Educational Administration Graduate Assessment

2015 Survey Results

Western Illinois University

Descriptive Analysis

2012-13 and 2013-14 Graduates

A Statewide Assessment of Educational Administration Preparation Programs in Illinois

Illinois Association of Deans of Public Colleges of Education

2015

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Introduction:
Educational Administration Graduate Assessment

Project Overview

The Educational Administration Graduate Assessment project is an assessment of teachers and administrators in their first year of service directly following completion of an educational administration certification program from one of twelve public or two private colleges of education in the state of Illinois. The project is a cooperative effort of the Illinois Association of Deans of Public Colleges of Education (IADPCE) in conjunction with the Illinois Teacher Data Warehouse (TDW). The participating colleges of education and the Illinois State Board of Education (ISBE) have provided the financial support for the project.

By surveying first-year teachers/administrators and their supervisors, information is generated that can be used for educational administration preparation program improvement and that is responsive to broader state education needs. Specifically, the project aims to:

1. Provide a standardized assessment of educational administration graduates of all public colleges in Illinois.

2. Provide a specific examination of teacher skills related to the Illinois Professional School Leader Standards for the purpose of identifying areas of improvement for educational administration preparation programs and for ongoing new administrator professional development needs.

3. Provide institutions with institution-specific data on student learning in educational administration preparation programs that will assist with program improvement efforts.

4. Proactively respond to calls for accountability related to educational administration preparation by gather information that can inform policy makers and the public about educational administration preparation programs in Illinois and new administrator practice in the first year following program completion.

In 2005, an advisory committee named by the project partners was created to oversee the development of survey instruments, administration protocol, and data reporting. This advisory committee will continue to meet in order to review each year's survey results and to modify the survey as needed. The process for survey development and modification is guided by project staff operating under the direction of the Dean of the College of Education and Professional Studies at Eastern Illinois University.

Illinois public school teachers and administrators are identified each year by the Teacher Data Warehouse, which combines college institutional graduation data with the State of Illinois's Teacher Service Record database to identify the survey population. Identified graduates and their supervisors (typically, school principals and district superintendents) are surveyed each spring as they near completion of their first full year of service following program completion.

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Survey results are reported relative to the degree that program graduates from colleges of education in Illinois are prepared to address the Illinois Professional School Leader Standards. Program graduates also provide open-ended, written feedback about key teacher preparation program elements. Reporting takes the form of institution-specific and state aggregate data reports.

The success of this project rests not just in the ability to collect valid data on program graduates, but also in the ability of the partners to use data to improve teacher education in Illinois. The creation of an ongoing assessment project produces reliable data for program improvement and state policy consideration and is an important step in the ongoing P-16 collaboration efforts in Illinois.

Project History

The assessment of educational administration program graduates from colleges of education in Illinois is housed at Eastern Illinois University and is conducted under the guidance of the deans of the public colleges of education and an advisory committee made up of the deans' designees. The project started in 2005 with the financial support of the Illinois Board of Higher Education, the Illinois State Board of Education, and the twelve participating public institutions of higher education: Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University-Carbondale, Southern Illinois University-Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, and Western Illinois University. For the 2015 administration of the survey, two private institutions—Loyola University Chicago and Roosevelt University are also participating.

The assessment effort has been created with the primary purpose of providing information that can help facilitate program improvement at each participating institution. The secondary purpose is to be responsive to calls for educational accountability while facilitating information gathering for the purpose of making informed judgments about programs. The primary assessment questions examined in project development to date include:

1. How are educational administration preparation programs performing in the preparation of students related to understanding and using key educational standards in Illinois?

2. What is the usefulness or value of instructional and practicum experiences from the perspective of recent graduates?

The survey instrument has evolved in response to the program improvement purpose of the evaluation and the guidance of the key assessment questions. The survey development process has involved input by project partners via group meetings and e-mail communications. In 2005, individuals representing the project's partners met to kick off the project. The outcome of this first gathering was an initial survey draft that addressed key content areas. Survey drafts were modified through the rest of 2006 until a first project version was established for a pilot

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administration in spring 2008. Following the pilot administration, minor modifications to survey instruments were completed and in March 2008, the first administration of the survey was completed with graduates from the twelve public colleges of education.

Survey Administration Method

Survey administration draws upon existing data resources of the Teacher Data Warehouse at the University of Illinois. The Teacher Data Warehouse matches Illinois State Board of Education Teacher Service Records (the employment records of the state's public teachers and administrators) with the program data provided by the participating colleges of education. The survey is administered in a confidential manner, which provides safeguards for participants' individual answers but allows for the linking of teacher and supervisor responses. Additionally, the confidential survey format facilitates connecting archived data from the Teacher Data Warehouse to be matched with survey responses in order to reduce the survey length and to maximize new teacher data currently available.

Survey administration for the 2015 Educational Administration Graduate Assessment began during the week of September 26, 2016, when invitation letters were mailed to the 2012-13 and 2013-14 program graduates of the fourteen participating institutions. Invitations were also mailed to the supervising administrators of these program graduates. Reminder flyers were mailed to participants during the weeks of October 10, October 24 and November 1, 2016. Collection of survey responses through the project's website ended on November 4, 2016.

Although all postcards and packets were sent from the project office at Eastern Illinois University, each piece of correspondence was customized to the graduating institution of each identified new teacher. For example, a graduate who had graduated from Northern Illinois University would receive a participation invitation printed on NIU letterhead. The invitation letter contained project's website address, along with a unique and confidential user name and password. Survey participants who preferred to complete a paper survey were provided a phone number and email address to request such a survey.

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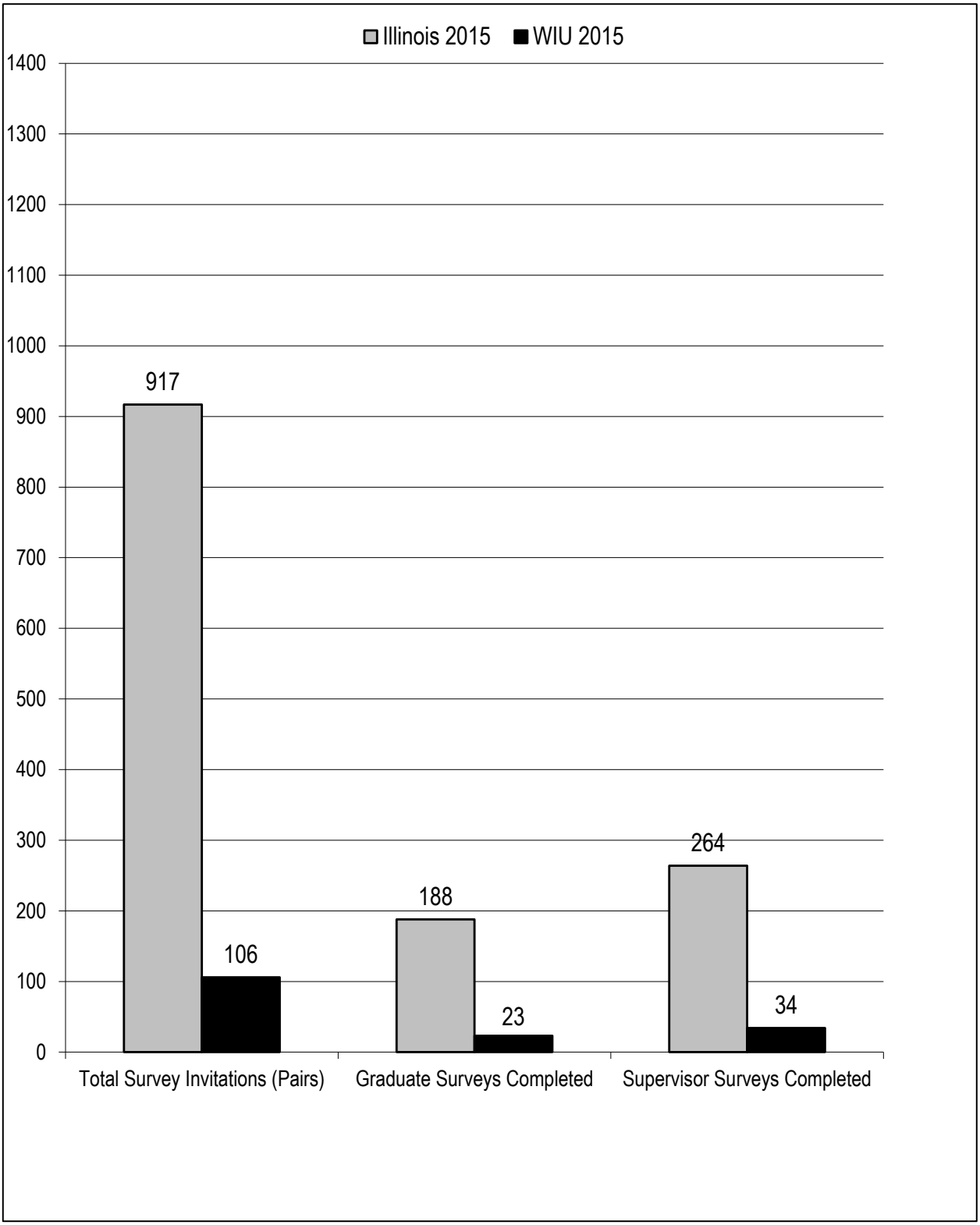
Chart A:
Surveys Sent and Completed



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Educational Administration Graduate Findings

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- Decision to start graduate work (pages 23-46);
- Graduate program experience (pages 47-61);
- Graduates' careers (pages 62-66);
- Instruction in the graduate program (pages 67-79);
- The practicum experience (pages 80-96);
- Knowledge and Use of Illinois Leadership Standards (pages 97-109);
- Graduates' readiness to apply leadership skills (pages 110-157).

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Background and Characteristics of Graduates

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- Question 3 – From which institution did you earn your bachelor's degree? (page 18)
- Question 4 – How many years of education work experience did you have in a certified position prior to beginning your educational administration graduate program? (page 19)
- Question 5 – How many years of post-baccalaureate professional work experience did you have in a certified position prior to beginning your educational administration graduate program? (page 20)
- Question 6 – What age were you when you began your educational administration certification program? (page 21)
- Question 7 – How long did it take you to complete your educational administration certification program? (page 22)

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Figure A1 (WIU):
Educational Administration Graduates' School Locations, by ROE (All Recipients)
ROE is in (parentheses).
(Illinois n = 106)

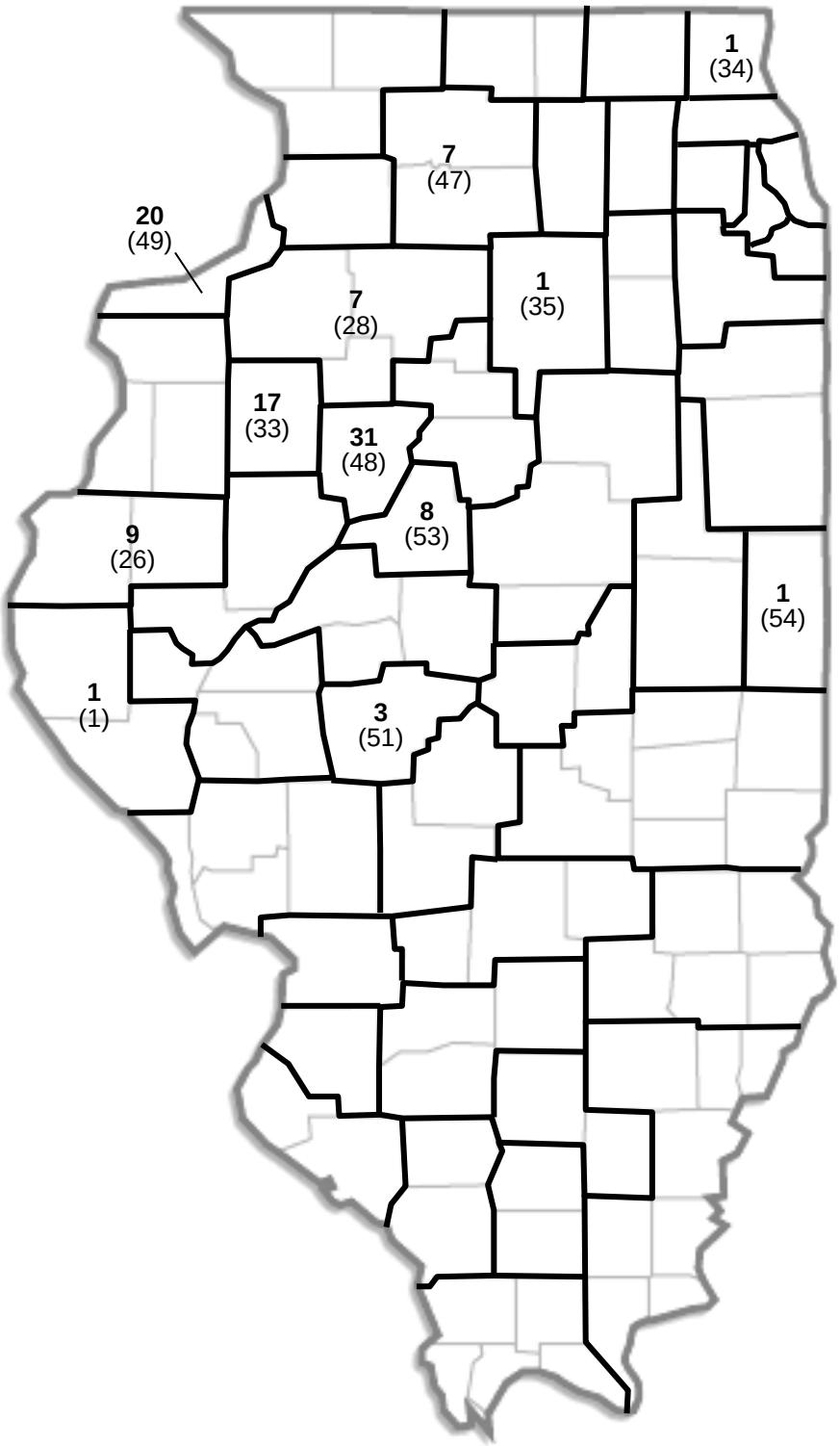

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Figure A2 (Illinois):
Educational Administration Graduates' School Locations, by ROE (All Recipients)
ROE is in (parentheses)
(Illinois n = 917)

