count |
|------|-------|
| Secondary Literacy Specialist | 1 |
| Principal | 1 |
| Director of Teacher Effectiveness | 1 |
| Central Office | 1 |
| Assistant Principal | 8 |

**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 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.

**Count of Overall, how effective do you feel as an administrator?**

| Response | Count |
|----------|-------|
| Highly effective | 3 |
| Effective | 7 |
| Developing | 2 |

Two respondents indicated they are "developing." Of the two, one is a secondary literacy specialist who reported that he/she works in a 6-12 school where 75% of the learners are eligible for free and reduced lunch; the other is an Assistant Principal leading a school grades 3-5. Three indicated they are "highly effective." Of these, one is an Assistant Principal leading a high school (grades 9-12), another is an Assistant Principal leading an elementary school (grades 3-5, 75% of the learners are eligible for free and reduced lunch) and a third is the Director of Teacher Effectiveness in a suburban setting. All of the
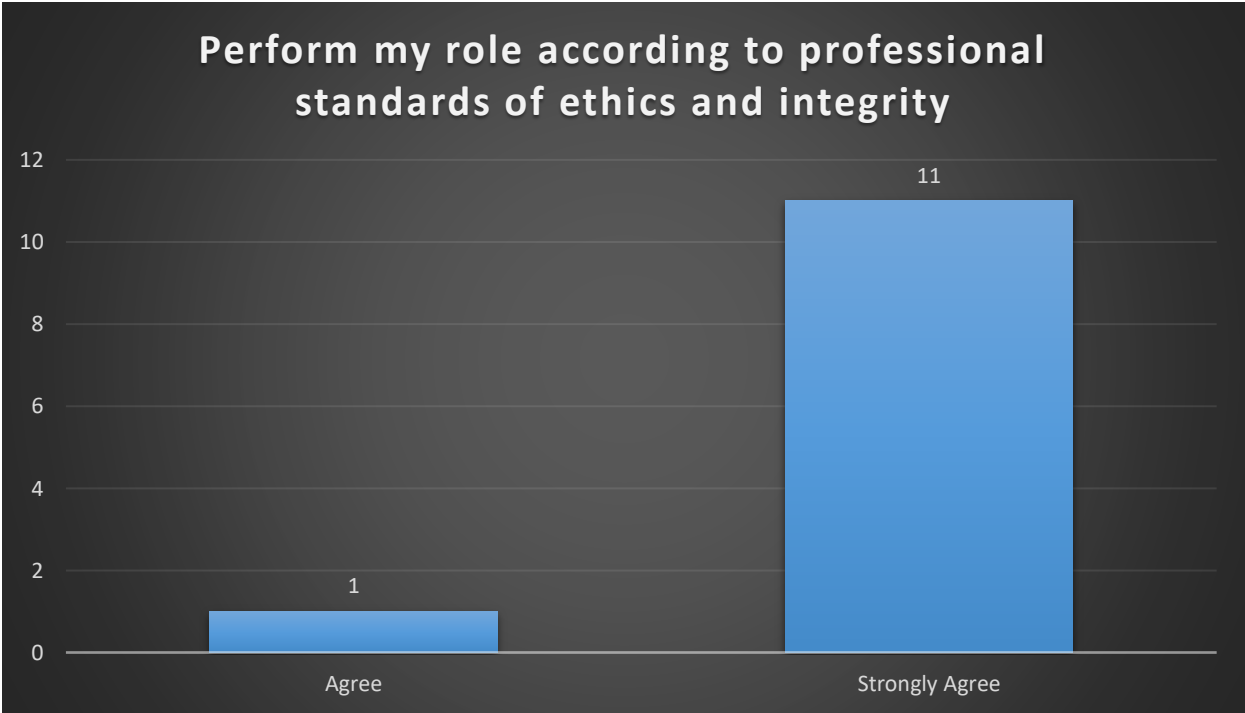
respondents have less than 3 years' experience in their administrative roles, with the exception of the Director of Teacher Effectiveness, who indicated he/she has 3-5 years of experience as an administrator.
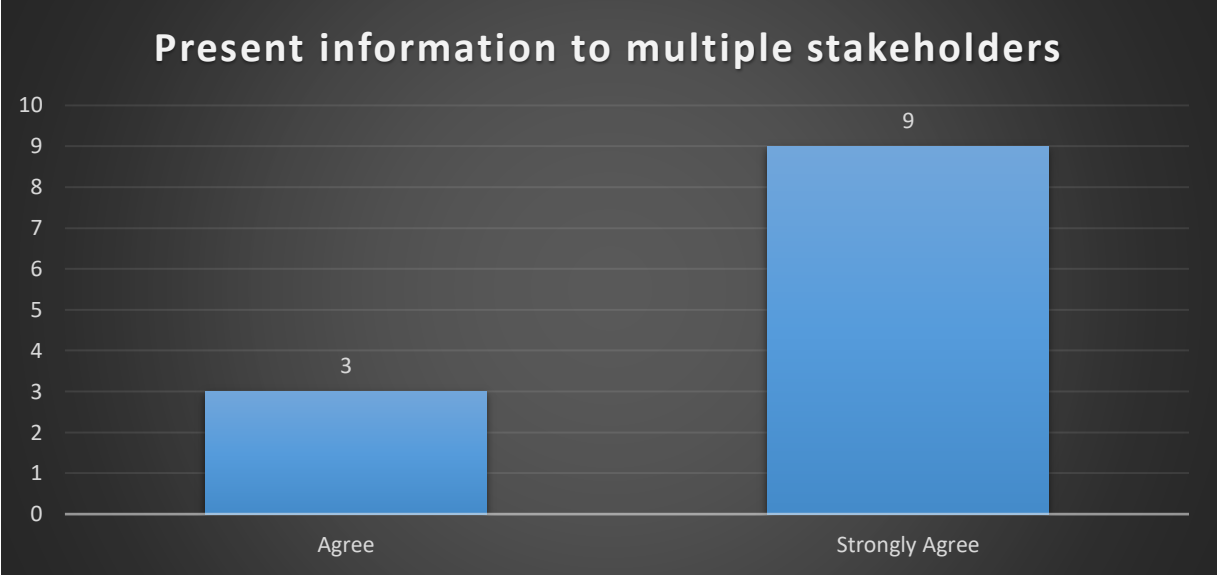
**When asked :As a result of having participated and completed the Winthrop University Educational Leadership Program, has your sense of professional efficacy increased (i.e., your belief that you can execute your role effectively)?**

