Graduate Program Review Summary Educational Administration
Masters/Building Certification/District Certification
Spring 2007 – Fall 2009

Total number of participants - 81

#1 - Prepares experienced educators to more effectively design, manage and implement curriculum.

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Comments:

1. I have received an excellent education through ESU.
2. I believe the knowledge gained from my courses will help me become a better teacher, and principal. I believe one of the more helpful classes was the ed. law class. I believe teachers should also take this class. It would help them to have a better understanding.
3. I really feel the CLI model and the curriculum class was of great value. It provided some great insight to creating a curriculum plan and was really hands on applicable.
4. Although I worked my butt off in Curriculum Models and didn’t get much sleep while taking it over the summer, I got A LOT out of the class! I am just not sure that the class alone is enough when it comes to designing, managing, and implementing curriculum. This is especially true for those potentially entering into a leadership role in smaller districts where the administrator is in fact the curriculum leader.
5. As an elective professional, I would like to have had more on curriculum and instructional courses. The one C&I class was enough to get an understanding, however, with the emphasis more on being an instructional leader I feel there needs to be more knowledge provided.
6. Our class primarily focused on one curricular model. I wished that other models had the same dedication in class.
7. Dr. Ervay’s class on curriculum leadership was outstanding. I felt that he gave us instruction in only one curriculum model, and I would have liked to see more than one option given.
8. Dr. Ervay’s class taught me the important components of an effective curriculum, and more importantly, the process to achieve it. I would have liked more training on how to monitor the implementation of the curriculum. Also, what happens when teachers refuse to follow it?
9. I believe Curriculum Leadership has prepared me to design and manage curriculum. Implementation is a weakness.
10. It was interesting and constructive to learn of the various domains of teaching responsibility.
11. I thought this area was a major strength of the EA program. Whether it is the CLI model or just parts of it you gained a deep understanding of how to put a curriculum into place.
12. This program has truly helped me see the big picture regarding school curriculum.
13. The thought provoking learning experiences that ESU challenges its Ed. Admin students is a great preparation for real-life administrative experiences.
14. Yes have better understanding of curriculum design and alignment.
15. The process has been thoroughly discussed in the coursework although the discovery process of implementation of assignments demonstrated the need for practice in this area to feel fully competent.

16. The course on curriculum design and implementation is the actual process I have been involved with in different districts. I did feel the course was a sales pitch for the institute that provided the materials.

17. This program provides students with assignments designed by veteran educators that will relate to real world experiences.

18. ED 820 was very informative when working with curriculum issues. CLI and other models that were utilized provided many examples to use when making future decisions.

19. The course work and expectations gave us real life experience and the opportunity to implement activities throughout our course work.

20. ED 820 was a good experience for me.

21. The courses made me aware of the different instructional needs of various levels. I feel I will be able to effectively find curriculum and instructional designs if I were to get a principal’s job.

22. I felt that curriculum was covered very well as to the management and implementation but more time could be devoted to the design.

23. I feel confident that the program has helped me to become a competent leader. I have received information from all classes that will be used in the future.

24. While we studied the CLI model in depth, I would have wanted to study multiple models of curricula, outside of the ones analyzed throughout that course.

25. I feel each class provided us with new strategies and ways to be an effective leader. The classes did provide enough flexibility so we could enhance our own ideas.

26. Provides an overview of curriculum management issues. Students are expected to be able to design and implement curriculum beforehand.

27. Create understanding of issues not taught in undergraduate studies.

28. The curriculum related classes are excellent.

29. I felt that this program prepared me in the area of curriculum and the importance thereof.

As a teacher, we take a different role with curriculum than when becoming an administrator. As an administrator, the role becomes one of designing, managing, and implementing rather than being in the front lines as a teacher is.

30. This was not an area of expertise for me coming in due to my SPED background, but I feel much more comfortable now.

31. I feel like I learned about different types of curriculum, but not really how to best implement them.

32. I believe the coursework was very thorough on curriculum.

33. This program provided ample opportunities to work collaboratively with numerous people. It also allowed teachers to develop new strategies; several schools are implementing new programs and it is nice to piggy-back off of other people’s ideas to better education.

34. I think that this program covers a lot of good curriculum topics.

35. Indeed, most of the courses that I’ve taken for the last three years have been applicable to my job.

36. The course work has adequately prepared me to move out into an administrative position.

37. Being from a smaller district with no curriculum director, our staff is familiar with the development and implementation of curriculum. I would like to see more directives for curriculum from a building principal point of view. Although the Curriculum Leadership class is important and demonstrated the basis for curriculum design, I was
already familiar with the ideas presented in class based on my own personal experience with curriculum planning.

38. Curriculum is a huge interest of mine and my classes helped me organize my thoughts and own experiences to be able to utilize them more effectively.

39. I marked this down only because most of my information for this type of movement came from my Master Teacher MS. However, the school leadership course did a great job at preparing for leadership.

40. I feel like I am better able to understand how curriculum is designed and how to apply it to a content area.

41. These courses have really enhanced how I view & understand curriculum, and have also helped me to be an overall better educator. I now greater understand the foundations of education and the roles of those in educational leadership.

42. The classes have given me a much better understanding of curriculum and how to implement it in the school and in the classroom. The more hands on I can become I will improve and this program has helped with that.

43. I feel that while this issue was dealt with in numerous courses, the in-depth practices were only hinted at in some cases. I feel that projects could have been infused into the coursework to better prepare myself in this issue.

44. I have been able to use the ideas from these courses along with my curriculum and instruction courses to design a class structure that encourages inquiry based learning.

45. I really liked the classes that I took that involved curriculum development, but would have liked to have had more exposure.

46. I feel I have a much better understanding of curriculum overall but I feel uncertain of my ability to design curriculum. I do feel the supervision and evaluation course helped me to understand how to manage curriculum as it pertains to the instructional process.

#2 - Prepares graduates to supervise other educators for the improvement of teaching and student learning.

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Comments:
1. I am enrolled in Supervision and Evaluation in the Spring of 2008, so I am unable to speak to this question at this time.
2. Although the supervision and evaluation class is an extreme amount of work and pressure, it really is vital to the success of an administrator. There wasn’t one activity in the class that I didn’t find useful and important. This along with the other classes in how to deal with staff and other issues is positive and useful.
3. Much like Curriculum Models, Supervision and Evaluation was a class that was a great deal of work. I loved the fact that everything in the class was hands-on and gave us field practice! I learned so much during my practice evaluation.
4. I feel the program does a great job in this area, but would like to see more current information, such as Marzano and DuFour, or others that currently affect school climates and student learning.
5. I feel prepared to supervise and evaluate staff. I wish I had more practice conducting evaluation conferences.
6. Supervision and Evaluation and all other classes were wonderful in preparing me for future employment.
7. I believe the Leadership class, and once again the ed. Law class were helpful in preparing me. I think the textbook Proactive Leadership in the 21st Century is very informative.
8. Supervision and Evaluation was a lot of hard work, but really paid off in the end. When conferencing with my principal, this is the most taxing part of her job.
10. Learning about the many supervision models was excellent and will be used in my administrative career.
11. Made me look at my own teaching practices.
12. I feel very capable of making decisions that would lead to the improvement of teaching and learning.
13. I put a 4 because I feel that this is the part of the principalship that I need to work on the most. I did learn a lot of information in my supervision and evaluation class so I do feel once I get out and start doing it on a regular basis I will have no problem.
14. I wish we would have gone through some scenarios pertaining to supervision of teachers and the implementation of more methods of improving teaching and student learning.
15. Yes I am fairly confident in performing these activities.
16. The course on evaluation was very informative when looking at the multiple means of evaluations and supervision. I was able to learn the difference between evaluation and supervision.
17. Students get a realistic experience in supervising others and utilizing effective tools.
18. Supervision and evaluation was extremely helpful to me as not only a mentor teacher but also an aspiring principal.
19. Personally I probably gained more from this area than any due to the nature of the positions I held while doing coursework which allowed me continual practice for what I was learning.
20. Yes, our course work on evaluations and supervision were very beneficial. Our mock and trial opportunities were valuable.
21. Evaluation and supervision provided practical knowledge when working with staff members in this area.
22. EA 811 and EA 849 were both very beneficial for me. The hands on experiences in EA 811 were very good.
23. Supervision and Evaluation course was great at providing hands on and applicable experiences.
24. Sup and Eval 811 did a great job of hands on time working on supervision and evaluating staff and all that goes with it.
25. The supervision and evaluation class really helped me to analyze evaluation tools. This class exposed me to the practices that promote mediocre teaching.
26. Great evaluation course. I enjoyed learning about process.
27. The case study was a great learning experience because it allowed me to see the enormity of data that is necessary to improve a struggling teacher. However, I would have wanted to “evaluate” more than one teacher/case study. Possibly evaluating three teachers would have been best.
28. The course gave me many ideas and strategies to use when evaluating teaching and improving student learning.
29. Strong on theory and leadership principles. Greatest strength in legal implications and considerations.
30. Supervision was covered during this course, and performing actual supervisions was also a helpful strategy that was used. There are so many areas to cover through this course,
and I remember this being an area of emphasis which I am sure will be very convenient in the real field.

31. I got more out of this part of the program than anything else. It made me a better teacher and helped me change my mindset from that of a teacher to that of an administrator! Great textbooks.