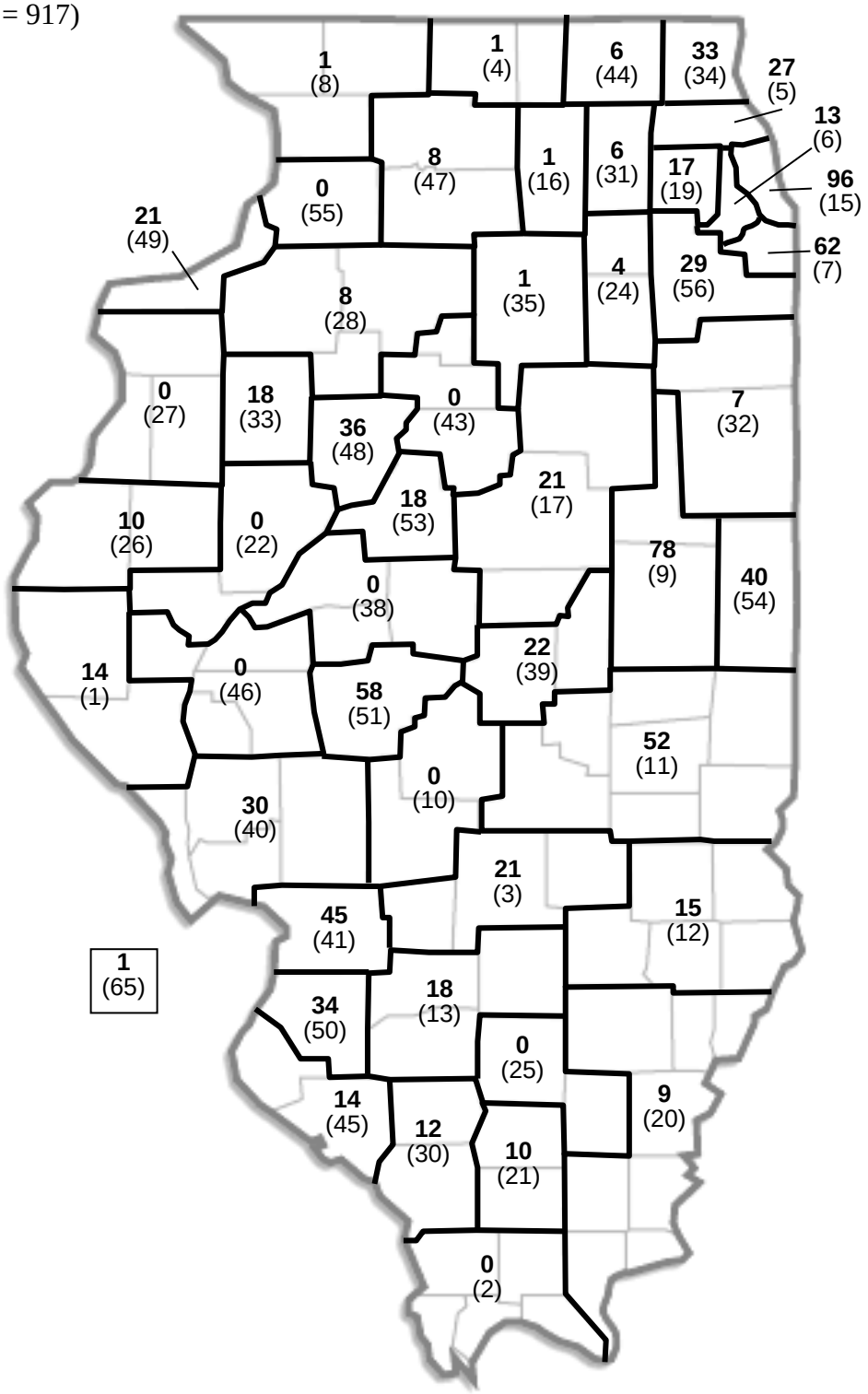

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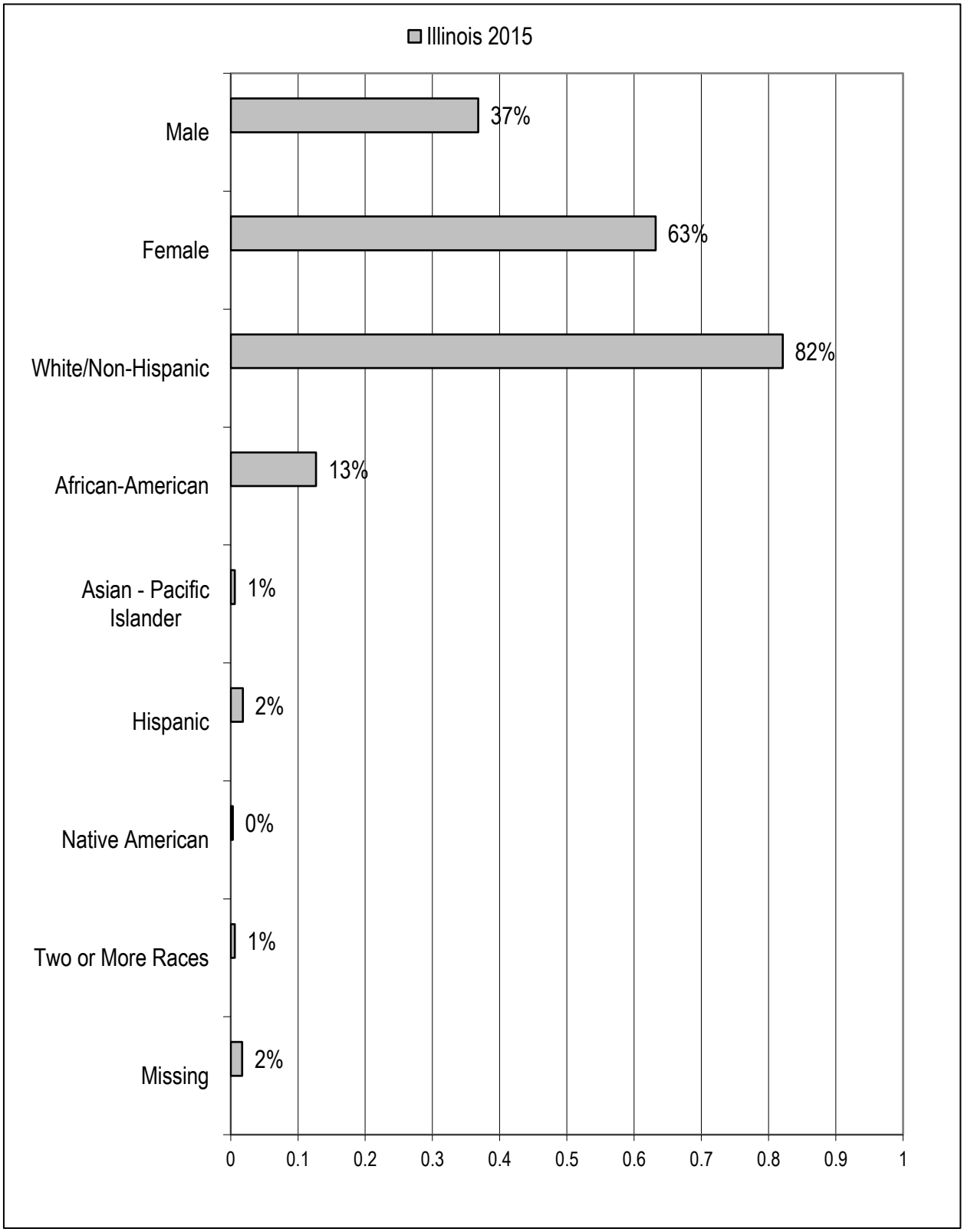
Chart B:
Graduates' Gender and Ethnicity (All Survey Recipients)
(Illinois n = 935)



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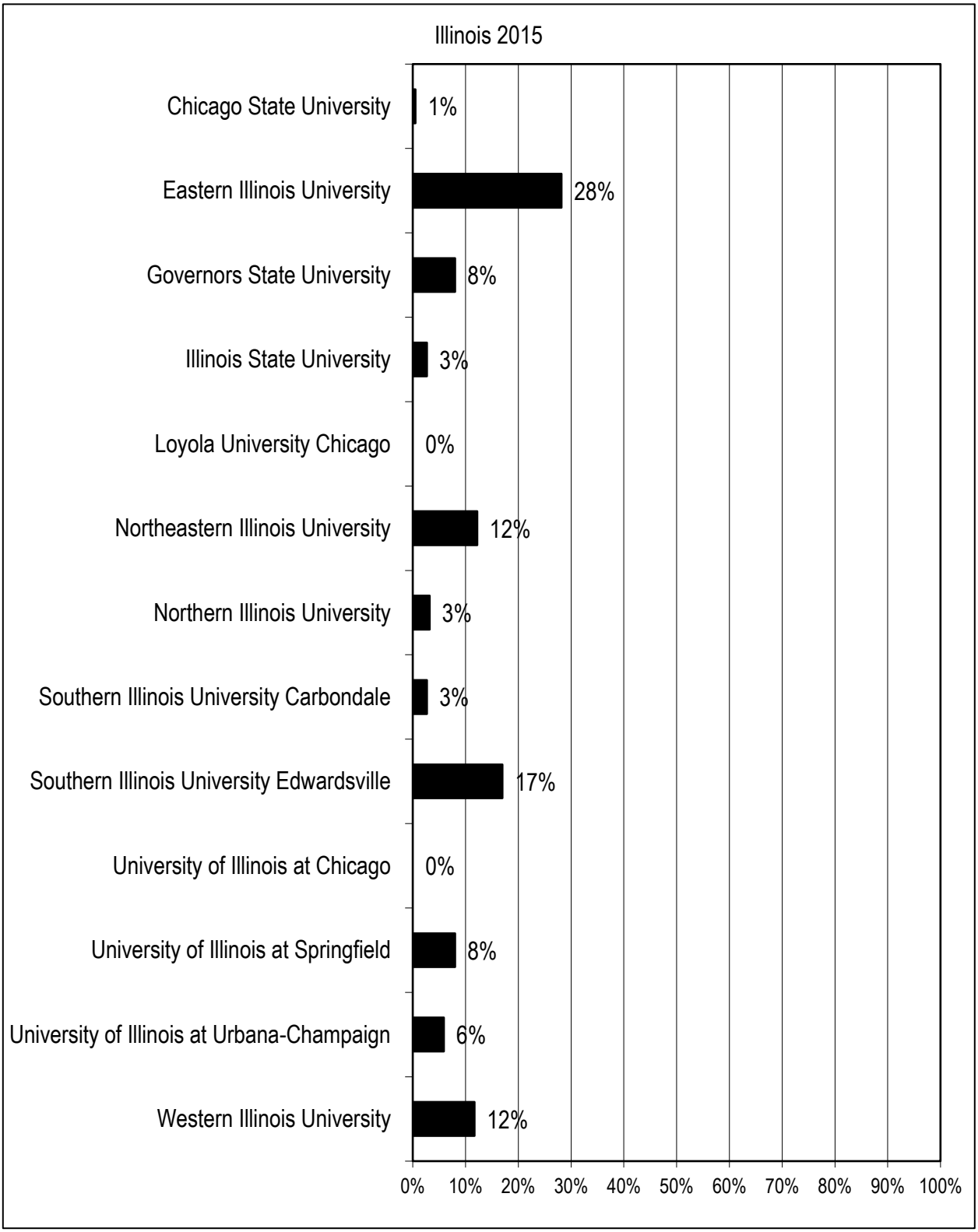
Question 1:
At which institution did you complete your educational administration graduate program to earn administrative certification? (Illinois n = 188)