| Category | Value |
|---|---|
| Strongly increased | 7 |
| Increased | 5 |

(Horizontal axis: 0, 1, 2, 3, 4, 5, 6, 7, 8)

As evidenced above, 58% of respondents said their professional efficacy "strongly increased" and 42% 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-three percent of respondents said the number of activities required in the Internship were appropriate.  Of the two (or 17%) 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 results below pertained to the respondents' level of agreement in response to the following: The Winthrop Educational Leadership Program has prepared me to...**

## Use technology required for me to effectively perform my leadership role

| Response | Count |
|----------|-------|
| Agree | 9 |
| Strongly Agree | 3 |

## Perform my role according to professional standards of ethics and integrity

| Response | Count |
|----------|-------|
| Agree | 1 |
| Strongly Agree | 11 |

**Present information to multiple stakeholders**

As evidenced above, all respondents either agreed or strongly agreed that the program prepared them to use technology in their leadership roles, perform their jobs according to standards of equity and integrity, and present information to multiple stakeholders.  Of the three 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 analyses of trends in response to this query over time are needed to discern if this is a component of the program that could be fortified.

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



**I received adequate support from my principal mentor**
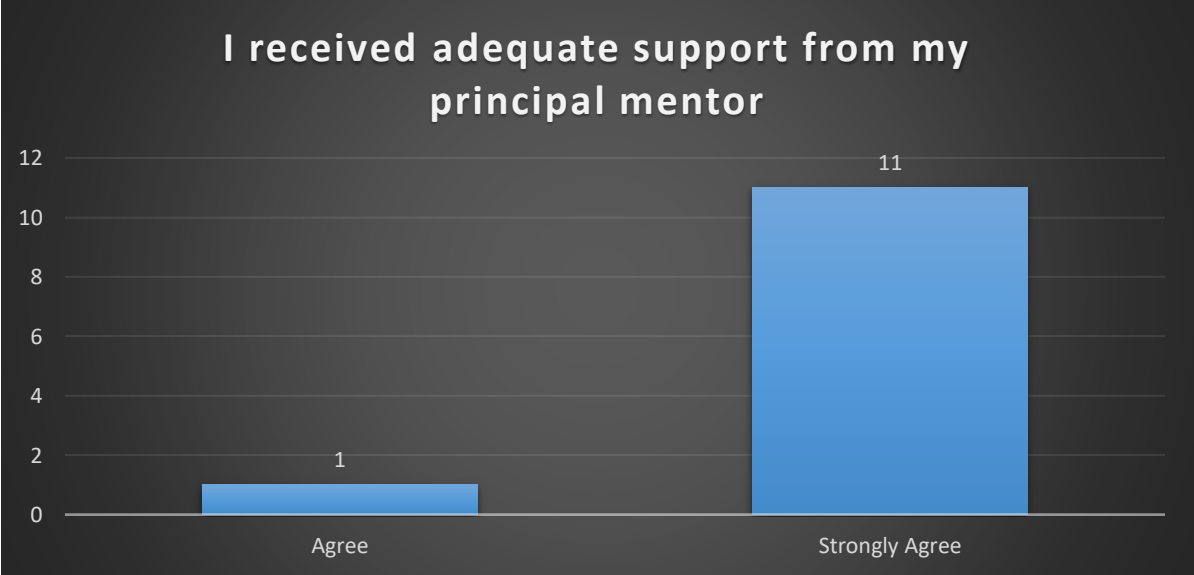
The internship provided me with experiences that required substantial responsibilities that increased over time in amount.
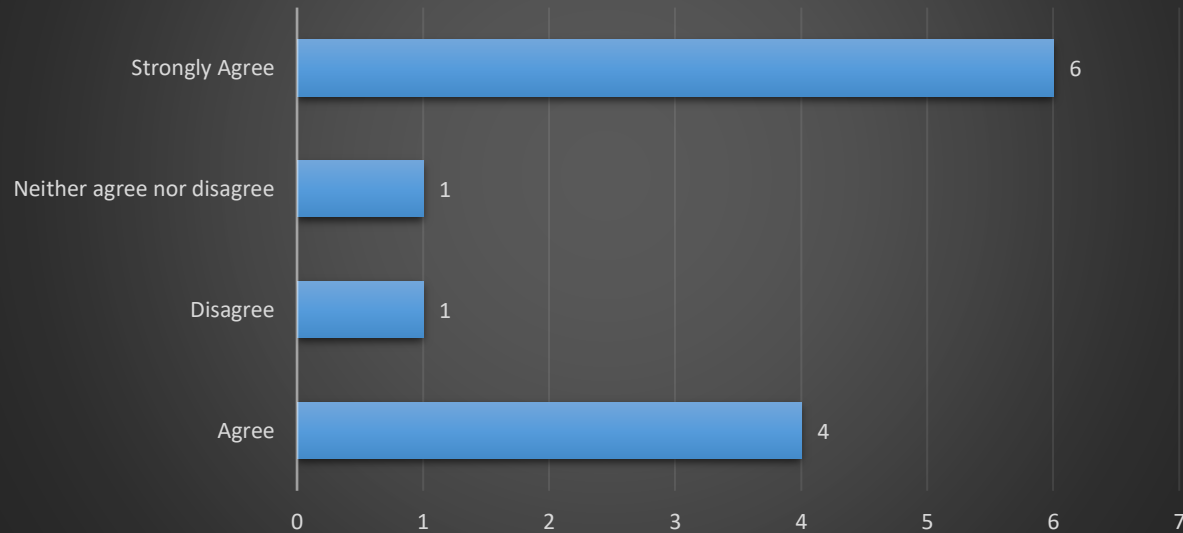