32. The experiences I had observing educators were valuable, but I would have like to have more opportunities to practice this skill.

33. I am not sure of how to make it happen, but I think this area is mainly theoretical and lacks in actual practice. Logistically it can be hard to find a coworker willing to accept my comments on improving teaching and student learning. Though likely not available for all, maybe coupling with a teacher preparation program to give an authentic experience would help. Anyway, it’s just a thought. 😊

34. This program provides numerous theories on how to motivate and implement new ideas within the school system. It definitely provided several strategies that impact teacher improvement as well as student learning.

35. I think that this is one of the strengths of the program. I feel like we covered a lot of good material on teacher improvement and teaching strategies.

36. Two courses were very significant for me in understanding how to encourage the educators to follow the curriculum and expectations from the principal. The courses are curriculum leadership and supervision/evaluation. I am currently working as a secondary principal. These courses helped me have a better understanding.

37. Though the course did prepare me I feel nothing is better than actually being in the field day in and day out.

38. Specific activities in evaluation were helpful in preparing me to recognize strengths and weaknesses of evaluation procedures and instruments. The projects, done with scenarios, were beneficial in applying what was learned throughout the course. The books for the supervision class will make excellent resources for future reference.

39. It allowed me to not only gain valuable experience but to see the styles of other teachers.

40. This class and my law course work were my two most meaningful courses for preparing me for future work as an administrator.

41. I am still working on this concept and will continue to. Observing people is something that takes time and practice and is an every growing process.

42. Absolutely, I have a very good understanding on how to prepare other educators to “be on the right bus” when it comes to improving teacher success pertaining to student learning.

43. I really enjoyed my supervision and evaluation class. It was difficult taking it as a summer course but Dr. Church did a great job with working with what he had.

44. This is an area that the program certainly does a good job of preparing graduates for. While all courses were informative and valuable, two stood out as being extremely relevant: Ed. Law and Supervision and Evaluation. The supervision and evaluation techniques were very well taught and the projects gave me real world experience without the stress of a real world problem.

45. I feel adequately prepared for supervision and have practiced it numerous times, but it will be hard to say until I have to put it into practice for my position.

46. I felt that the Supervision and Evaluation class was well taught and provided me with not only information, but experience.

47. Supervision class was very good. Would have liked to of done more with helping an administrator with supervision during class.

48. The class on supervision and evaluation provided information on a variety of observation and information gathering techniques. I found this class also helped me
provide more effective information to the principals about potential areas for staff development in my role as a learning coach.

#3 - Prepares graduates to be professional change agents in an era of intense school reform.

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Comments:

1. This one is a little harder to answer; in fact I am not sure I will have an opinion on this issue until I actually become a principal. I do know many classes discussed the importance of change, and the ability to be ready for it.
2. Dr. Church’s School Leadership Theory class prepared me well in the area of change.
3. I think that School Leadership and Curriculum Models both time intensive classes well informed me on the importance of being able to be a professional change agent in the rapidly changing educational world. Educational Psychology also touched on this important quality.
4. I feel completely ready to affect change in any school. I have the knowledge necessary to evaluate the school I am hired for and to make a plan to enhance or change current practices. If I need help, I know how to get it from other professionals, professional organizations, or the ESU faculty.
5. Nearly every professor stressed the importance of “staying up with the time” and providing us current literature to read. I also know the internet/magazine sources to solicit if I need information.
6. Change was a topic in almost all of my course work. How effective administrators deal with change and how to deal with resistance to change was covered.
7. I believe I am well-educated on the reform models available today and can advocate for their use.
8. I found this aspect of the program most interesting. We as new administrators will face an ever changing environment particularly in New Jersey where dollars are in short supply.
9. I thought this was another major strength of the EA program. I learned specific talks and strategies to make effective changes that would last and be accepted by everyone involved.
10. The program promotes ideals and strategies that are state of art in the field of education. These strategies press the boundaries of what has always been done and look at what is best for the students. The emphasis in the program has been focused on proactive strong research based strategies not just reaction to the newest thing to come along.
11. This program puts a heavy emphasis on school reform.
12. I think this program is way ahead of others out there. Not only do the instructors hold you accountable to learn what you need to know but the coursework also empowers you to take leadership roles in your school.
13. I feel very confident about what I know. I think it showed through on my job interview that landed me my first principal position. They indicated I showed no intimidation about any of and answered their questions fully. To me that meant I knew when to pursue change and when certain “issues” could be resolved within the scope of other change. I didn’t need to “change” for change sake and would be happy to affirm what was good and while working to excellence.
14. Yes I feel that I have been educated on many reform issues and could implement them in a school.
15. Would need more direct work with NCLB.
16. Our leadership and belief/value courses along with management systems was key in this arena.
17. This area of the program was very solid and gave leadership styles that may work in different situations. Practicum project= hands on experience in this area
18. I feel confident in acting as a professional change agent in a variety of settings.
19. The program provided the resources however having the actual job will provide the most impact on being well prepared.
20. Good info, maybe more practical experience.
21. Learned a lot that will help with the future. Change is always a constant that was reinforced during all classes.
22. The program provides us with the new strategies and flexibility to use our experiences to incorporate new ideas. The program really encourages new ideas to better student learning
23. Strong in leadership principles. However, the hard politics of school district interaction could have been presented more thoroughly – especially for students who may find themselves leaving small communities to work in large communities. I suspect that if I had taken Dr. Bland’s EA 833 in person rather than online this discussion would have happened.
24. I believe that it will prepare us for small parts of the job but nothing like becoming an administrator will provide experience.
25. This was emphasis that I remember, and which I believe is very valuable for incoming administrators. It was very clear through the different classes that we are to be professional change agents in order to becoming efficient leaders.
26. I read some excellent books in my leadership courses that really helped me. Primal Leadership was great, 7 habits was helpful, and I like all John Maxwell stuff.
27. I really felt like there was a focus on administrators being change agents and we were taught different ways to lead people in change.
28. Whether it’s the program or the nature of the times, the discussions on budgetary concerns, MTSS, and other topics have been very thorough.
29. With all the colleagues met within this program, there have been some extremely dynamic ideas create and I anticipate seeing them in future school reform as budgets get tighter.
30. My school already has set its own philosophy which I fully support.
31. This course opened my eyes to new and constant changes in education and the importance to always research and be ready for more changes in the future.
32. The particular courses that I feel I benefited most in becoming a change agent in the school system today were Educational Leadership (Church), Group Processes (Selby), School Systems Management (Clayburn), and Educational Law (Will).
33. I am still very nervous or unsure if I am ready to be “in charge.” Partly because I feel that I am “spoiled” in my current district and with a job outside of it scares me after I listened to issues from other classmates!
34. I think that more time could have been spent on the changes that are currently “hot” in education. Most of this knowledge for me has been gained through my own curiosity.
35. I feel that I have a better background of all the changes that are getting ready to or are occurring in school education. It is beginning to take shape in my mind and helping me to better understand where my job is heading.
36. I had never truly considered all the challenges that change agents face within education.
This helped to raise my awareness and also was a great reminder that change takes time, and one failure should not lead to a complete breakdown of the goal.

37. Unless you have witness intense school reform you have no idea what commitment it will take. However, this program has given very good ideas on how influence school reform.

38. While I think that this area was introduced in many courses, the projects were mainly based upon current best practices and did little to put us into the framework of problem solving for what happens next.

39. This is part of the program that I love.

40. With the use of the discussion board, interactions with instructors and peers, and the materials that we acquired throughout the course, this program provided us a vision of change in education.

41. No class really did a good in-depth job of helping become a change agent with school reform.

42. I feel I am still developing in this area. I understand the change process but would like to have more examples of how it works from start to finish. I think this is something that I will understand as I gain more experience.

### Question 

**#4** Prepares graduates to effectively implement and promote technology in the decision making process.

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**Comments:**

1. Dr. Selby did a wonderful job in his technology application course. I learned a tremendous amount by simply collaborating with my class mates.

2. The Technology Project that we did in Technological applications was a great eye opener for me in regards to technology, as well as using ESU’s updated technology in their classrooms and being able to take classes on-line etc.

3. The technology class was very important, and Dr. Selby did a wonderful job, but I do not believe enough time was spent on this subject. Technology is the way of the future, and administrators are going to have to be well versed in it. Not all districts have a tech department that is helpful.

4. I am not sure I learned much in the area of implementing technology. My class was very brief.

5. Although I enjoyed the technology class and writing a plan of action, I don’t quite feel prepared for this in an upcoming job.

6. The one course I took didn’t really address this issue. I did learn how to look up information, but the course was too short. One week in the summer is not enough to adequately address this issue.

7. I’m not sure I understand the statement. The “decision making process” part is confusing to me. I feel that taking some of my courses online has exposed me to different aspects of technology.

8. Implementation is a weakness.

9. It would be interesting to learn more about software for master scheduling, grade reporting and attendance.

10. The on-line version of the program inherently promotes the use and implementation of technology. The program incorporates courses promoting and educating individuals on
the implementation of technology. This is an area that districts may fail to recognize a need until it is too late. A new administrator can promote the use of technology and bring the district into the 21st century.

11. The application of technology class truly helped open my eyes to the never ending possibilities of using it to help build consensus. For example, using clickers to have teachers vote anonymously yet still build consensus was a great idea.