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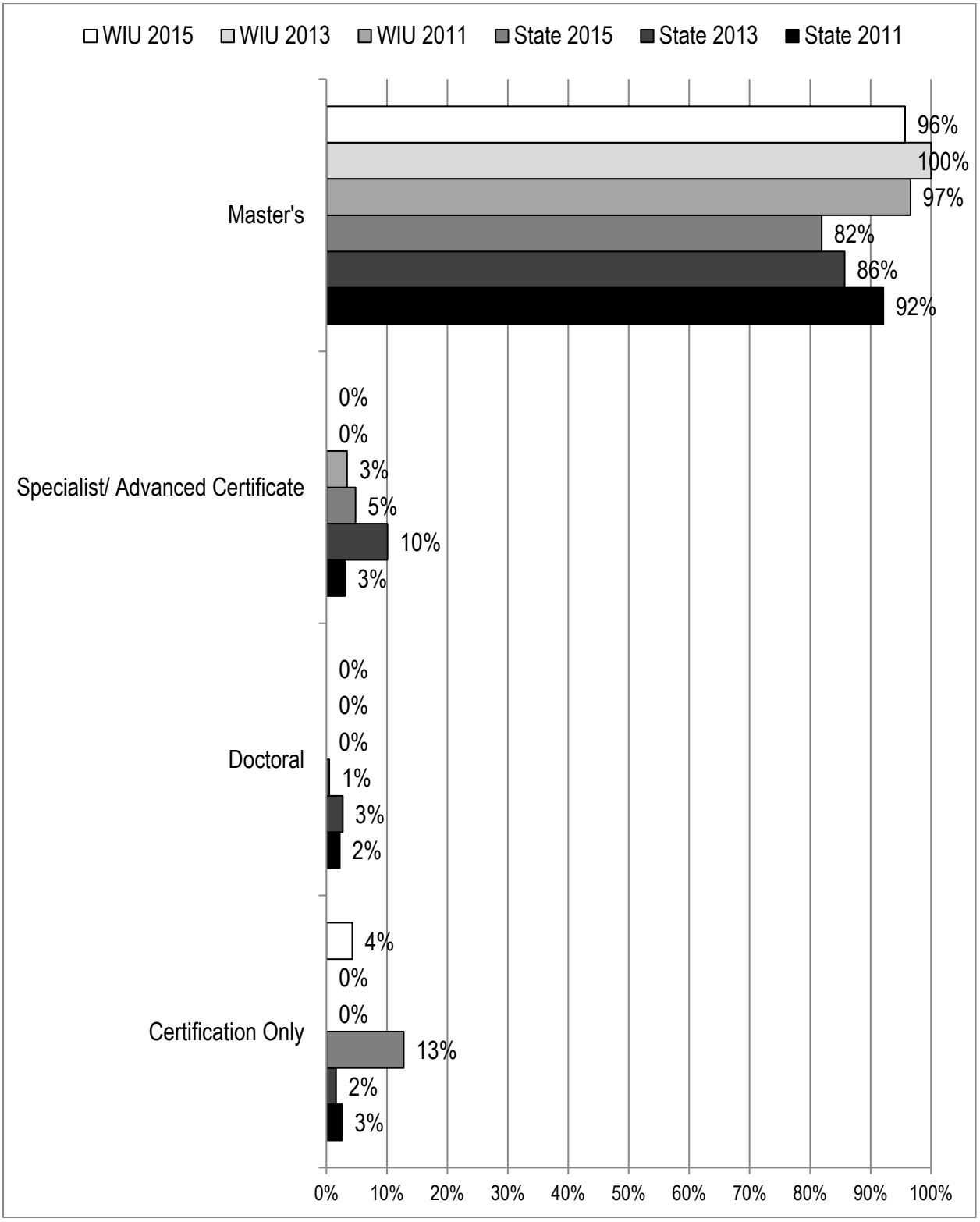
Question 2:
Did you complete a degree as part of this certification program? If so, what degree did you complete? (Illinois n = 188, WIU n = 23)



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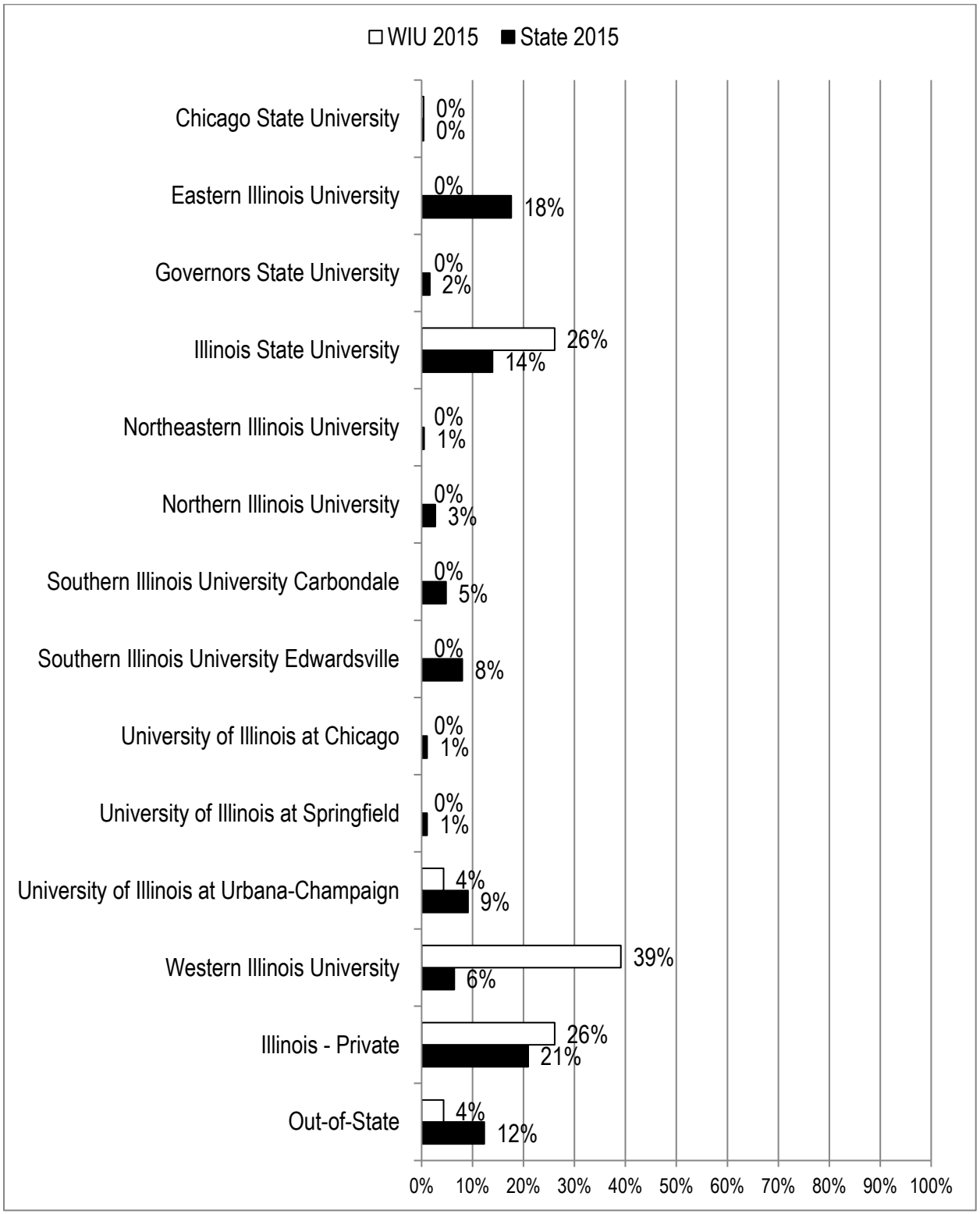
Question 3:
From which institution, did you earn your bachelor's degree? (Illinois n = 188, WIU n = 23)



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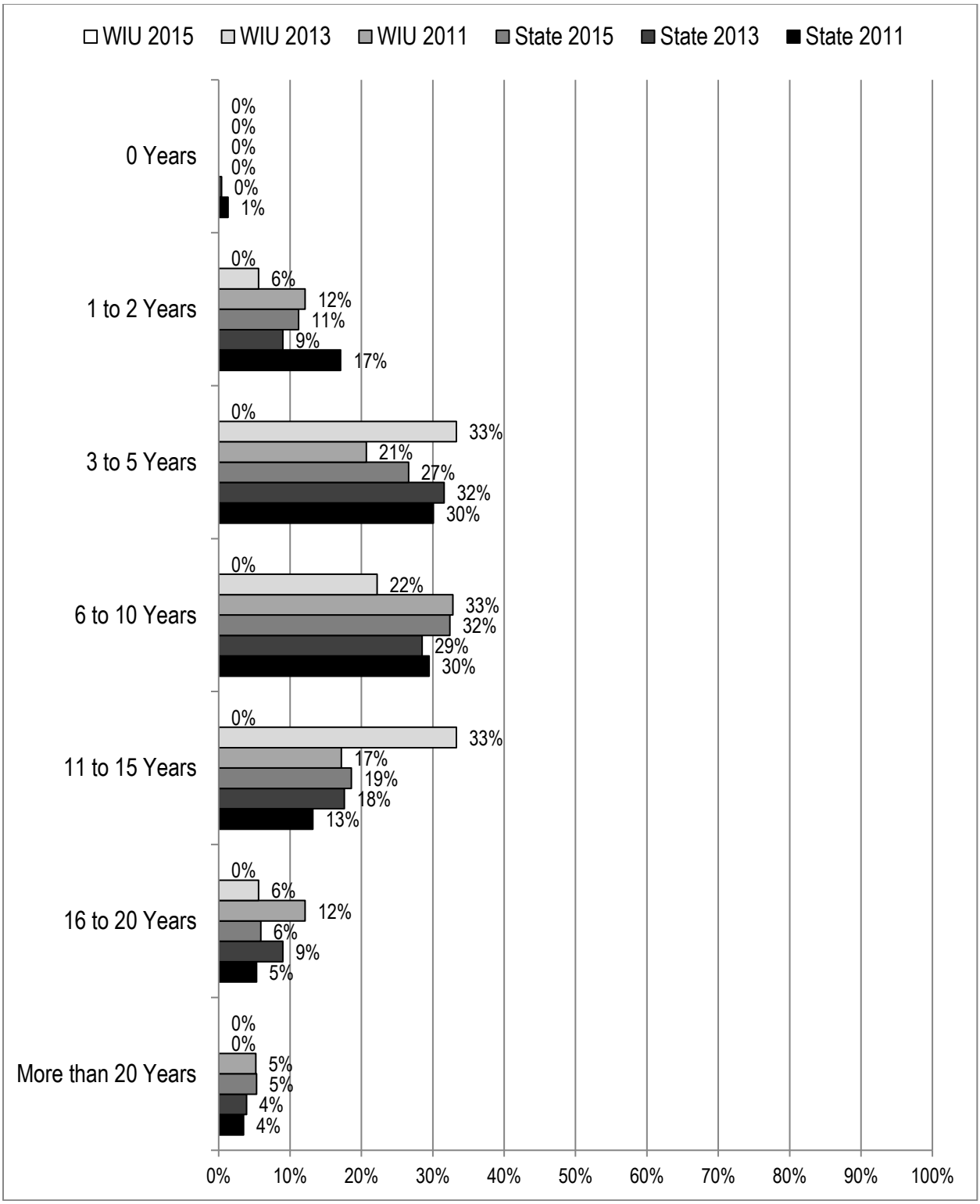
Question 4:
How many years of education work experience did you have in a certified position prior to beginning your educational administration graduate program?
(Illinois n = 188, WIU n = 23)



