**Completer Data Disaggregated by Advanced Program and Respondent**

**Fall 2023 (n=10)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Program | How well did the skills and knowledge from the program prepare you for your current position? | To what degree did the program meet your expectations? | At what level did your program include opportunities to participate in experiential learning, practica, or internships in the content area? | At what level did courses and assignments allow for demonstration of mastery and application of knowledge and skills related to your area of specialization? | Would you recommend this program to a colleague? | Upon completion of the program, were you promoted to a position which focused on your area of study? | Mean |
| Administration and Supervision | 3 | 3 | 3 | 3 | Maybe | Yes | 3.0 |
| Reading Specialist | 5 | 5 | 5 | 5 | Yes | No | 5.0 |
| Reading Specialist | 4 | 4 | 4 | 4 | Yes | No | 4.0 |
| Reading Specialist | 4 | 4 | 3 | 3 | Maybe | Yes | 3.5 |
| Reading Specialist | 5 | 4 | 5 | 5 | Maybe | Yes | 4.75 |
| Reading Specialist | 3 | 3 | 5 | 5 | No | No | 4.0 |
| Reading Specialist | 4 | 3 | 3 | 4 | Maybe | No | 3.5 |
| Reading Specialist | 4 | 3 | 4 | 3 | Maybe | Yes | 3.5 |
| Reading Specialist | 5 | 3 | 5 | 3 | Maybe | No | 4.0 |
| Digital Technology | 5 | 5 | 5 | 5 | Yes | No | 5.0 |
| Total AVG | 4.2 | 3.7 | 4.2 | 4.0 |  |  | 4.0 |

**What suggestions do you have for improving the program?**

Some courses should be in person. (Reading Specialist)

Practicum should not be as many hours or as many students for full-time teachers, or more time should be allowed so that teachers can still meet the needs of their own students and professional responsibilities. (Reading Specialist)

The final case study should be two students, not three. Additionally, fewer hours should be required from classroom teachers. (Reading Specialist)

I found the classes with the Jemicy teachers to be extremely informative, and I was able to take strategies from their classes directly into my classroom to help my students. I found the practicum experience to be a lot of busy work. As a veteran teacher, I found writing almost 100 lesson plans to be busy work and unnecessary. (Reading Specialist)

Make sure course work/practicum is both applicable and manageable for full-time teachers. CHALK AND WIRE was NOT explained consistently and there was too much confusion with very little direction. Depending on who you asked, Chalk and Wire was a requirement, and sometimes it was not. (Reading Specialist)

**Fall 2023 Completer Survey Analysis (n=10)**

In Fall 2023, ten advanced program completers—representing Administration and Supervision, Reading Specialist, and Digital Technology—provided feedback on their program experiences. When asked how well the skills and knowledge from the program prepared them for their current positions, the average rating was 4.2 out of 5. Responses reflected a generally positive perception, particularly from Reading Specialist and Digital Technology completers, some of whom gave perfect scores. However, the sole Administration and Supervision respondent gave a 3, indicating only moderate preparation. In terms of how well the program met their expectations, the average was slightly lower at 3.7—the lowest of the four measured categories. Although many completers found the content aligned with their goals, several, particularly within the Reading Specialist program, expressed concern about the practicality and feasibility of expectations, including course workloads and practicum hours for full-time educators. Regarding experiential learning opportunities such as practicum or internships, the average score was a stronger 4.2. Several Reading Specialist candidates acknowledged that the practicum structure provided valuable hands-on experience, though many felt the number of required students and lesson plans created an undue burden. The Digital Technology completer reported a perfect score across all categories, highlighting the program’s strengths in providing applicable, practice-based learning. Lastly, when evaluating the opportunity to demonstrate mastery and apply knowledge in their area of specialization, respondents gave an average rating of 4.0. While this indicates a generally effective instructional design, some Reading Specialist completers noted that the assignments sometimes felt like “busy work,” especially for those already experienced in the field. Overall, Fall 2023 completers expressed appreciation for experiential learning but flagged several areas for improvement related to workload, clarity of requirements, and alignment of expectations for working professionals.