The internship involved direct interaction and involvement with staff, students, parents, and community leaders.
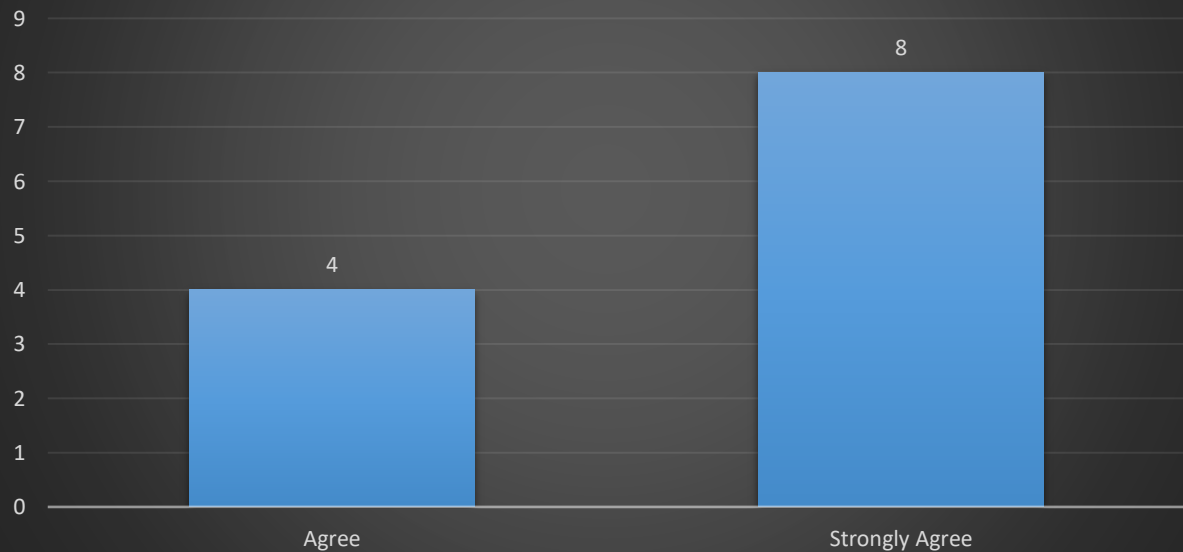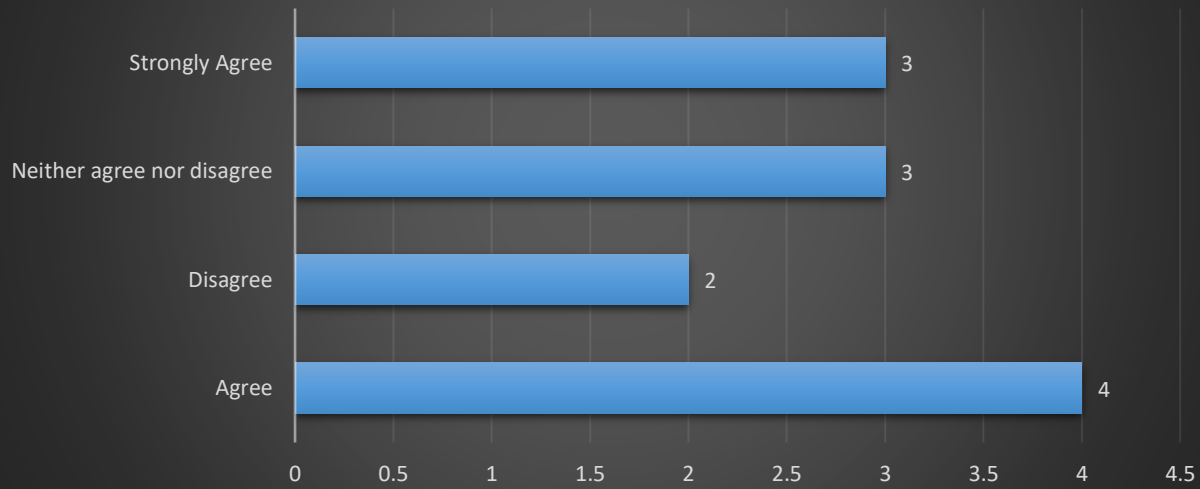
**The internship experiences occurred in multiple settings that allowed for the demonstration of a wide range of relevant knowledge and skills.**
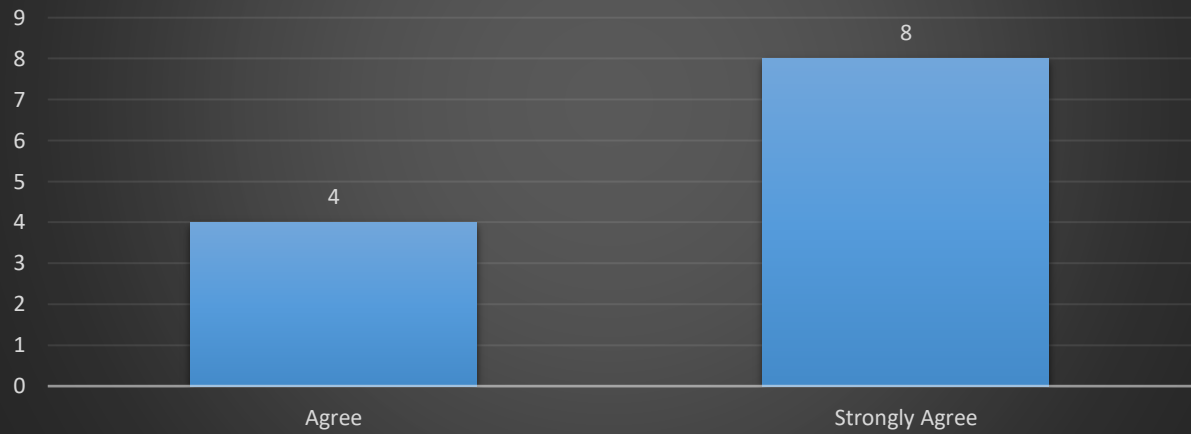