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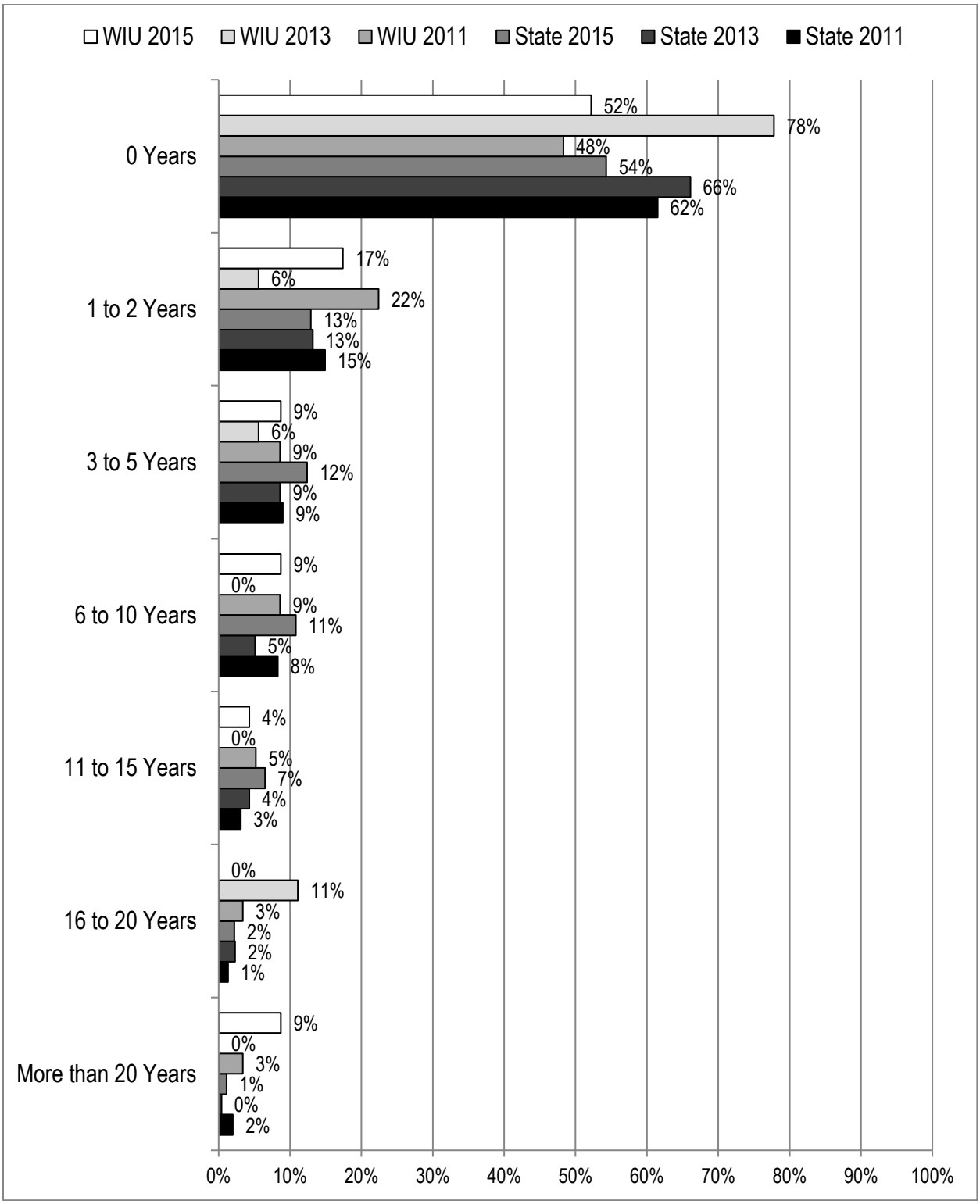
Question 5:
How many years of post-baccalaureate professional work experience outside the field of education did you have prior to beginning your educational administration certification program? (Illinois n = 188, WIU n = 23)



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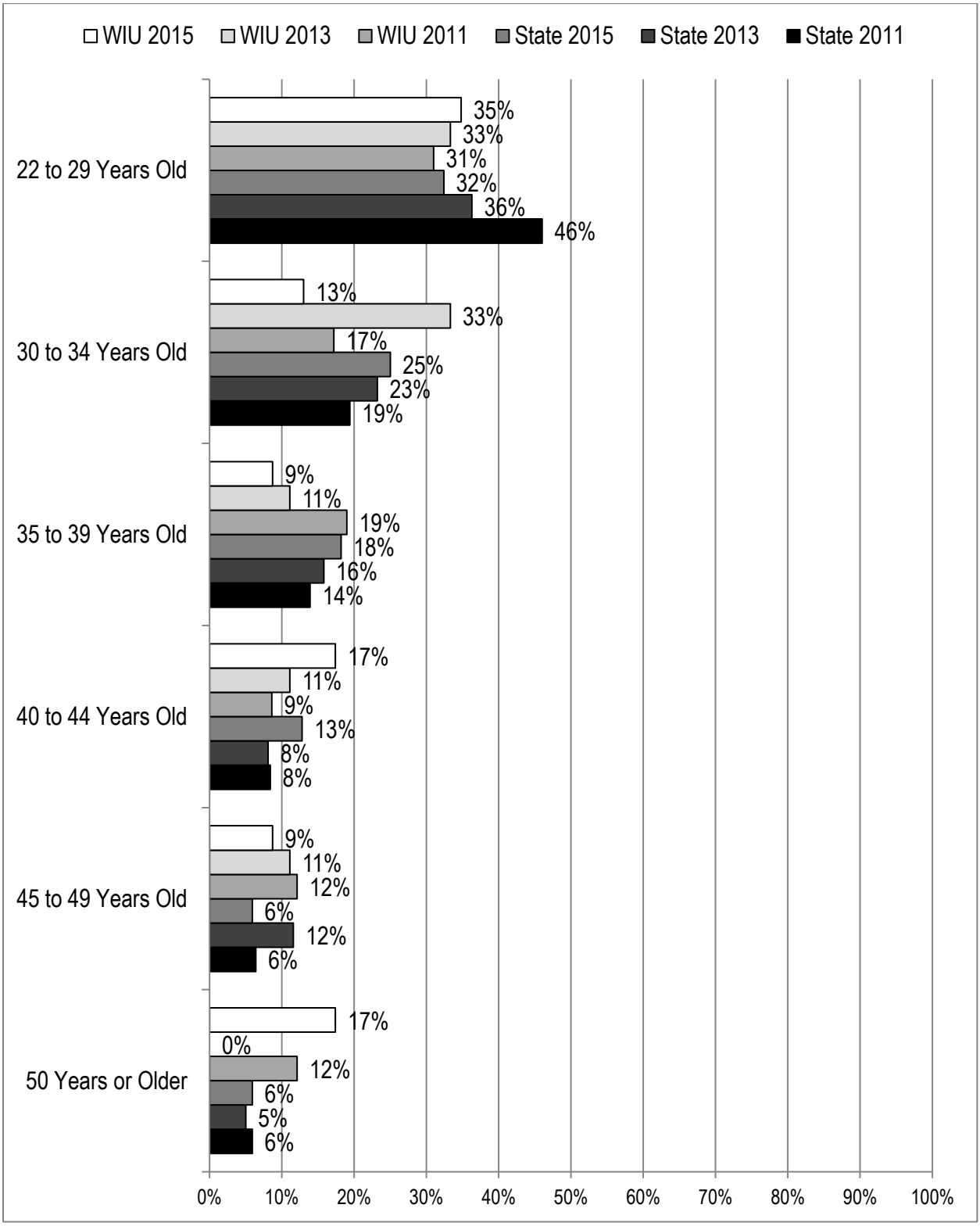
Question 6:
What age were you when you began your educational administration certification program? (Illinois n = 188, WIU n = 23)



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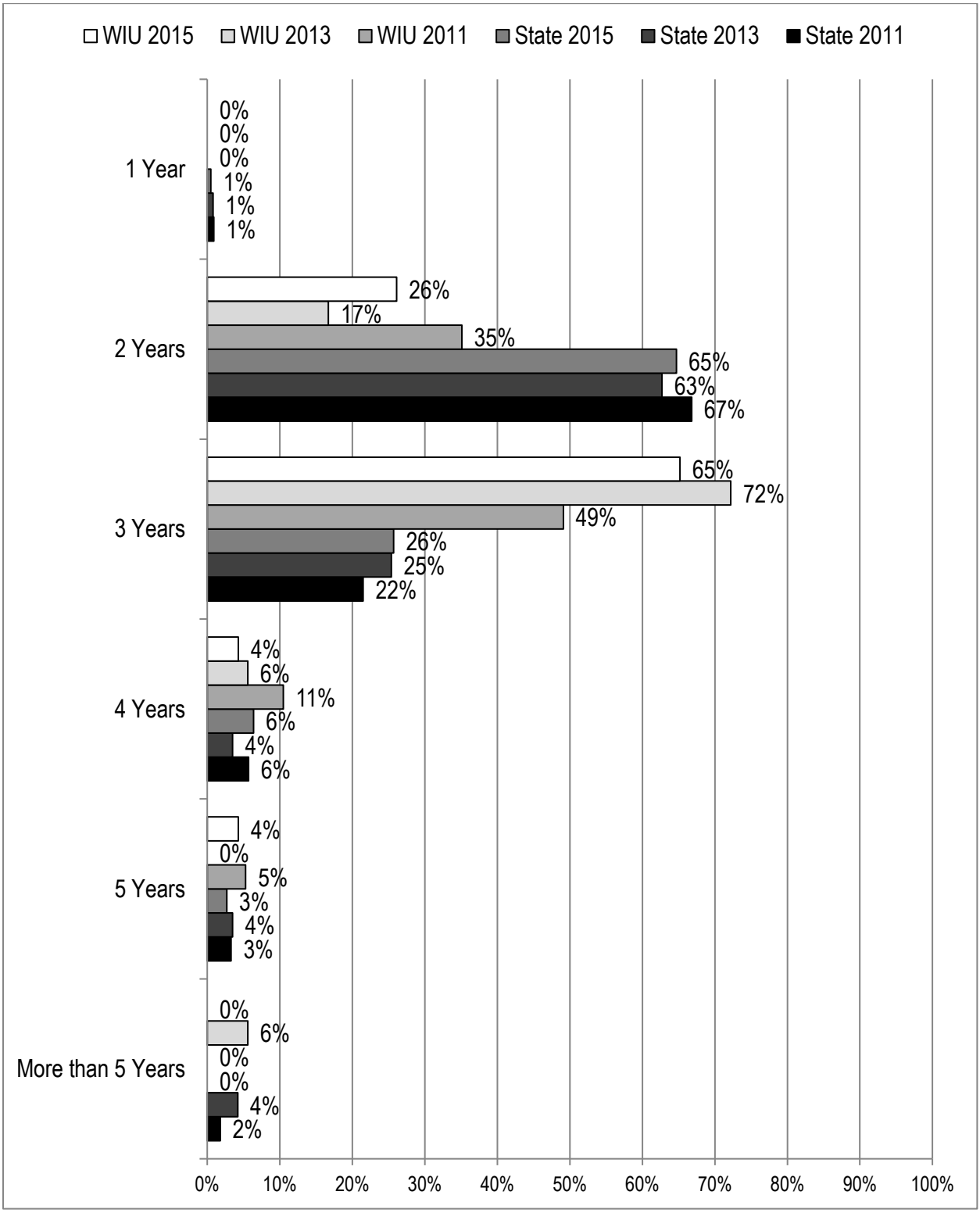
Question 7:
How long did it take you to complete your educational administration certification program? (Illinois n = 188, WIU n = 23)



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Decision to Start Graduate Work

- Question 8 – How important were each of the following factors in your desire to undertake certification work in educational administration? (pages 24-31)
- Question 9 – When you began your program, to what degree did you intend to actually pursue a career in educational administration? (page 32)
- Question 10 – How important were each of the following factors in your selection of the certification program you completed? (pages 33-46)