12. I feel I have a good foundation to begin a process and to know when and where to go for additional help!

13. Students will be able to use the technology development assignment as tool to implement technology in a district.

14. I wish more opportunities would have been made available to me in analyzing and determining what technological needs would assist a school in meeting goals and standards of expectation.

15. I learned a great deal about the importance of technology and creating a budget. I would have liked to have learned some more strategies to acquire things when resources are limited. How to get the money?

16. I have some knowledge of technology use in the classroom.

17. Dr. Selby did a fabulous job of giving us information and resources in the technology area. I wish we could have even more!

18. First of all, with it being an online course the use of technology will definitely be beneficial. The tech course will be beneficial for preparing tech budgets and seeing future technology needs.

19. The Blackboard system was helpful along with EA 750.

20. Class was more a topic covered instead of more in depth. Without a background in technology and technology curriculum, I would not feel strong about this area entering the work force.

21. I did not take the technology course in this program; however, course instructors utilized different ways tech can be used.

22. With so many to offer in technology, I do think the technology piece could be expanded.

23. I like tech. I would like to have seen some more with the incorporation of new tech opportunities that are out there, but what was offered was of good content.

24. I would liked to have received more training on how to utilize it in the classroom across all subject areas.

25. The program has a very intensive one hour class and you discuss different technology, along with advantages of using technology. The only thing I would improve on is the ability to demonstrate the new technology. In other class activities the technology and programs are sometimes displayed in student projects.

26. I learned quite a lot about technology. I am equipped to promote, but not implement without strong resources.

27. I felt my most disappointing class was the technology class. Coming up with a plan for a made up Alaskan school (Fall 2007) was great in theory, but I would have benefited more by being required to visit with my administrators and observe or learn what type of technology they use and need in their jobs. Or, I would have liked to research new technology that can somehow positively impact schools. I just didn’t find the one main assignment to be that relevant.

28. I grew to appreciate the importance of technology in today’s education through this course. This course made me realize the importance, and also made me realize that the staff is the ones that need the most training in this area. The children simply need to be lead in the correct direction, and then let go to explore.
29. I really enjoyed our project; it was very informative, although it should have been addressed on the practicum—not that I would want any more work. 😊
30. I am not sure about the implementation portion. EA 750 (Technological Applications in School Leadership) gave some good things to consider, but I felt it was all theoretical. Each district has its own situation and restrictions that will impact any real decision on technology purchases. I guess it is one of those things that really cannot be done until we are on the job and faced with a real-life situation.
31. With the virtual opportunities of this program, I believe that there is ample technology implemented into this program. It is fascinating to think that I completed a virtual project without ever meeting any of my group members face to face.
32. Our tech class was great. We found a lot of good resources.
33. I benefitted from the Technological Application in School Leadership course. This course taught me how to use Excel and develop a plan that could be used for several years. After developing the plan, I learned how to submit and try to convince administration how important it is for the school to have updated technology.
34. Technology is changing so fast that being in the schools and seeing the constant change will be the best preparation. It is a learning process with technology.
35. I don't feel the technology class was of benefit to me. I believe the majority of students who are seeking this level of degree are already familiar with the use of technology in general and can communicate via email, etc. I felt the scenario presented for the project was too unrealistic. (This is not a reflection on the instructor, but the design of the course.) I would like to see this class designed a bit differently or replaced with something concerning budget.
36. Technology is very important to education and many of my courses utilized different ways to incorporate it into education.
37. I don't know if this could have been done any better though. As a tech savvy person, I find that this is an area where I typically held more knowledge than my peers making the course more of a “busy” work type learning environment.
38. Wow—after this program, I have a much more critical eye on research! Analysis of Research is a must, because as future leaders, we need to be able to decipher the good research from the bad. This is not to be taken lightly, as while most decisions are made with research in mind, it is vital that the research be credible.
39. There could be more hands on work with technology in the class work. We read a book and respond to the book.
40. I liked hearing/sharing the different forms of technology that are used in classrooms. I also enjoyed the ideas that were discussed to assist teachers to appropriately use technology to enhance instruction.
41. Good overview, specific uses for technology were not really addressed.
42. Taking all but 9 hours online, the use of technology was always present, but the infusion of technology issues in all courses was evident. I especially liked the topics of technology and disciplinary issues during the Educational Law course.
43. My classes were dispersed a little throughout the years, so this one is hard for me to remember.
44. I felt that this was one of the areas of the program that needs to be addressed. There was only one class that really keyed on technology and I really didn’t come away with anything useful as far as instructional technology, implementing or creating a tech plan, etc.
45. Tech class really made me rethink about how difficult it is to implement technology.
46. Of all the areas, I still feel overwhelmed in thinking about technology and the budgeting process. I took this course on-line and looking back, I think this is one I would
rather have taken face-to-face.

#5 - Prepares graduates to critically read, synthesize, understand and apply educational research findings to the improvement of curriculum, instruction, student learning, and leadership.

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Comments:

1. Evident in all course work. If you can’t do this you wouldn’t be able to make it. Instructors mandate that you can do all of the above.
2. Absolutely, I felt like all classes interwove this piece into class projects, papers, discussions, etc.
3. Yes, the classes involving research was very helpful.
4. Analysis of Research with Dr. Terry was very valuable. I learned how to look at information with a careful eye and really understand what the data was saying.
5. This is one of the strong areas of the program. I feel empowered and fully capable of finding relevant and valid research to support my educational vision.
6. The research and law courses prepared me well in this category.
7. The texts used in the program were excellent. I will keep them for reference and share with colleagues who are thinking of going into school administration.
8. Embedded into the program is research and analysis of readings to promote a lifelong desire to continually read and apply new findings on curriculum, instruction and student learning. I could see a little better use of course time and curriculum to show different leadership styles and methods.
9. Dr. Carnes did a great job in holding me accountable in Ed Psych. I actually learned a great deal by her being a tough grader.
10. This was another strong area. I really appreciated up-to-date references and books I could immediately share with staff and other administrators.
11. I think that the strength of this program is the emphasis on ethical and effective leadership.
12. This is an area that I have made the most significant strides in understanding and realizing the importance of how all areas are tied together and greatly impact each other in the presentation and gaining of valuable knowledge.
13. I put a 4 because this is my weakest strength. (Although the program helped me in the avenue of research in regards to what to look for and that I have always been a stats guy.) I enjoy looking at data and finding reasons for why the data ended up the way that it did and then to find a strategy to fix it. The problem that I foresee myself having is not getting bogged down in all of the information.
14. I learned the importance of analyzing research to determine if the information is legit enough for me to make decisions with. I like the idea of data driven decision making.
15. Analyzing data skills are much better than before classes started.
16. Research course work was key here.
17. Every class required each of those skills.
18. Overall good experience.
19. Great consistency in all classes focusing on results based information.
20. Many classes transfer over to C & I masters that I am also working on.
21. I wanted to do more research.
22. I suspect that if I had taken this class at another time with the same professor the impact would have been more positive. The professor was leaving at the end of the summer and I believe this had a tremendous effect on the quality of the course. There were some students for whom this was their first research class and they were very confused and overwhelmed, however the class was student led and the professor had a few departure issues with ESU to attend to.
23. The research and analysis class provides us the opportunity to understand and analyze specific findings in education. We investigated the way the research was valid or we identified the errors in the research.
24. Is very good with research class could possibly go more in understanding testing research analysis
25. Again, this course really put an emphasis in this area which really changed my thinking from being a classroom teacher to becoming to think and prepare as an administrator.
26. My research class was flat out hard. I spent more time on that class than any other by far. I feel confident about my ability to evaluate curriculum through peer reviewed data and am much more skeptical about programs when evaluating.
27. There was ample opportunity to read and synthesize information. Although it was not REQUIRED to pass the courses, it was provided for the intrinsic learner.
28. There could be a little more in this area.
29. To be honest, the curriculum leadership should not be scheduled in the summer. The time is too short and fast to cram in the program. I feel that I got through the course as best as I could and felt rushed to complete the program. It should be scheduled in the fall or spring to help students throughout the curriculum course to have a better understanding of the material instead of “getting by” in the summer.
30. I have learned the most about researching, synthesizing, analyzing, and applying!
31. Kudos to Dr. Church in making a difficult subject easier to understand and demonstrate the importance/relevance of evaluating research in education today. The instructor of this course made a big impact on how I will be able to apply the information in the future. If I may be so bold to say so, Dr. Gwen Carnes was not an effective teacher of this course from an educators perspective. Had I evaluated this course with Dr. Carnes in mind, I would have rated it a 1.
32. I learned so much from most of the selected texts and materials that the instructors chose and taught from.
33. I took the research class during my initial MS. It was the best course I took for learning how to pilfer through information. I also found that each course I took was valuable in deepening my skills.
34. I definitely learned how to read between the lines and see what is actually really fact and what is opinion.
35. Reading case studies and journals will be a process we all have to grasp in our own way. However, being introduced to these options has been a positive experience when working with findings on issues or test scores.
36. The information that was given back on each assignment in this course really helped me to reflect on a different perspective of research.
37. Very research-based, focus on proven strategies.
38. While some might criticize the online procedures for these course, I believe that all instructors offered the framework for learning, but put the responsibility of learning squarely upon my shoulders.
39. The readings in each course were excellent and very helpful. They aligned well with my district as well.
40. This being an online course really forced me to read and manage my time and I am not a big reader. Doing this on my own created a situation that I had to take a little more time with the materials. For the most part, all of the assignments in just about every class challenged me.