**The internship experiences included work with appropriate community organizations such as social service groups.**
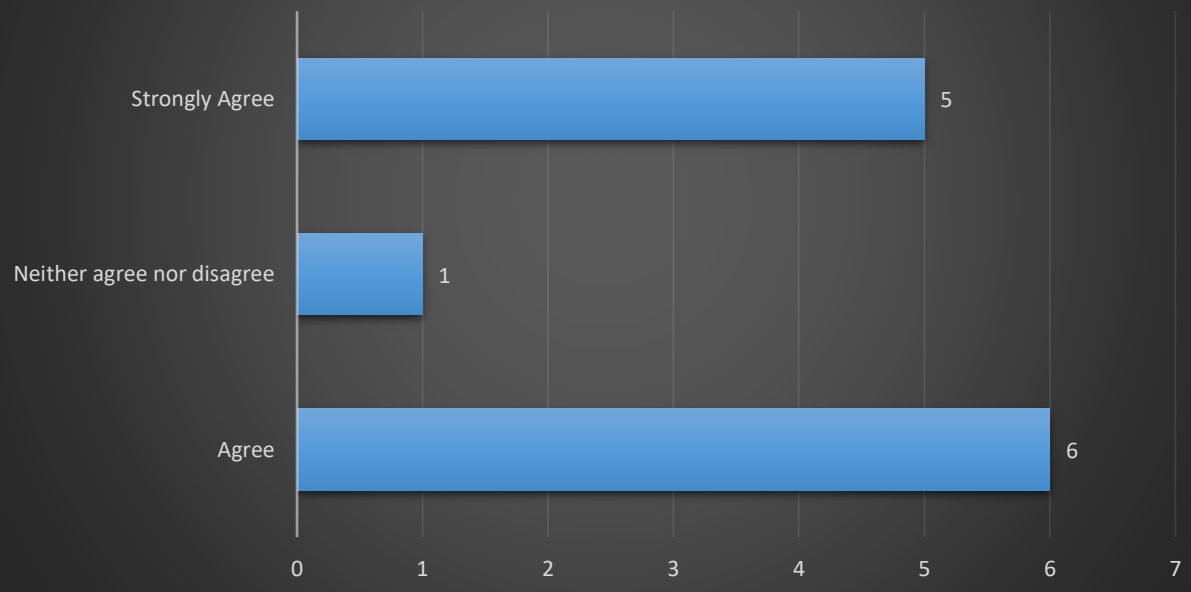
The internship experiences included work with local businesses.