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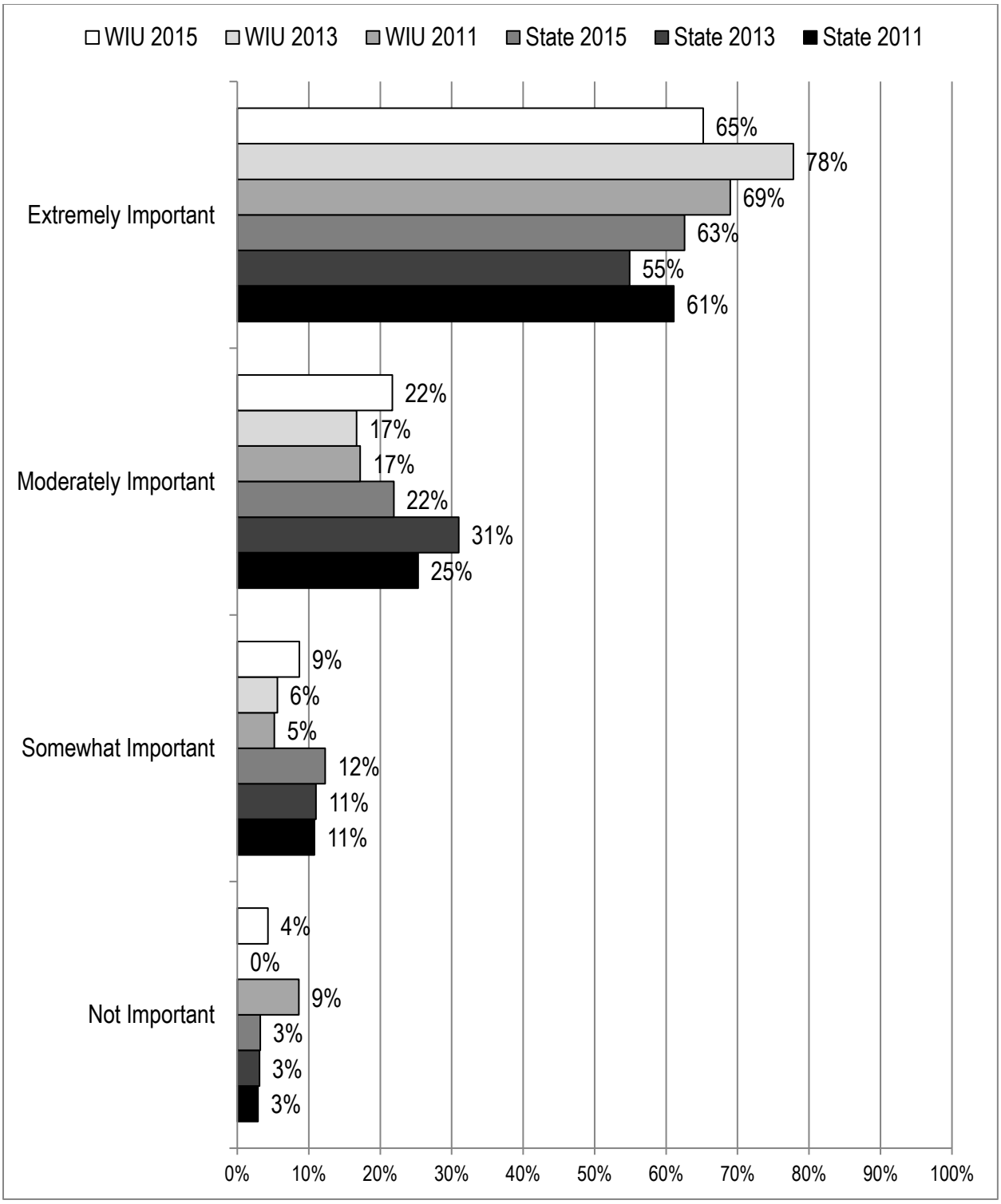
Question 8a:
How important was the following factor in your desire to undertake certification work in educational administration? "To qualify for a position in educational administration."
(Illinois n = 188, WIU n = 23)



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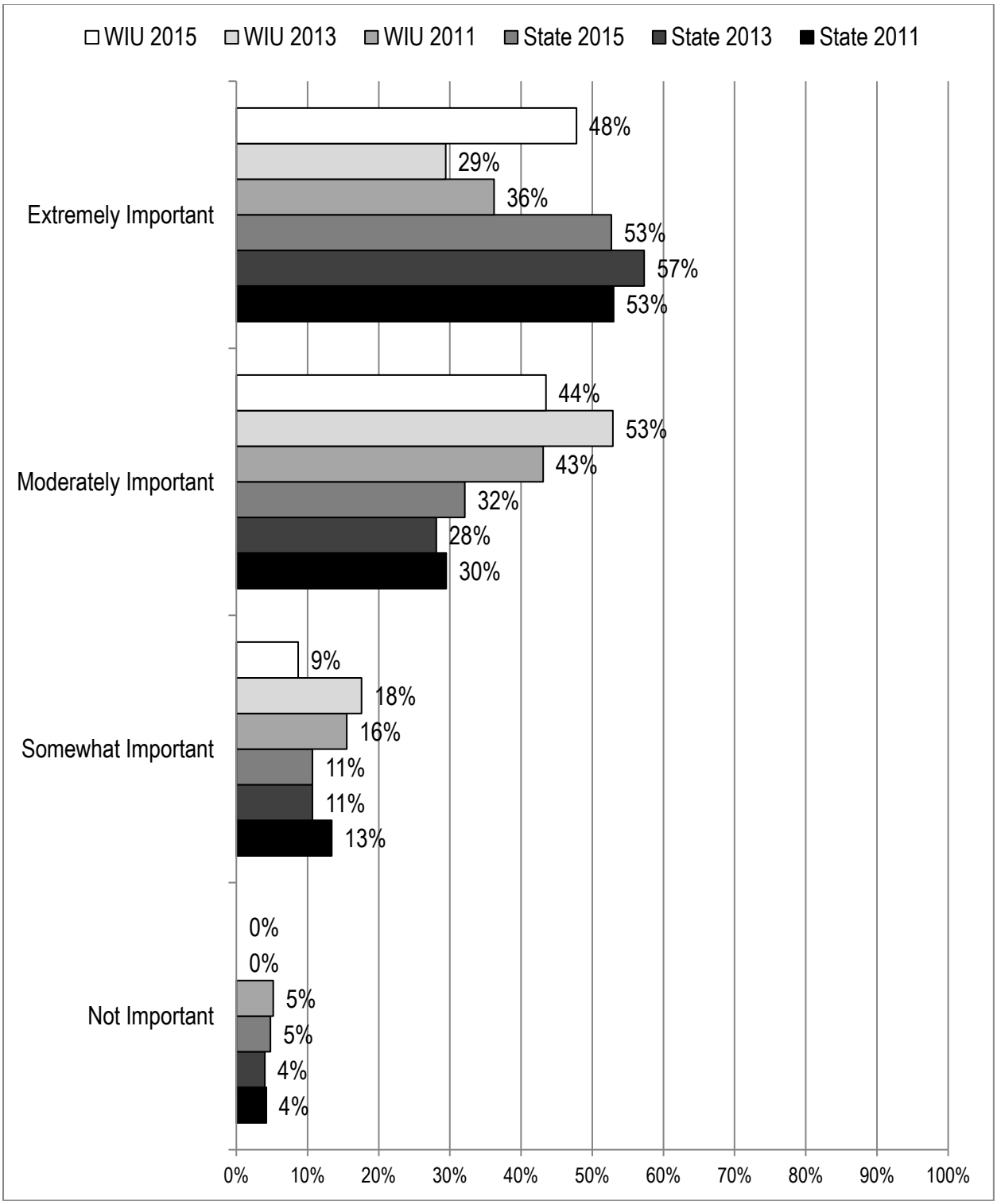
Question 8b:
How important was the following factor in your desire to undertake certification work in educational administration? "To increase personal income or advance on salary scale."
(Illinois n = 188, WIU n = 23)



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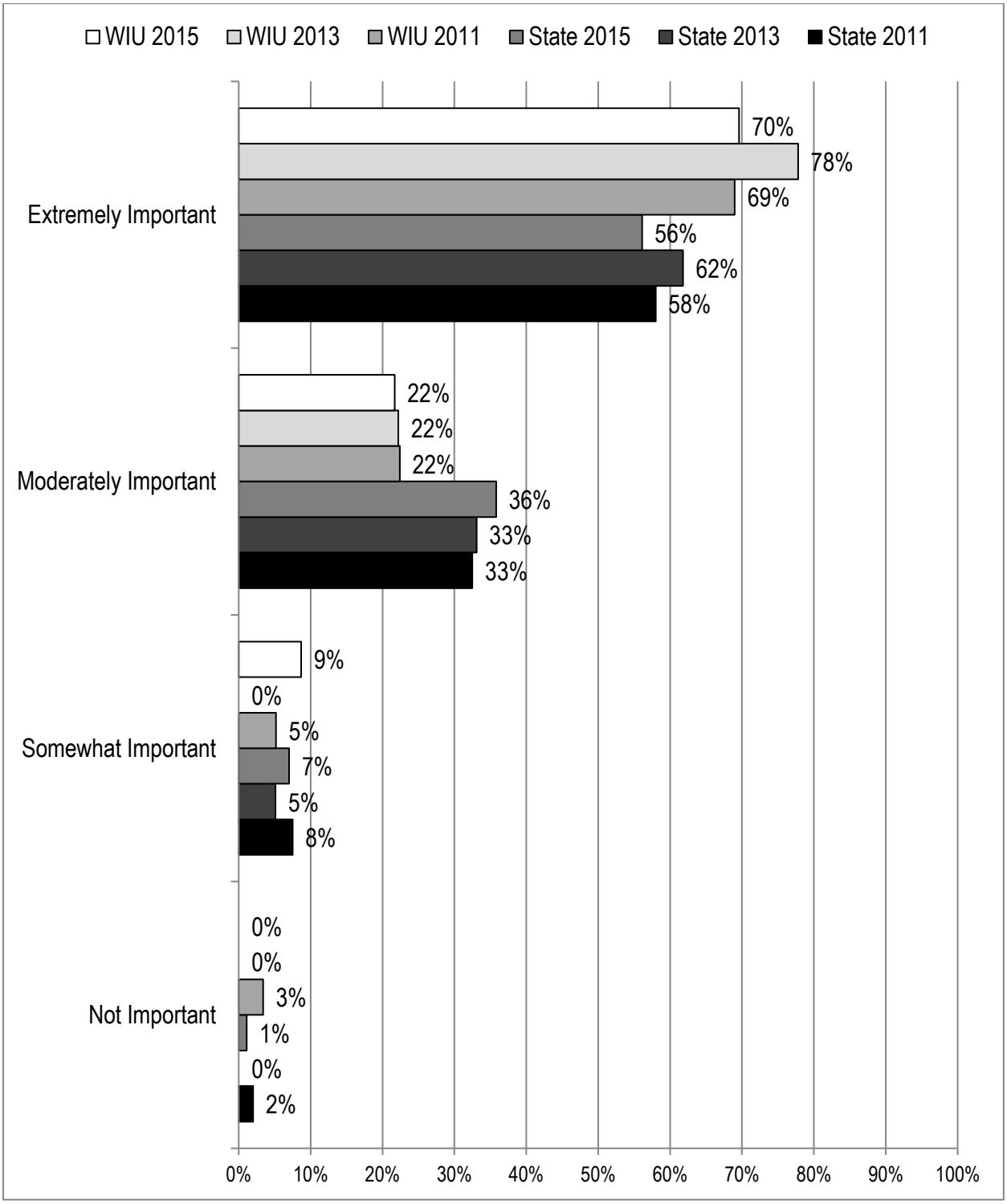
Question 8c:
How important was the following factor in your desire to undertake certification work in educational administration? "To increase leadership skills." (Illinois n = 188, WIU n = 23)