41. Didn’t have to do much research about improving curriculum.

42. I feel more comfortable reading research and analyzing at a superficial level. I would also have taken this course face-to-face if I were to do the coursework over again but overall I feel I gained a foundation upon which to build.

#6 - Prepares graduates to work collaboratively with others to implement and achieve necessary school improvement/reform.

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Comments:

1. The classes where I attended on campus did a great job at getting us to work collaboratively, but the online classes were a little harder to do this.

2. The discussion boards are a prime example of this in that all courses require student-to-student discussion.

3. I took all of my classes live and all of the professors did an excellent job of reaching this goal effectively. In my opinion, the advantage of taking the live classes was the opportunity to meet a lot of people, from many disciplines and different types of school environments. Dr. Ervay did an excellent job of making us reach out of our comfort zone and learn important strategies.

4. Dr. Selby’s courses taught me a lot about working with a staff and understanding group dynamics. I feel prepared to lead a group of people effectively.

5. Some courses lent themselves to work more in teams, whereas other classes I rarely had the chance to speak to other classmates.

6. I think more so in live classes, there were challenges sometimes during communication with others during on-line courses, especially when doing something as a group.

7. I learned some great strategies to work with people in Human Relations.

8. Many of the classes were set up with discussion boards that really promote this. The supervision and evaluation class required us to work collaboratively and peer edit and critique each other.

9. Sharing of information with my fellow graduate students provided excellent practical prospective.

10. The program spends lots of time talking about effectively managing change and provides students with lots of professional resources.

11. Somewhat difficult to teach students how to work collaboratively in on-line courses.

12. The courses have discussion boards where student work together and discuss topics. The courses also have a fair amount of group work for the type of distance learning. With the use of e-mail and document sharing this type of cooperative learning can become easier as technology allows.

13. I especially liked the group work to be done while online. I think that was a great help for us to learn to use the technology in our schools and to become familiar with long distance mentoring.
14. The opportunities and scenarios that ESU provided me in developing and maintaining an environment in which collaboration is utilized reinforced my understanding of the importance of collaboration and school improvement/reform.

15. This was the most stressed item of the program.

16. Professional learning communities is a terrific thing and I feel like I learned how to build that in a way where everyone is involved in the decisions.

17. Yes shared decision making and community stakeholders were taught well.

18. The discussion board and group activities were helpful with collaboration but required a lot of discipline from a distance.

19. I thought this was a strong part of the program.

20. Was an emphasis in most of our classes.

21. Some classes were more effective in being creative in providing online group discussions and immediate feedback from professors. In other classes feedback was minimal.

22. Again more just covered the topics in general not much practical practice but great information.

23. The online classes offer much collaboration with discussion boards and some classes had group projects.

24. Through all the courses we completed work in groups or with partners and I feel this experience along with the content helped me learn to work collaboratively with others.

25. Dr. Chruch’s classes were strong in collaboration and communication. His real life stories and applications were very helpful in illustrating the importance of knowing information, as well as effective team work.

26. Working the discussion boards as often as we were asked to was very helpful in my connecting with my classmates and their helpful and needed ideas. Having to respond to threads was very helpful. I have created a networking system of people that I can trust and ask for assistance.

27. excellent.

28. Very collaborative learning environment.

29. There were many collaborative assignments that I believe work to achieve this criteria. I think the program excels at getting students to work together to explore ideas and solutions.

30. Collaboration was a strength of the program. We had a lot of good interaction with professionals in all classes.

31. Not yet, this summer I will be involved in the new 5-year school improvement plan. The coordinator of the school improvement explained what the plan will look like. Most of areas being developed in the school improvement plan relate to courses that I have taken these previous three years. I am looking forward to seeing the committee work on the school improvement plan.

32. Again, being in the field will be the best.

33. If improvement is to take place in any school district, administration and staff must work together. The format of most courses were beneficial in reinforcing collaborative efforts through group projects.

34. Without being able to work collaboratively with other students, administrators, and teachers these classes would have been very difficult. Hands on is great!

35. Group work online is a challenge, but I feel that the online degree program prepares us to electronically collaborate and communicate, which deepens the face-to-face conversations and techniques also.

36. Our Curriculum Leadership practicum has been especially helpful in this endeavor. By attending numerous meetings across the districts, in various aspects of curriculum and grade levels, I’ve been exposed to experiences I had never previously had. This was great in giving me the insight into what is done at various levels,
especially in the district-positions.

38. I feel I am capable to sit in a room and help in the growing process of a school district, but I would have liked to see more (if this happened what will you do and how will you resolve the issue).

39. I took most of my classes online and my practicum in person. I really enjoyed the classes that were face to face. It just helps to break down communication issues that could come up when communicating by email and discussion boards. However, the discussion boards pushed me to become more clear at explaining myself in written word.

40. I appreciate the opportunities to share ideas with others.

41. While cooperation and collaboration was difficult within the online learning component, the topics covered led themselves to understanding the administrator’s role within a school system.

42. The ideals were definitely given, however I took most of my classes online, and there is a certain amount of disconnect when working online. Although, I do not have a suggestion to help this out.

43. One thing I would like to see a better job of is the use of Blackboard’s tools, to be specific, chat rooms. I think this would open opportunities to discuss with classmates real time and also to discuss with professors.

44. We did many activities that emphasized collaboration.

45. The course on group processing gave me a much better understanding of the dynamics involved when people interact. I feel better prepared to analyze situations and make decisions that can protect the relationships between people.

#7 - Prepares graduates to seek opportunities to grow professionally, assist others in their professional growth, and cooperate with colleagues in professional endeavors.

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Comments:

1. I simply can’t say enough about this program. It is an excellent training for future administrators.
2. Almost all of the courses allowed me to interact with colleagues on projects. Some professors supplied us with a class roster with e-mails. Many encouraged us to stay in contact with these people and collaborate with them often.
3. This question is a lot like the #6 and I would give the same comments to address this question.
4. I know that I felt this way, however the group of people that I have had the privilege of going through the program with attributed greatly to the success of this goal. Educational Psychology with Dr. Terry was awesome! I still communicate with most people from that class today.
5. Yes, I believe it did. Once again, this is something that had a better outcome when you took on campus classes.
6. Summer classes on campus and classes on campus in general were my best avenue for learning. I learn much from my peers and the face to face interaction with a professor.
7. The program made it clear that as an administrator we will always have the responsibility to contribute to the “learning” community” in a meaningful way.
8. This may have been addressed better through an on campus environment, but I feel that more needs to be done to inform potential administrators of these opportunities.

9. Teaches you how to become a better listener.

10. Clinical supervision and evaluation documents developed throughout the program are going to be very helpful to me as I promote quality instruction.

11. Throughout the entire program, depending on the course I was in or had taken I analyses my own teaching and tried and developed new and different ways to implement strategies into my classes. I have also began to seek out opportunities to help others in the district and teachers as a profession.

12. Real world projects and latitude in letting us partake in projects in our building helped me out the most.

13. As a reading facilitator during the last two years, this particular objective in the course work helped me tremendously. I feel much better prepared in evaluating the staff development process.

14. I really liked the evaluation techniques and the framework for teaching by Charlotte Danielson. It is something that really made sense.

15. The coursework in this program has made me a better educator….instructional strategies, curriculum design, and seeing the big picture.

16. Was an emphasis in most of our classes

17. The online format seemed to encourage this. I communicated more frequently through email and phone calls than I would have normally talked to other students during a traditional class.

18. Networking through discussion boards and activities was key.

19. The program encourages active involvement, especially the practicum.

20. Very much.

21. Practicum has been great for this area.

22. My Emporia professors always pushed me to examine my own work environment, school, and district so that I can see both the strengths and weaknesses, yet always pushed me to make data-driven decisions.

23. The program in administration encourages you for continual growth in your education and gets you excited about wanting others to grow professionally to provide the best possible education to all students.

24. This was a strength of the program.

25. As I stated above, this preparation was very evident throughout my course work, and again needed and most likely will come in very beneficial in the real world as an administrator.

26. The online program allows for great interaction through the discussion boards and prepares you for many different situations through other peoples experiences.

27. I would have liked to explore more information on professional growth and development opportunities.

28. Definitely, ESU programs have and continue to prepare me to work in such different areas as curriculum coordinator, IEP coordinator, Athletic Director, Superintendent, and Director of Instruction.

29. Lots of knowledge was gained in this area so I feel confident applying it in the real world.

30. While on-line studies are convenient, better networking takes place after having personal interaction with other students. This establishes a different rapport with them, and allows networking to develop. I enjoyed meeting once a month with my fellow classmates in practicum, and after taking so many on-line courses, I appreciated the face-to-face interaction.
31. Growth in leaps and bounds is so true! It has alerted me to look at situations more open
minded and also to think, “Act, Don’t react!”
32. Some of my courses did an amazing job of discussions on the blackboard!
33. While I teach English Language Learners, I still was reminded of old and new strategies
to be a more effective educator.
34. Even though this program is “on-line” I feel I can understand what is needed in the
communication process with a staff.
35. I feel like the instructors had my best interests in mind and kept me wanting to work
harder to grow.
36. I have made several connections in this class that I hope to maintain. These connections I
can use as I struggle through my first years as an administrator.
37. This year I have been working with our new teachers as they set personal growth goals. I
have found myself using Charlotte Danielson’s book to discuss areas for growth and to
help them identify professional development opportunities in our district.