**Spring 2024 (n=3)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Program | How well did the skills and knowledge from the program prepare you for your current position? | To what degree did the program meet your expectations? | At what level did your program include opportunities to participate in experiential learning, practica, or internships in the content area? | At what level did courses and assignments allow for demonstration of mastery and application of knowledge and skills related to your area of specialization? | Would you recommend this program to a colleague? | Upon completion of the program, were you promoted to a position which focused on your area of study? | Mean |
| Administration and Supervision | 5 | 5 | 5 | 5 | Yes | No | 5.0 |
| Math Instruct Leader | 3 | 4 | 4 | 4 | Yes | No | 3.8 |
| Math Instruct Leader | 3 | 3 | 4 | 4 | Maybe | Yes | 3.5 |
| Total AVG | 3.7 | 4.0 | 4.3 | 4.3 |  |  | 4.1 |

**What suggestions do you have for improving the program?**

"I have thoroughly enjoyed my experiences in Practicum I and II and found them to be wonderful opportunities to grow in my role as an Assistant Principal. First and foremost, it has reminded me to strive to remain current with my own knowledge and skills in order to ensure that my school moves forward in offering excellence. Part of what I love about my job is that it is multifaceted. However, I am always concerned about doing justice to each of my various roles. The assignments in this course were a reminder of the importance in paying attention to all of the many facets of the school community, without becoming hyper focused on a few areas to the detriment of others. Actively working while studying these concepts enabled me to make connections between theories and practice as I implemented strategies in real time. It also reminded me that it is important for a school to have a clear vision, driven by a meaningful mission statement. Additionally, it caused me to consider how important it is to plan strategically with the board, the Parent Advisory Council, and other community stakeholders. “ (Administration & Supervision)

Through discussions and assignments, I gained ideas on improving communication with parents and teachers in order to build strong partnerships. Reading responses from classmates also sparked new ideas on how to respond to challenging situations. Especially, this course was key in spurring me to address some concerns that I had with our school's ELA program as I worked with through my Change Project. I am particularly grateful to Dr. Ensor, who provided clear guidance, facilitated interesting discussions, and offered a strong base knowledge of concepts. He was also available for questions as needed and provided support and encouragement to all candidates in the course."

I wish that there was a better balance of EDU classes and math classes. It felt like I spent a lot of time working on the math portion and only had EDU classes here or there. The math classes were very content focused and didn't feel like they were preparing me to teach the content as much as learning the content myself. I LOVED my math teacher for nearly all of my classes- Dr. Riely did a great job teaching the math! I only wish there had been more teaching elements incorporated aside from the NCTM based requirements. (Math Instructional Leadership)

**Spring 2024 Completer Survey Analysis (n=3)**

In Spring 2024, three completers responded to the survey, including one from Administration and Supervision and two from the Math Instructional Leader program. Responses indicated stronger overall satisfaction across the four key areas when compared to Fall 2023. For skills and knowledge preparedness, the average rating was 3.7. The Administration and Supervision completer gave a perfect score of 5.0 and expressed high satisfaction with the program’s ability to support professional growth, leadership development, and strategic planning skills—particularly through the practicum experience. Math Instructional Leader completers gave lower scores of 3, citing that while the content knowledge in mathematics was robust, the coursework did not fully prepare them to **teach** that content effectively in K–12 classrooms. Regarding whether the program met their expectations, the average was 4.0. This was supported by a detailed qualitative comment from the Administration completer, who noted the strong real-world connections between theory and practice. Math Instructional Leader responses again reflected more moderate satisfaction; one completer highlighted a lack of balance between education-focused and math-content courses, expressing a desire for more integration of pedagogy into the curriculum. Experiential learning opportunities received the highest average of all four criteria at 4.3. All respondents appreciated the structure and intent of practicum experiences, and the Administration completer emphasized how the practicum encouraged a more holistic approach to leadership within a school community. Finally, when asked whether courses and assignments allowed for the demonstration of mastery and application of skills, the average response was also 4.3. Participants found that they were generally able to apply what they learned, especially in leadership and instructional practice contexts. While all three completers would recommend their program to colleagues, and their ratings were largely positive, feedback suggests that future refinements to the Math Instructional Leader curriculum could further enhance the balance between content mastery and instructional application.