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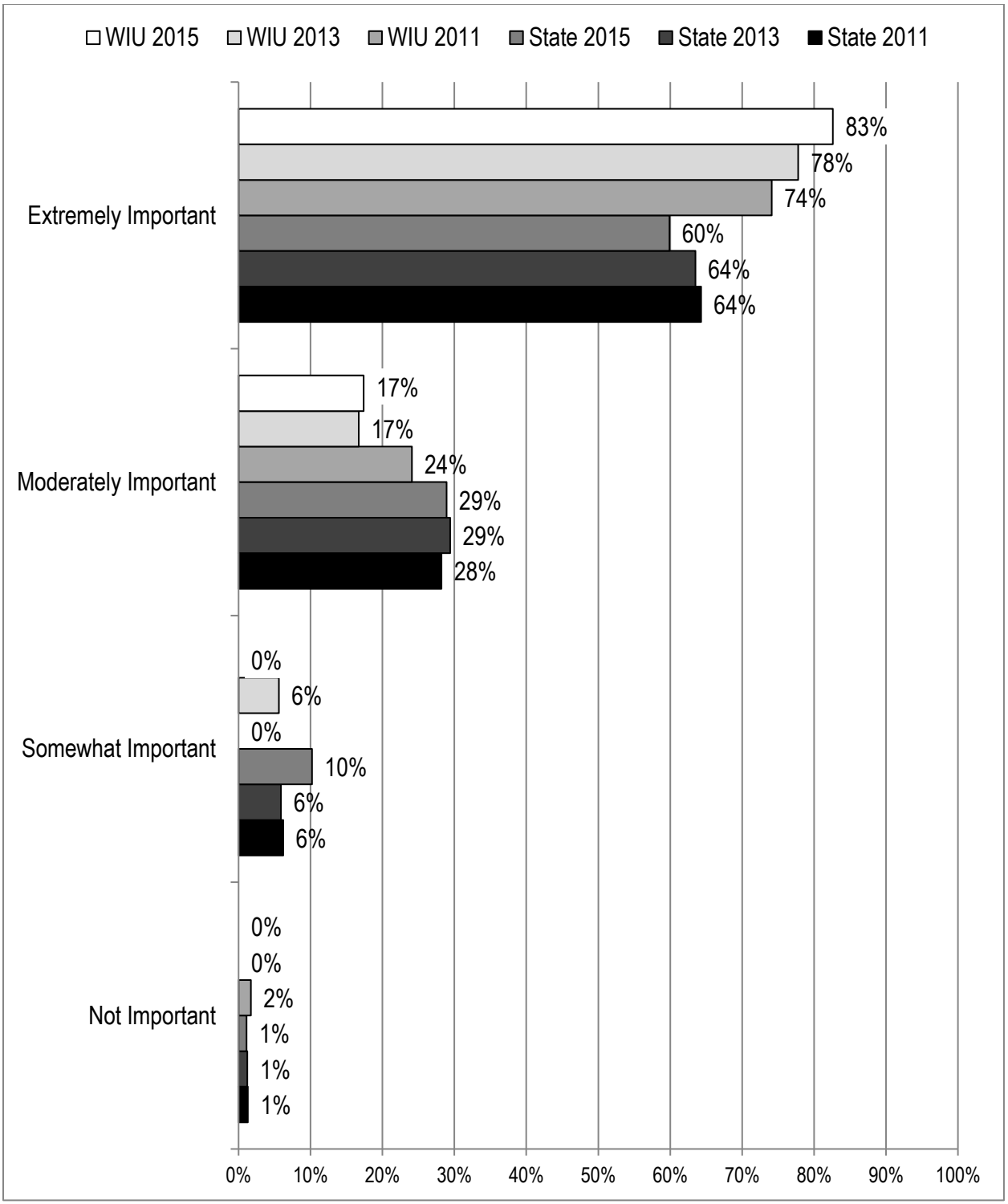
Question 8d:
How important was the following factor in your desire to undertake certification work in educational administration? "To increase ability to impact student learning."
(Illinois n = 188, WIU n = 23)



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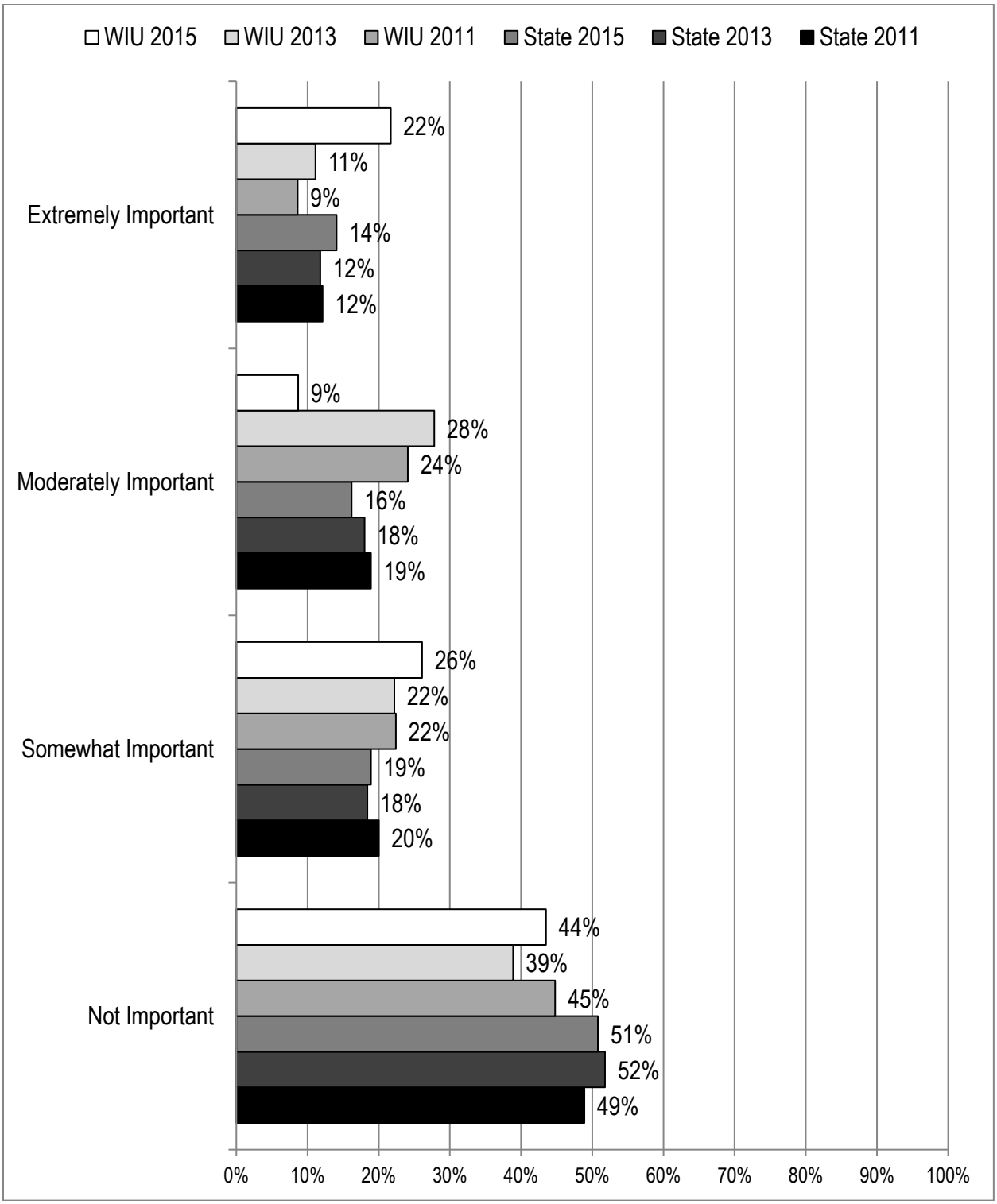
Question 8e:
How important was the following factor in your desire to undertake certification work in educational administration? "To take advantage of educational tuition job benefit."
(Illinois n = 188, WIU n = 23)



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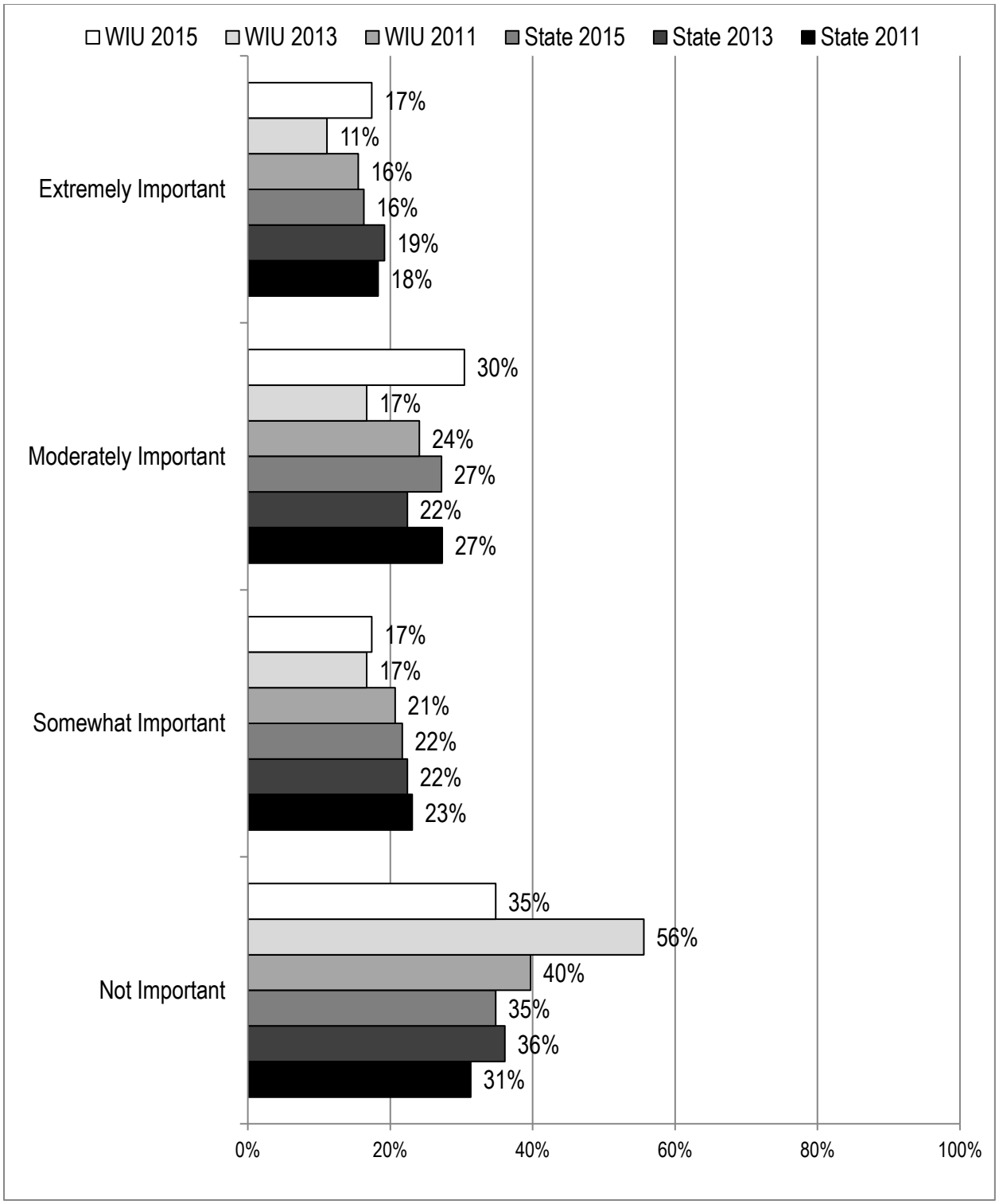
Question 8f:
How important was the following factor in your desire to undertake certification work in educational administration? "A convenient way to earn a graduate degree."
(Illinois n = 188, WIU n = 23)



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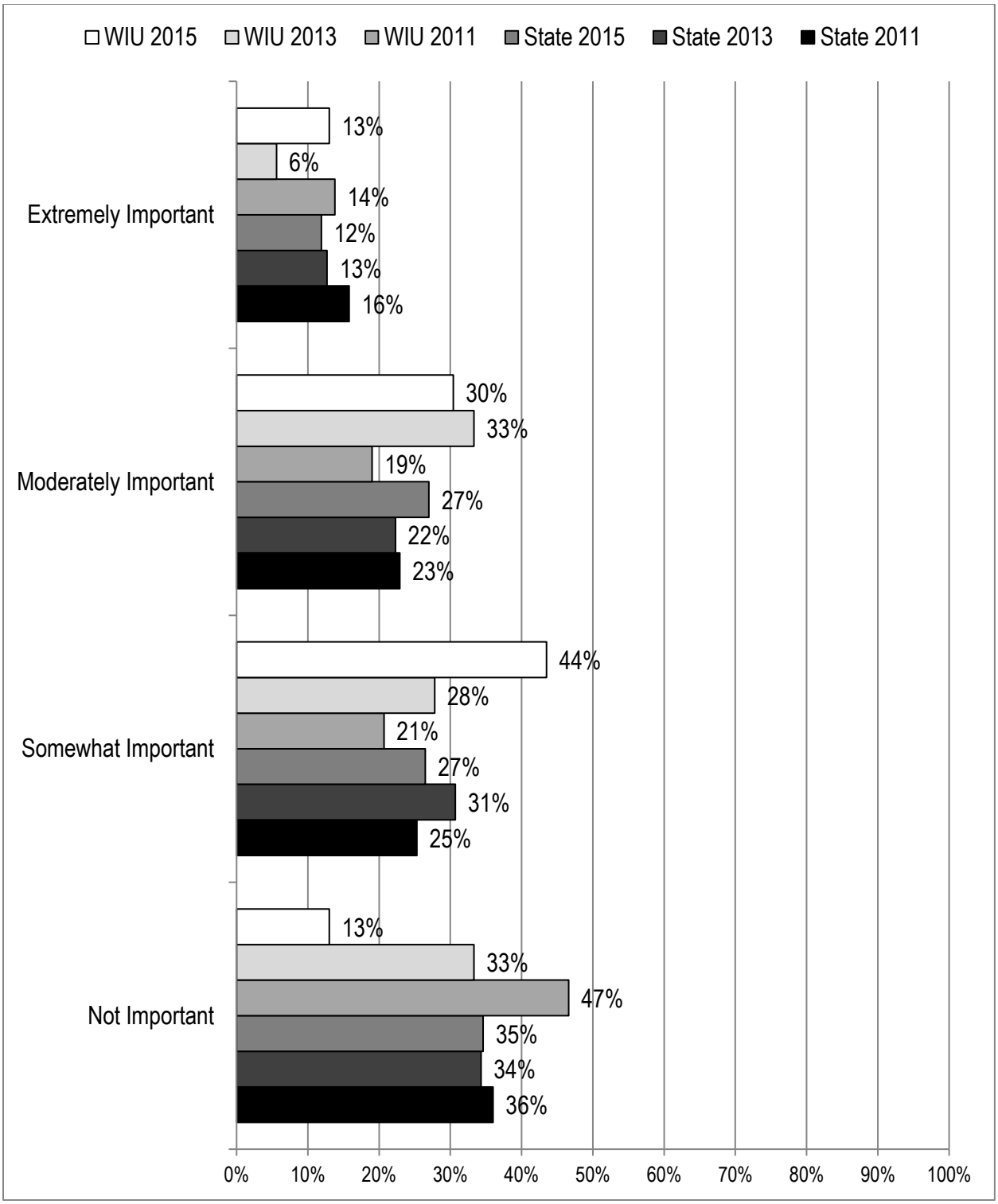
Question 8g:
How important was the following factor in your desire to undertake certification work in educational administration? "To fulfill professional development requirements."
(Illinois n = 188, WIU n = 23)