#8 - Prepares graduates to work in a multiethnic setting and/or school, and to work successfully
with diverse students who are at risk.

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Comments:
1. This program requires that students observe in the practicum in a diverse school setting. I
teach in a diverse school, but this program does discuss possible issues schools like this
may encounter.
2. I took ED535 from Dr. Sequin because I had been in the C&I program. I learned so much
about multiculturalism from that class and have used this information in both my
professional career and in other EA classes. It would be a great addition to the program.
3. This is a tough area to accomplish. Part of the practicum is to be in a diverse setting
which really assists this.
4. There is very little information in the program to support this. I happen to work in a
multi-ethnic school, so I have experience with these problems.
5. I cannot recall a lot of information on this topic in my classes.
6. There was very little instruction related to the multiethnic setting.
7. I feel like most of my education that I have around multiethnic schools came from when I
was a teacher in St. Joseph, Missouri, and in Emporia. At risk students were discussed in
classes, but I don’t necessarily think it was a focus per say.
8. I did not have much of a chance to work in a multiethnic setting.
9. The only time I feel this will be addressed is during the diversity section of the practicum
activities. There needs to be more preparation in this area.
10. I do not feel that the program covered this at length. I work in a district and school that
has prepared me for working with students of this nature.
11. This area could have been highlighted more. Most of us did not come from urban settings
and are not familiar with the challenges faced in city settings.
12. Other than the diversity part of our practicum portfolio the only exposure to this is just
talking about it in discussion boards.
13. I think that this is one of the weaknesses of the program. There is little preparation in this
area.
14. The practicum was a very eye-opening experience when I shadowed a principle in one of the poorest schools in the district in terms of socio-economic class.

15. More scenarios are necessary for those that have little experience or understanding of how a multiethnic setting works and impacts the lives of the student population. Good information was received pertaining to this area.

16. My current school settings has done a lot of that.

17. Through readings and the practicum experience I have been exposed to students of multiethnic and at risk settings. The program could incorporate more readings and an addition diversity piece to the program through a class. Help with documentation of at-risk students based on the state, and district definition.

18. There was much emphasis put on this area but the only way to really understand and work with this population is to do it through field work and practice. All the theory and discussion can help formulate the plan but only with practice can you deal with dysfunctional families, families who do not have the same values you do, or do not speak your language.

19. Coming from a multiethnic setting I was aware of many of the ideas and strategies for working in this environment it is very beneficial to those who may not have experience there.

20. Diverse setting in the practicum was a great experience, probably need more experience in this area.

21. Somewhat, however experience is key. If you have been in the same rural school district all your life, some items that come from experience would be difficult.

22. I don’t feel that there was a real focus on how to work in a multiethnic setting or leading a staff that has to deal with diversity. I think it would be good to review concepts learned in a multicultural class.

23. The program did not however, the setting I currently am working in is providing me with the skills necessary to work with multiethnic and at risk students.

24. Some help, but was involved deeply with culturally diverse school and most information was practical.

25. I would like to see more focus on students at risk since that population is increasing.

26. I feel that the program does a good job in preparing us to work creatively with students who are at risk, but could enhance the multiethnic setting. The practicum does require time in a setting that multiethnic. I see this experience being less intensive for people in a small district with the multiethnic opportunities on a daily basis.

27. Somewhat – not really

28. Yes this course prepared me for this as well. Working with the students at risk was/is quite an emphasis, and should be considering today’s educational standards. Education is all about test scores and achievement, and without the at risk population being helped to achieve their full potential, we will be lost.

29. Difficult to replicate when you live in an almost all white area. Probably not a fault of the program I just have not had any opportunity to put things into practice.

30. The only experience I had in an at-risk setting was during my practicum. I do not feel very prepared to take a job in that setting.

31. I can only say amazing things about the day I spent at Topeka Highland Park High School, but it was only one day. Issues came up in coursework, but I did not feel I was in a multiethnic setting as much as I would have liked or benefitted.

32. No, I do not recall ESU programs helping me to prepare to handle the students who are at risk. My recommendation is to replace the advanced educational psychology course to a behavior course.

33. This is frightening if you have never been there. As an administrator it is even more so.
34. I appreciated the opportunity that practicum activity allowed me to shadow a principal in a diverse school; but it will be through personal experience that one would gain the most insight. The observation I made prepared me for what a successful multi-ethnic experience can look like.
35. I do this daily, but it helped me look deeper in some areas.
36. Working in a very low SES environment, I don’t think anything can prepare someone except going into the environment and working for a spell.
37. Not enough diversity and at-risk training. Needs more in that area for a principal to be successful.
38. One nice thing about online courses is that you have people from many different situations. I learned so much from the people that work in districts different from my own. This will help me if I ever have the opportunity to work in a district different from what I am used to.
39. General concepts were introduced, but specifics not addressed.
40. While the topics of ethnicity and at-risk education were evident, I don’t think enough consideration was given to the choice of projects that required the inclusion of these issues.
41. It is hard to tell, because I inherently looked for those situations.
42. There really was not a lot of discussion about at risk or multiethnic settings. I think there really could be a benefit to having a class just for this to help teachers who do not work with students like that for a living.
43. The coursework presented multiple opportunities to discuss strategies for supporting students with special needs and those from culturally and linguistically diverse backgrounds.

#9 - Prepares graduates to have a written plan for student management and discipline, and to effectively manage student groups so that optimal learning takes place.

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Comments:
1. Educational law is a wonderful place to start with discipline and student management. School Systems Management is another awesome course that prepares administrators.
2. This is probably a strength I had coming into the program. Being a specialist, I have worked with a lot of different types of students, teachers, school personnel and administrators.
3. The courses I took gave me a lot of information on managing students.
4. This is the weakest part of the program in my opinion. I have learned about discipline through experience in schools, but it was NEVER addressed in any of my classes! I would love to see some written plans for student management; however, I haven’t seen any except my own school’s.
5. ESU has offered very little instruction related to student management and discipline.
6. I do not feel the program covered this at length either. I did not write a plan for student management and discipline during my course work at ESU but did write a plan in my undergraduate work.
7. I feel like I have learned most of my student management/discipline through experience. The topics were discussed some during the program, but I still feel a little weak in this area, when it comes to my potential administrative leadership role.
8. This was a very interesting section which is so important to new administrators. Some additional time could have been spent learning about Board policy from other districts.
9. This could be covered in two courses. I feel I could have had a course in discipline issues and student management. I could have also used a course more specifically used to deal with special education and the optimal learning environment for students.
10. The writing pieces are going to be career long resources.
11. I feel very comfortable with this part of the job.
12. ESU did an outstanding job in this area.
13. I have interviewed for a position and felt prepared.
14. Yes, I can emphatically agree with this statement. Every course covered this material and all the discussions helped immensely.
15. Yes, through the practicum experience.
16. Good amount of hands on training.
17. I feel very confident in this area. Effective leadership, schools system management, ed law assisted in this area.
18. I have documentation that I can share during an interview that would express my views.
19. Dr. Selby was a great help in this area.
20. Many classes offered support in this area.
21. I feel that this piece is missing. I learned a lot about law and regulation, but in terms of school-wide district policies I feel that my coursework fell short.
22. Each student in the graduate program writes down notes and activities that we compile throughout the program. With the completion of each class we gain knowledge and ideas to write the management plans effectively.
23. The importance of this was clear in the EA 849 (which was excellent). However, the actual steps for implementing positive behavior supports and responses to inappropriate behavior were not covered. As I see principals at work every day I see that this is a huge gap in pre-service training for teachers and principals; and yet the need for this training is going to continue to increase.
24. Yes this course prepared me in this area as well. Optimal learning is key, and that is what our schools should be all about. This philosophy rang true throughout this course.
25. Did not talk about behavior plans as much as I feel is necessary in our culture today. I think that discipline is one of the most difficult areas that principals are facing today. I would like to see a class on this as opposed to multiple leadership classes.
26. The only law course that was about student groups is Teacher and Law. It would be nice to add a course for the written plan for student management and discipline. I have not been trained in this program.
27. Without the knowledge of how to write a written management and discipline plan it would not be possible to be effective as an administrator.
28. I believe managing student groups comes from the practical experience I have as a teacher. I feel the coursework in the administrative program needs to address the student discipline issue. Scenarios would be helpful so that I might be better equipped to handle disciplinary actions and “what to say” in these types of situations. Educational Law was helpful in keeping apprised of legal issues and due process as it pertains to students, and how to avoid these issues as a classroom teacher and future principal.
29. I am not sure that I have done this in my coursework, but I could if asked to do so.
30. The technology course introduced me to new programs and ideas for using technology in the classroom and even for meetings.
31. More than any this program has discussed student management and discipline. I do feel there can always be more but what was presented was good.
32. Great ideas from other students during several courses.
33. This is one of the best phases of the program. All of the coursework had implications on
student discipline and improving for optimal learning.

34. I think the diverse methods of collecting data from fellow classmates helped me understand the needs of students in other districts. This gave me the confidence to be able to manage students in almost any setting.

35. I didn’t feel like this was an area that was emphasized much throughout my course work.

36. The law course was the first class I took in the program and I was fortunate to take the class face-to-face. The discipline handbook from the state was only one of the valuable resources from the class.