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.
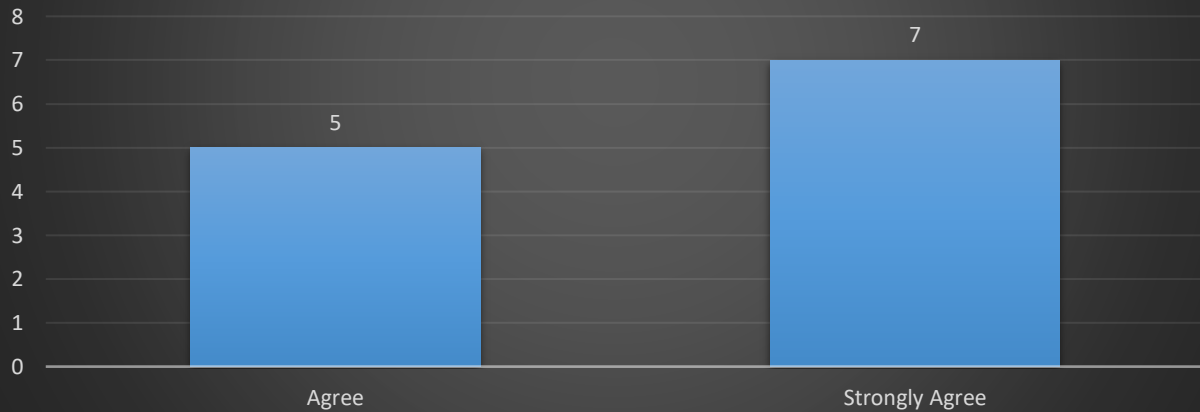
**My mentors were provided information and support to guide me during the intern experience.**

| Response | Count |
|---|---|
| Strongly Agree | 9 |
| Neither agree nor disagree | 1 |
| Agree | 2 |
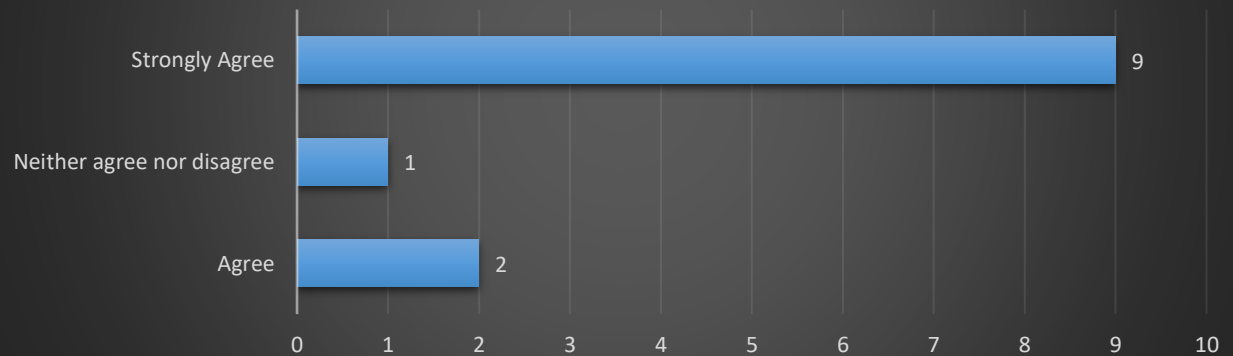
**When asked, "If you could make any change in the Educational Leadership Program at Winthrop University, what would it be?" eight provided responses**. Of the eight respondents, one had "no suggestions" for improvement, and two lauded the program saying, "This program has been instrumental in my success as an administrator!" and "Although the internship 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 an administrative program and I do not feel their programs will prepare them in the same way as Winthrop did for me." An additional respondent requested there be more consistency in grading, and another requested learning more about "Evass and CMS specific indicators for student achievement. The other comments pertained to the field experience. Specifically, one person requested more time in the field, a second requested supplanting the summer internship with a second spring internship, and a third (who lauded the program) said that "limiting the required internship activities could be helpful…after 3 internships some of the activities were similar."

**When asked, "If you could make any curricular changes to the program, what would they be?" three respondents had no suggestions, and 6 provided recommendations.**
**These were:**
- To provide professional development pertaining to testing coordination, mental health interventions, and "Powerschool"
- Include a course on topics pertaining to testing and accountability
- Create threads across courses pertaining to finance, law, personnel, and leadership skills
- Interpret job related, educational data in the research class
- Incorporate more on special education laws and regulations

**Conclusions**
Overall these results were very positive. Faculty will review them, tweak the program accordingly, and assess how responses change over time. Having a larger sample size and longitudinal data will be of great utility in advancing this program evaluation/using completer data to inform continuous improvement.