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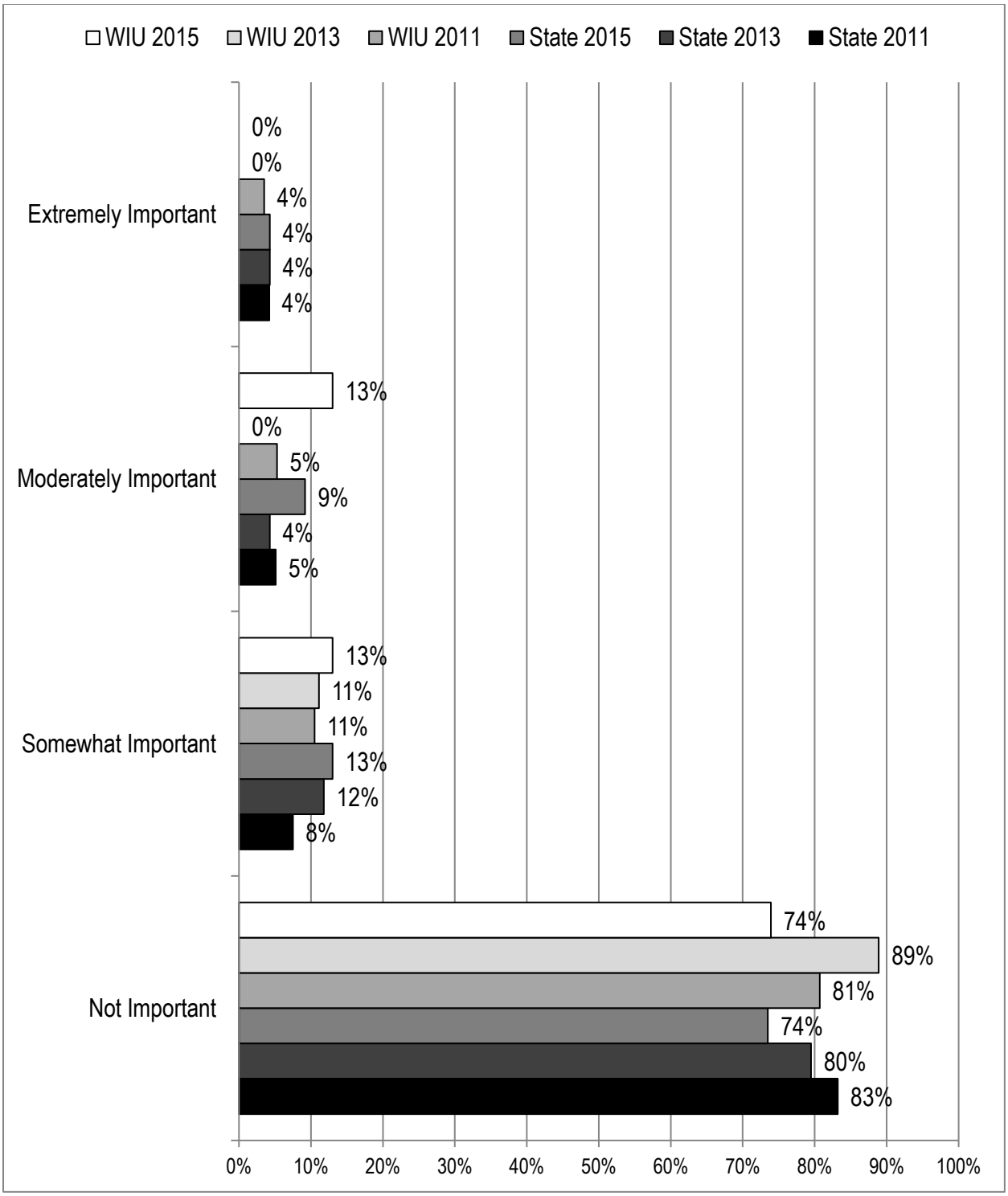
Question 8h:
How important was the following factor in your desire to undertake certification work in educational administration? "To qualify for a position outside the field of education."
(Illinois n = 188, WIU n = 23)



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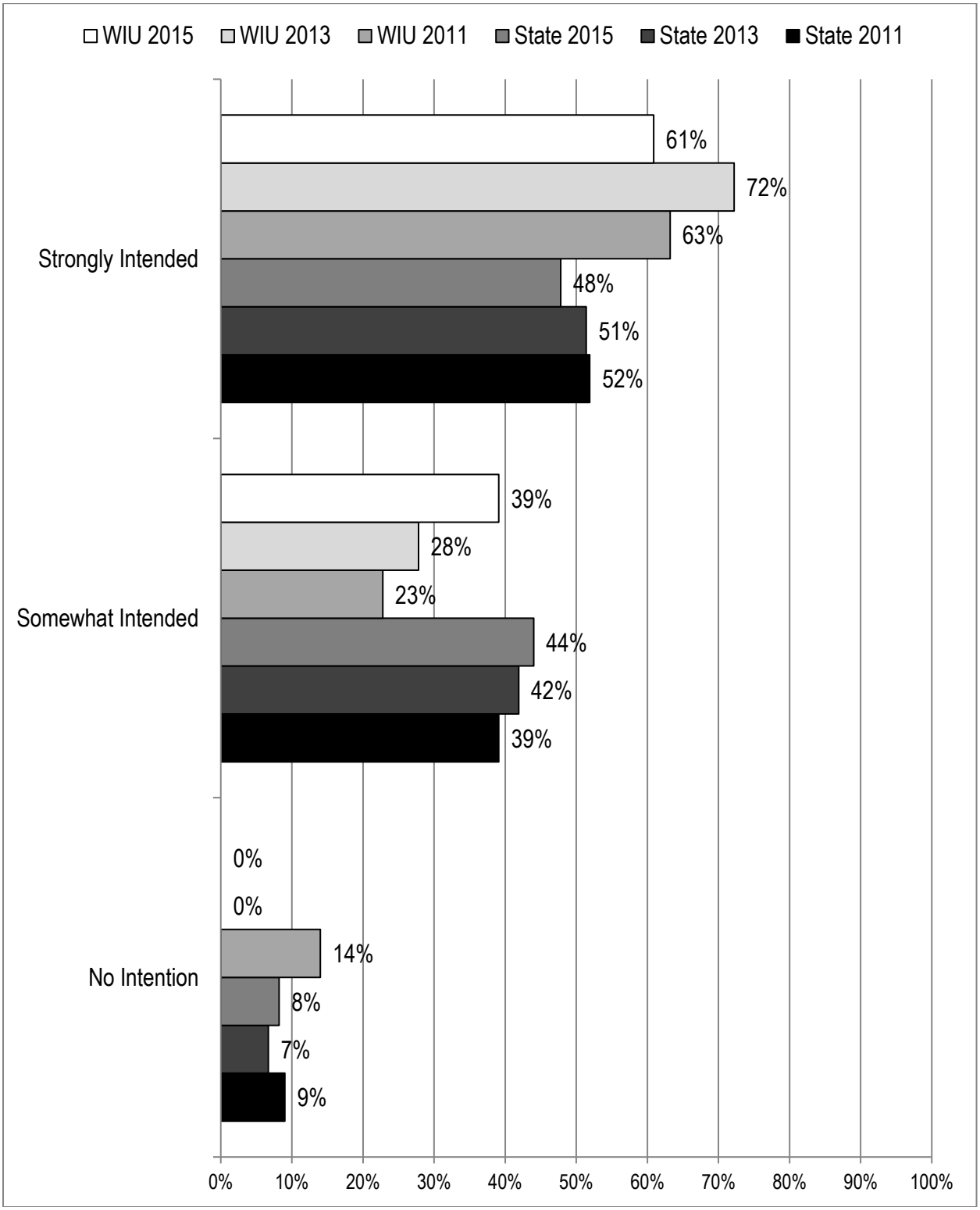
Question 9:
When you began your program, to what degree did you intend to pursue a career in educational administration? (Illinois n = 188, WIU n = 23)



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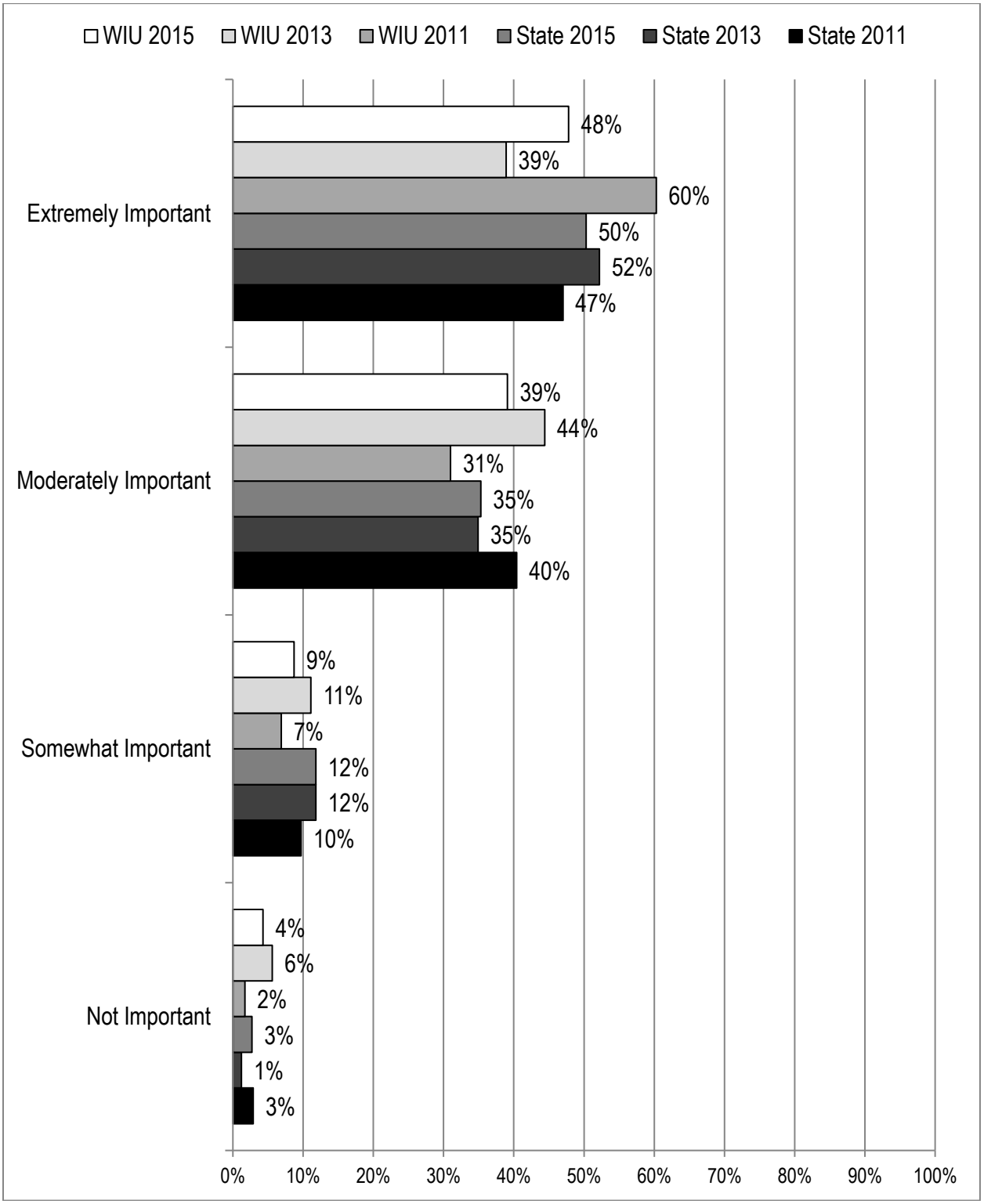
Question 10a:
How important was the following factor in your selection of the certification program you completed? "Quality of the program." (Illinois n = 188, WIU n = 23)