Overall Comments:

PLEASE ANSWER:

What do you believe to be the strengths of this program and in preparation for professional roles? (Address specific course content, internships, practicum, staff, etc.)

- I believe the practicum is a huge strength to this program.
- I believe the law class is very important
- Sharing ideas and work coroperatively
- Very knowledge staff
- Ed Law was very informative. Enjoyed that class. Practicum seems a little long but understandable with the distance factor involved.
- I believe that the practicum is extremely effective in preparing administrators. I also believe that the supervision and evaluation course gave great hands on learning experiences.
- Anita Davis is a tremendous strength. I hope she has some idea of how invaluable her support and knowledge have been to me and to many other students throughout their participation in the program.
- Leadership theory and applications were very strong. Dr. Church’s insights and support of academic inquiry were the strength of the program for me. I also enjoyed Dr. Selby’s perspectives Summer 2007. Dr. Bland’s EA 833 class was very informative and an excellent academic exercise. Dr. Will’s EA 849 class was the most dense with information and active learning. I would have enjoyed a second semester of that class! These classes were the backbone of the program for me. The inclusion of Dr. Zoellner in the practicum experience has made it worthwhile for me. Otherwise, it would not be a good investment of my time and energy.
- Well organized and great faculty and staff provides quality education and support of all students.
- The greatest strength of this program is Dr. Will’s Educational Law class. I learned more in that class than any other. I also thought the practicum was great. I liked not having to log hours- but rather experiences.
- The practicum was by far the most beneficial part of the program. I learned the most from that hands-on experience. I felt that much of the course content was repetitious and that some instructors have forgotten what it is like to be in an actual classroom and the demands that teachers have to deal with. Some instructors were really inflexible when it came to things like discussion board postings. In one particular course, I missed one deadline and received a rather demeaning email from the instructor.
• Practicum is excellent although very time-consuming and not at all easy for someone who is not working within a regular school setting. I loved the Supervision class.

• I believe each professor I had was truly interested in making us think and expand our understanding. I also believe the online courses are amazing. Professionals with kids (such as me) have a hard time scheduling a set night of the week to attend classes so the online offerings make this program a possibility for many who otherwise would not be able to attend.

• All classes apply real life scenarios and discussions that prepare you for being an administrator. Interaction is something that took place in every class which leads to a variety of group discussions. This peace is very valuable to the program and promotes growth for everyone.

• The strength of this program are its flexibility in scheduling. Offering courses both online as well as face to face really gives every type of learner the opportunity to succeed. The professors in this program DO understand that we are practicing teachers—we are already busy with lesson plans and many people are also coaching/sponsoring activities after school. This program provided the necessary information to become a successful administrator while not overloading students with work that was not manageable.

• I feel like student achievement and teacher strategies were two of the strengths that this program has. I think that the staff is great and very knowledgeable. I also feel like they are very easy to work with and great at helping students that have busy schedules.

• Supervision and Evaluation: it is very important to help me understand how to handle documentation and observation of the staff. It offers different tools to observe staff and evaluate staff’s performance.

• School Leadership Theory: this course taught me six categories where I fit in such as; pacesetting, democratizing, commanding, and three others. It also helped me know where I should make my vision and plan for the school and staff.

• Practicum: Dr. Climetine Clayburn is being honest with me about what her expectations are and that they must be met. I have a lot of respect for her and plan to follow and maintain her expectations for me.

• I believe ESU does a nice job teaching researched based materials that have been proven to work. I also believe ESU has done a nice job teaching every aspect of the administrator’s role in a school.

• I believe internships and practicums to be the best. Being in the buildings with the principals is the best learning tool there was for me.

• I believe that instructors impact the perceptions of the effectiveness of the course. I have been exceptionally pleased with the quality of instructors and their knowledge of the subject they teach. Although I see the benefits from nearly all of the courses required, I have a few from which I will take away the most useful information. My favorite course was Educational Leadership, with Dr. Church. Through his group projects and assignments, I was able to look introspectively at my strengths (and weaknesses) as a leader and begin to apply them immediately. This course was difficult from the standpoint that there was a lot of work to do, but it helped me with organization, planning, and feel that Dr. Church's format of projects and assignments helped me prepare for comps. Supervision and Evaluation (Dr. Church) was helpful in analyzing the importance of evaluation of the evaluation process in place in schools today. The textbooks used are good
resources for future reference. School Systems Management (Dr. Clayburn) left me with many great ideas that were culminated from classmates and information shared from the instructor's personal experiences. Finally, I thought Educational Law with Dr. Will was going to be the most intimidating class of all; however, I found that through Dr. Will's variety of administrative experiences (which includes both large and small districts) he was able to put the law in terms that I could understand and demonstrate the impact of law in real-life scenarios.

- Overall the best experience was in the Educational Law class as well as Practicum I and II experiences.
- Ed law class with Dr. Will- his experiences and ability/willingness to offer advice and options for situations we may find ourselves in.
- Personal relationships with professors were able to be built.
- I believe that the greatest strength of this program is the degree to which you only get out of course what you put into a course. Much of the learning is self-directed and allows the students to be the professionals. For instance, the discussion board scenarios, book reviews, and practicum have been powerful tools for learning.
- I feel that each one of these classes has caused me to look at school reform and issues from a different stand point than that of the teacher. In doing that, it has made me a better educator and helped me to grow towards a more prominent role in the education process.
- There is a variety of classes offered to cover a vast area of the principals job.
- (1) supervision and Evaluation, (2) School Law (but is should be used more in every class for this program
- I feel that the discussion boards and practicum course are the most beneficial aspects of the program. The one on one experience is what truly helped me to prepare me with useful knowledge. The discussion boards helped me to see situations from different perspectives and change my thinking of how I react to things. The comprehensive exam was also helpful in preparing me for the praxis. I love that the program is go at your own pace. I was able to start slow and then take a lot of hours when I was more comfortable. Other programs I have heard of tell you what classes you are going to take and when. I like having the freedom to choose on my own. Professor flexibility. Most of us are working full time as well as doing this. The professors understand that and plan accordingly. Anita!!

- Practicum, EA811 Supervision and Evaluation
- I feel that Dr. Church, although very difficult, is a very effect professor.
- The practicum was truly beneficial. I felt that I was asked to perform tasks that would be asked of an administrator. I also feel that the activities really helped me to understand all the different roles and administrator must understand.
- I loved how practical this experience was. I feel incredibly prepared for any type of administrative position I apply for because of the hands on experiences I’ve had. I actually thought this would be the part that the program lacked since it was all online.
- The staff are all willing to work will you so that you can be successful. The internship and other course work that involves experience within the school taking on a leadership position has really helped prepare me. I thought the discussion boards where the staff included input.
- I think it boils down to staff. I wasn’t real sure if administration was what I wanted to do. It was great to have graduate staff that had an in-depth
administration background. Books are fine but there is nothing like real world experience, so hearing staff stories and listening to how they handled issues allowed me to see that I would make a good administrator and would actually enjoy doing it!

- Staff- They are excellent role models, and are accessible. Course literature- They were relevant and easy to follow. Practicum Activities- I have learned a lot from the various activities within the program- Especially the classified staff pieces
- I think it really prepared me to think about the issues that schools are currently dealing with and have been dealing with. I think that it prepared me to work with others and evaluate their instruction.
- Dr. Church and Dr. Clayburn did a great job of really making me apply the content I was studying.
- The strength of this program is the practical information and activities I participated in during each of the classes. The supervision and evaluation class, the law course, and the group relationships classes have already helped me in working with teachers.

What do you believe to be the deficiencies of this program and in preparation for professional roles? (Address specific course content, internships, practicum, staff, etc.)

- Personally, I feel that some of the work is just busy work and not practical to specific situations that will arise in the work place.
- I feel that some summer courses could be redefined so they concentrate more on the main objectives, since the amount of time is limited.
- Possibly include more reading of powerpoint notes, lectures, etc. Felt like all I did was read chapters and write papers.
- There need to be more hands on learning experiences in the course work where the students need to actually go into their school and complete a task related to the class and topic. I know much of this is addressed in the practicum, but there needs to be more during all courses.
- More time in data analysis
- Technology class needs revision from Fall 2007. I have been pleased with the ways that staff has communicated and really made the online classes effective. I’ve enjoyed every instructor I have had.
- Not enough field experiences until practicum
- The principalship book was horrible. It was outdated and the author constantly referred to other people. I thought it was boring to read and not applicable due to pre NCLB views.
- I would like to see more situations like the comprehensive exams done in courses. Though the situation is made up, it provides the most realistic experience for future administrators. I also think the Blackboard application can be confusing and frustrating at times. There are so many ways for professors to utilize the site. I almost felt like I had to learn a different set of guidelines for the site for each professor.
- I thought the program was very good overall
- The rigor of certain courses could be addressed. I also think being more specific in observation requirement during the program would be beneficial.
- Advanced Educational psychology: It does not show why it needs to be part of the program for the ESU Building level certification. The program would better
benefit from other courses such as behavior and disciplinary evaluation or process. This would help the administrator prepare the appropriate paperwork in order to avoid a legal issue.

- The only piece I felt unprepared for was dealing with school budgets.
- Course content could get overwhelming for those that I was shadowing. I found it sometimes bothersome to ask them questions. I know they are very busy and with all the information I had to get their opinion about they were ready to be done with question/answer sessions.
- I would like to have seen more attention paid to budget. This is an issue that has great impact on the day-to-day activities within a school and a principal is responsible for monitoring budgets within the building and working collaboratively with Superintendent(s) and BOE in managing budgets.
- Practicum expectations for cooperating building administrators need to be expressed more clearly.
- Instructors teaching methods should be similar for each course. If, for example, there are 2 or 3 instructors teaching the same course, students in each section should be getting the same instruction. Personality differences may impact how information is delivered, but the design of the course should be developed in such a manner that all students leave with the same learning. For example, I learned a great deal from Dr. Church in his Evaluation course, but would I have gained the same insight if I took it from Dr. Albrecht? I know from experience that Dr. Carnes has a completely different teaching philosophy than Dr. Church, and because of this difference I felt I had to retake the course – that cost me both time and money.
- Possibly more experiences in rural, suburban, and urban areas to become diverse in those populations and unique settings.
- There are a few practicum activities that I felt should not be utilized due to busywork reasons.
- Budget issues and financial classes need to be pushed more. Ex. LOB, general budget
- I believe the biggest deficiencies of this program lie in the instructors being able to effectively maneuver the Blackboard. Most of my frustrations in learning have been from lack of complete or timely communication for an online learner. As this is my second online degree, I have an overwhelming desire to teach online classes because of this. The one teacher that I would give kudos is Dr. Church. In his School Leadership class, he remember that we needed all mediums to learn and utilized them to create a classroom all our own at home.
- I appreciate the opportunity to take a class along with practicum. However, it creates a lot of work and has taken my focus, I feel, away from the practicum process. I would look to maybe not allow students to do this next time.
- We do not get a lot of work with the principals or as a principal until the very end of the program in the practicum.
- (1) Research and Analysis is a very difficult class to grasp as in the reading of cases and in integration. (2) Ed Law midterm and Final requires too much previous knowledge in the time allowed to take the tests.
- The only issues I have ever had are making sure blackboard is working when I needed it. There were times that my email would not work. This was frustrating when I needed to send a paper.
- Technology
- I felt that the online courses required much more time and effort (longer papers,
more activities) then the “in person” classes

- The direct contact with the class and teacher is not like the real thing, but it works for the long distance.

- Practicum – many of the activities and experience required for the portfolio seemed to be geared toward someone without teaching experience or at least one with very little. I found that a: I had already done them or b: my current duties require I do them. Making me resent writing papers about things that I already know, when maybe there were things I could be doing that I didn’t have any experience with. Technology – I am a technology ed instructor and department chair. That class was a huge waste of my time. I made the best of it and contributed a lot but again my job requires me to decide how to best spend $60,000 a year in VE2 and Perkins monies so I really didn’t learn much here.

- The one thing, I wished I knew more about is probably district specific, and that is playing the politics game of acquire interviews and getting a position.

- Addressing at risk students, multi ethnic students, and technology. The staff was, for the most part, knowlegable about their course, but there were times that I felt I was doing busy work and also times that Blackboard was an issue because the instructor was having difficulty with it.

- Not enough with educational research.

- My greatest areas of concern are in technology and my ability to understand data. I think taking the courses on-line may have limited my ability to take my discussion with my peers to a deeper level.

Identify areas in which student needs to receive more technological training and direction.

- I believe supervision and evaluation needs to be more hands-on.

- I thought that I was able to use blackboard efficiently.

- I believe that we could use more innovative technology in the coursework such as wiki’s and podcasts/vodcasts. I felt that we use discussion boards, word, and powerpoint excessively and not many other new types of technology that would greatly improve the online learning experience.

- I entered the program with very little technological experience. I had never taken an online class. The support given to me by professors was so helpful that I now feel very confident and comfortable with Blackboard, etc. In fact, at one point I was to be a group discussion leader and I was horrified. I emailed Dr. Terry and he sent me step by step instructions and offered to let me have a few practice runs. My education on the use of technology in education was greatly strengthened by hands on application – a huge asset!

- Cannot think of any changes

- None

- None

- NONE

- My recommendation, in the area of technological training and direction, would be to teach us how to identify the program for the assessment and evaluation of the student’s knowledge. Also to select the right program for the school to adopt and the assessment for the school improvement in order to have a good course. Also, teach us how to train the staff appropriately in the staff development.

- None

- New technologies and the paper work involved in being an administrator.
The technology course may have been more beneficial if the design were to be how technology impacts student learning or teacher instruction. Developing a technology “plan” from the ground up was too unrealistic.

I felt this direction and training was sufficient.

How to manipulate data – hands down this is an area that I have witnessed people struggle. I also think that with the upcoming budget needs, principals need more training on this area that has historically been more directed to the district licensure programs.

I don’t feel that we had a lot of technology training and therefore this is an area that should be beefed up.

Buzz-in and Blackboard are very good tools for the program.

You might want to have a blackboard training for those that have never used it. I am familiar with it but there were students that had issues and even some professors.

Using the KSDE Authentication web site.

Starting the program on-line I wasn’t sure of how everything would work. Would have been nice to start the semesters with an optional meeting in Emporia to see how everything worked.

training and direction.

None. All technology assignments and tasks were very attainable.

Programs that are available in which help with budgets, following student growth and master schedules.

I am not sure I understand this question, so I am going to go out on a limb here and say that there is a lot of clutter on the Buzzin site that could be reduced.

I felt fine with the services I was provided.

Budgeting and understanding the appropriate types of technology to pursue would be areas of need.

What types of professional development courses/workshops/seminars would be helpful for you at this time stage of your career?

I feel the Kansas Leadership conference for administrators would be very beneficial for students’ and would help build contacts across Kansas.

More of the daily job duties of an administrator.

I would appreciate further information about school districts in our state and their processes for hiring principals. Also, guidance regarding issues such as rural vs. urban, etc. – a matching of district and applicant strengths. I will be making some life changing decisions in the near future.

Curriculum development, learning communities

I don’t know if I can ever have enough law- and topics related to special education issues.

Curriculum models

How to better lead

Not only initiating change, but following through with it

I went to the behavior symposium...AWESOME. I also attended the SPED leadership conference and USA.

I am unsure of any specific development that would be necessary.

Seminars on adjusting as a first year administrator and providing a network of people to provide help.
• NONE
• Administration workshops would be helpful for me. It would be nice to have some workshops or seminars to visit during the three year program. I’ve never seen any of these workshops or seminars offered.
• I am not sure
• Anything involving technology and motivational strategies for principals.
• As a principal I feel it is important to drive professional development from the input from staff. At this time I’d like more on current instructional practices that are being proven to be effective in schools today so that can be shared with staff.
• How to get a job! Just as in education we have first days for teaching, there should be a first day for administration. Ongoing law class would be helpful, and a network to keep contacts with students in classes in order to reference if needed.
• Student management and discipline
• I am not sure. I would have to say continued support on professional development models and ways to aid others in the classroom. As an instructional coach, my job has been professional development.
• Technology and Budget
• Video programs would be beneficial. Professor video programs where they can share what they feel is important in a specific area would be a great tool as well. I find it odd that it is required for all students who are 2 hours from Emporia or another location to attend seminars when the same student in California does not have that requirement and their grade would not be affected.
• Planning for professional development. The interview process.
• Funding/budgets
• Ways to take over a new staff and get them to buy-in to me as an administrator.
• Troubleshooting in your first years as an administrator, budget!!
• I would like to know where I can go to get an idea of what positions are available for upcoming school years. That isn’t that big of a deal as I will likely not leave Salina and will know of the positions in this area.
• Anything that relates to student learning and activities to integrate into the classroom are always educational. New teaching strategies or classroom management skills are great when you can take away something. Learning strategies to motivate students are awesome.
• Time management, knowing the game of acquiring a position
• Results-based staff development, best practices.
• More with budgets of schools.
• I would like additional training on managing a building budget and how to prioritize financial decisions.

In what areas do you feel well qualified to enter the professional setting?
• I feel very qualified in communication, leadership styles, law and understand the objectives of the administrator.
• Curriculum, the legal aspect, and staff development
• I feel that I know how to lead and how to build a school community.
• I will be leaving this program with a tremendous set of tools and skills for entering the professional setting. My abilities have been sharpened. Both my weaknesses and strengths have been highlighted – which equips me to make
career decisions. In addition, I have learned of and purchased (i.e. textbooks) valuable resources.

- Student faculty management
- Scheduling
- My strength is curriculum.
- Working with other people, managing
- All and none…I think I have the background knowledge, and I think I know who to talk to if I have questions. However, until you are in the situation it is tough to say.
- I would feel comfortable entering as an assistant administrator.
- I feel comfortable knowing that I’m capable of going into an administrative job and performing well also knowing that I still have a lot of growth left as a professional.
- I feel completely confident in becoming an assistant administrator; I do not feel confident in being a building level principal at this juncture due to lack of experience I currently have. I believe that I have the education to be a school leader, and I simply lack the experiences I need to run a building.
- I believe that the majority of the practicum activities are good. In talking to principals they wish they had had some of them during their practicum.
- I feel comfortable in leading the school department and following up on procedures and policy. Also, I feel good about being able to handle the students regarding their activities and behavior.
- I feel ready to become an administrator in a K-12 building.
- I feel very confident when it comes to management and organization. I don’t worry a bit about leading a staff. Being a coach has helped me to take charge and see things through. I believe I will always put the best situation with the best teachers on the table. I feel prepared to lead a school and to ensure success in all students.
- The coursework involving collaborative group projects (Dr. Church's courses in particular) has developed my skills and confidence in organization, planning, and collaboration. The Leadership class empowered me to want to “do” principal rather than just “be” principal – clearly communicating with staff, motivating them, and and utilizing their strengths to improve instruction and increasing student achievement.
- Any setting from K-12 in any rural, suburban, and urban setting I feel ESU has done a great job of preparation including multi-ethnic settings, as well as high and low SES.
- Curriculum, communication, instruction, professional relationships
- Evaluation/Supervision
- Supervision and evaluation, instructional leadership, and professional development
- Being a leader over all in education. Also dealing with any legal issues, or issues in general, that occur in education.
- Supervising teachers, and collaborating with others to make changes in schools.
- Evaluation, classroom and school management, some of the school’s legal guidelines. (Again Ed law should be spread throughout the entire program). Discipline would also be a strength.
- Evaluation and supervision, Collaborating with others, My beliefs as a leader, Crisis management, Diversity, Technology in the classroom
- Special education, curriculum, collaboration.
- Getting the kids to buy-in to what we will do as a school.
- Building relationships, working on AYP data, school improvement
- I feel well prepared in the understanding of curriculum development, technology inclusion and personnel selection.
- I feel qualified in the evaluation process, planning development, discipline, communication, and promoting student achievement.
- My needs were the opposite of most in the program. I am an elective teacher so I know very little about the core content areas of education. I was at a disadvantage in many of the courses simply because I didn’t know much about standardized testing…I have never done it…or many of what seemed like common knowledge to a core content area instructor. So basically any training that helps me understand core content curricular procedures along with their scope and sequence.
- Curriculum, dealing with the various stakeholders, discipline
- I feel good about technology instruction from my previous professional experience and curriculum and assessment from course work and previous professional experience.
- Collaborative leadership, curriculum mapping, supervision and evaluation.
- I feel qualified to work with teachers on curriculum, staff development, and supervision and evaluation.

In what areas do you feel less confident in your abilities?
- I feel less confident in putting the abilities into the practical setting. I understand the practicum is designed for this, but with the limit time you actually spend with the principal on a daily basis makes it hard to have an abundant of confidence about apply these strategies.
- Budget and daily activities
- I feel that I need to know more about the laws that I will have to follow, especially in special education. I also don’t know as much as I should about the budget aspects of being a principal.
- The areas in which I lack confidence are not a result of the leadership program.
- Small details with data analysis
- I feel like I have the knowledge to survive—and I am not afraid to ask questions. I think every person could always improve in knowing how to handle difficult situations involving drugs in school, school violence/threats… but I feel like I have been well-prepared in knowing where to look for policies and what to ask along the way. Some situations just don’t allow for a lot of prior planning
- Discipline, teacher evaluation, hiring and firing
- Curriculum
- I am not sure I would be comfortable in an elementary setting or as the lone administrator in a building.
- Just getting started and getting yourself in the door is the most difficult part.
- Experiences that come only with “being in the trenches”
- As with any program, experience is a factor. I think that there will be a lot of learning on the fly. I think that the practicum is good in most activities, but some more shadow time would be beneficial. I have spent a lot of extra time shadowing just to get a better feel.
- My weakness is in how to make a five cycle year and five year plan for the school. Also, I lack experience in budgets.
- **Dealing with budget issues**
- The little ins and outs of paper work that principals have to do is a bit overwhelming but I understand that it becomes natural and a habit it just takes time.
- Managing budgets is an area that I feel less prepared for. Also, the communication piece in dealing with issues such as student discipline, difficult parents, and problem teachers. But, as with all things, experience is the best teacher.
- Knowledge is high, but I feel with experience I will be more valuable.
- To lead alone instead of as a team of administrators
- Budget
- Discipline
- Curriculum and Observation/evaluation
- Budget
- Law and liability – even though I learned a great deal from Dr. S in the class I will always be concerned about the law and that I follow it for my school district.
- Student discipline, time management
- Getting the staff to buy-in to me being their administrator.
- budget
- I would say maybe in the area of master schedules and funding. It would be a huge task to take either one of these on straight out of this program.
- Knowledge of the laws, policies, and procedures from front to back is difficult. Scripting during an observation is a hard task.
- I feel like growing up and attending a very small school while then teaching at a very large diverse school has given a wide perspective on education. Program-wise I feel like I have learned how to adapt my leadership style to fit the ever changing needs of, not only within a building, education.
- Budget, crisis management
- Management is an area I am a little worried about along with communication.
- Understanding budgets, law and research.
- I am less confident about the secondary structure but I do feel I am learning more through my practicum.

What specific recommendations for improvement do you have?
- Make sure once the strategies or objectives are learned the practical part of the program is also offering the great objectives.
- The practicum has so many reflections it’s hard to focus on what you are doing and apply what strategies.
- Discuss more about what a principal does
- This is a great program and I really grow as a leader while I took my classes.
- Exploration and experience with hands-on techniques for curriculum leadership and supervision and evaluation of teachers would be worthwhile. I believe there is an assumption that because many of the graduate students are teachers they do not need this information. I think they do. Also, it would be a tremendous asset to the professional field if a program such as this would provide a strong focus on
schoolwide positive behavior supports for students and the importance of seeking and using evidence-based practices across all educational applications. In addition, there are quite a few issues I have learned about on-the-job that were not discussed in class but would have been great to get a different perspective outside my own community: Mult-tiered Systems of Support, School Improvement Teams; processes for curriculum selection and School Improvement Processes. These are all supported by KSDE and there are resources available free of charge.

- None
- My only area of concern was with the technology class. That is pretty minor. I really feel blessed to have had the quality professors and wonderful opportunities to learn from each staff member. ESU is an outstanding university, and I have not regretted any part of my decision to earn my endorsement through this college. I would definitely recommend this program to others.
- More field experiences, less read the text and write a reflection
- Update the Principalship text…please. Add a behavior course, that is an area that principals are getting themselves in trouble over. I had a principal at one of my schools suspend a kid for 5 days out of school because he stole an extra granola bar out of the bag when a teacher told them they could only have one. Also, principals do not have a clue about SPED issues and it was not even addressed. So, I would say SPED and behavior overall are areas that need improvement. Other than that and the text I hated, it was very good. Keep up the good work!
- None I can think of at the moment.
- I enjoyed the program immensely. I am very glad I decided to complete the Emporia State Program instead of other programs that I have heard that don’t compare.
- NONE AT THIS TIME
- The process of behavior and disciplinary system papers needs to be set up like the supervision and evaluation course.
- None
- More time actually with the principals in their buildings rather than all the questions and answers that take up so much time.
- Educational Leadership: Encourage students to take this course early in their coursework. It helps shape your perception/decisions of how to be a principal. Much of what is learned in this class can be applied to other classes throughout the program and to your current teaching or administrative assignment.
- Curriculum Leadership: There is a need to address both small and large district points of view with regard to writing and implementing curriculum. I would also like to see the course design to reflect what curriculum might look like from the perspectives of “curriculum & instruction” versus “principal” focus.
- Practicum: Requiring a shadowing experience in both the fall and spring would allow students to see different activities of the principals. Also, I would suggest meeting with practicum students and cooperating administrators so that expectations are communicated clearly to both parties prior to the start of practicum. This meeting could take place within the school building with a visit from the supervising instructor, or all practicum students and cooperating administrators could be invited to meet with the supervisor at Emporia prior to the beginning of practicum.
- After speaking with a colleague about our experiences in this program, we both agree that addressing the differences in management of small and large districts
is necessary. For example, small districts often involve all teachers to write their curriculum and serve on committees such as Steering or Site Council. Staff are more directly involved in decision-making processes in a small district, with the direction from administration. On the other hand, a large district may have an assistant superintendent and/or principal to interact with. Curriculum is often developed by a Curriculum Director and then given to staff to implement. Several courses could address these differences regarding the size of a district and how it is managed – Curriculum Leadership, School Systems Management, Supervision and Evaluation, and Group Processes.

- A year’s worth of Educational Law, and a Practicum experience that has a component once you are hired at your first job.
- Do not take practicum class away from Emporia as a meeting point. There are a good number of students from the Emporia area that “feed” this program and now they want to make them travel. If someone else signs up for ESU that is from a distance, then they already realize that they may need to travel. ESU teaches the class and there should remain one on campus.

- None
- For the most part the entire program is user friendly. The program does a nice job of allowing myself to still be a teacher and coach when I take these courses. Time management is always a concern for administration and I fell I have learned how to best manage my time in my school work and my class work.
- I am very appreciative for the flexibility in enrolling in courses to help ensure that we can graduate on time.
- None, I loved my experience and wouldn’t change it one bit.
- Adapt the program to better meet the specific needs of the each student.
- I think you are doing an excellent job with the resources you have.
- I would like to say that my experience has been a very positive one for the most part. The one thing that I would say would help this program is that instructors be better versed on the use of Blackboard and its capabilities.
- Classes didn’t really concentrate on how to manage budgets. Also, I would have liked a better experience with understanding educational research.
- I think helping students determine which classes would be best taken face-to-face and which can be taken on-line would be helpful. I think it really depends on a learner’s characteristics but I think a tool to think about the process might be useful.