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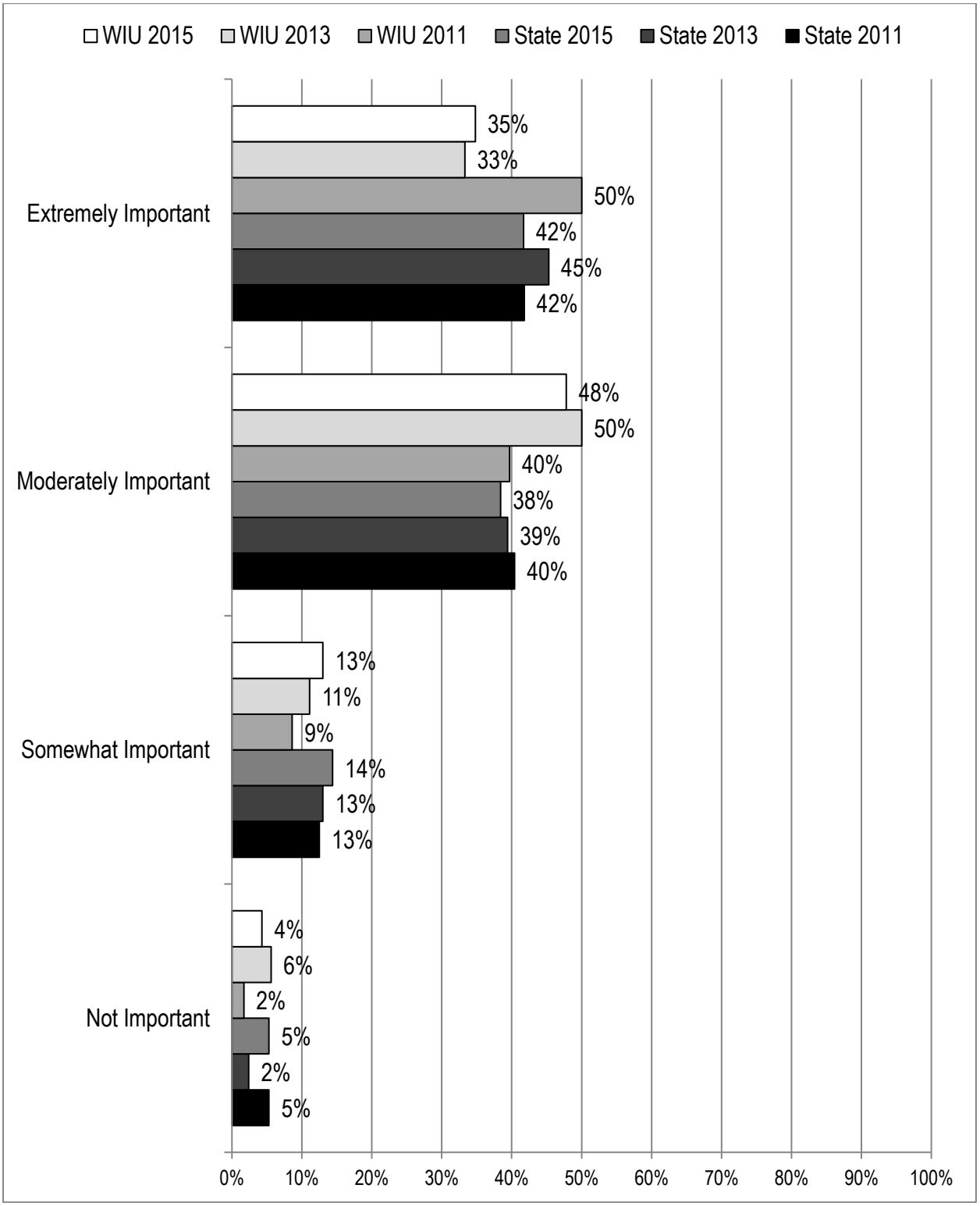
Question 10b:
How important was the following factor in your selection of the certification program you completed? "Reputation of the university." (Illinois n = 188, WIU n = 23)



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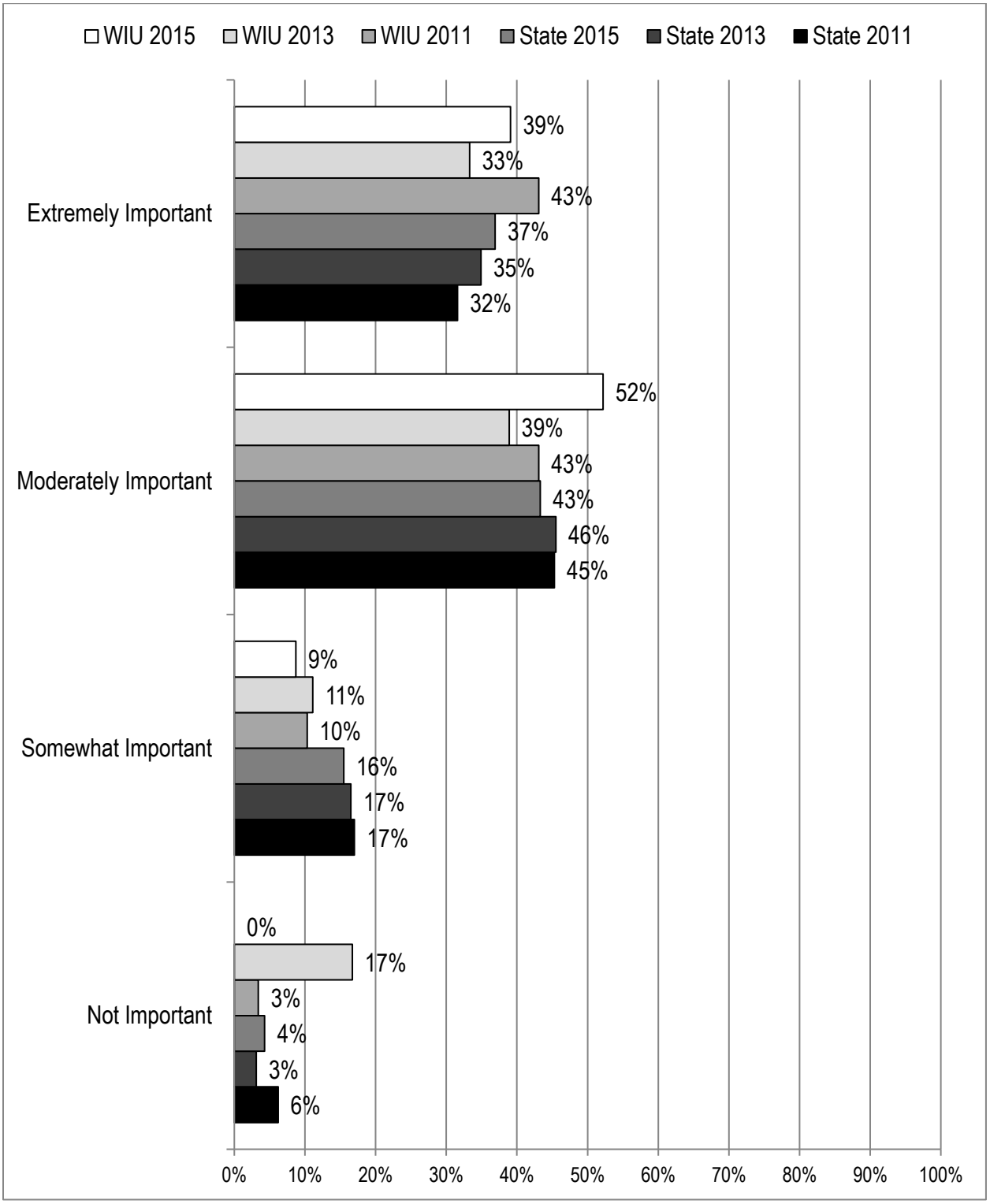
Question 10c:
How important was the following factor in your selection of the certification program you completed? "Academic rigor of the program." (Illinois n = 188, WIU n = 23)



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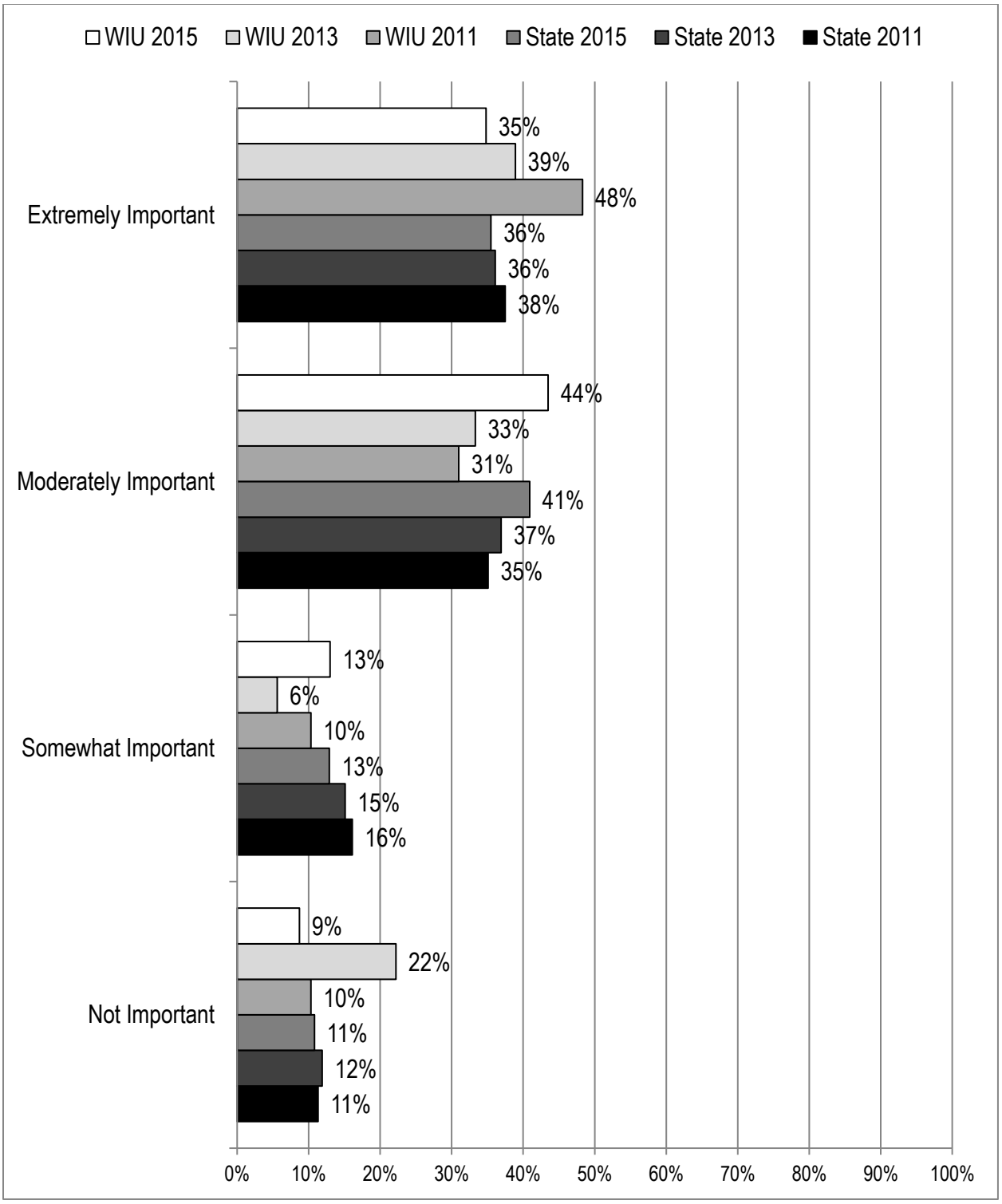
Question 10d:
How important was the following factor in your selection of the certification program you completed? "Level of degree offered or degree not required for program."
(Illinois n = 188, WIU n = 23)



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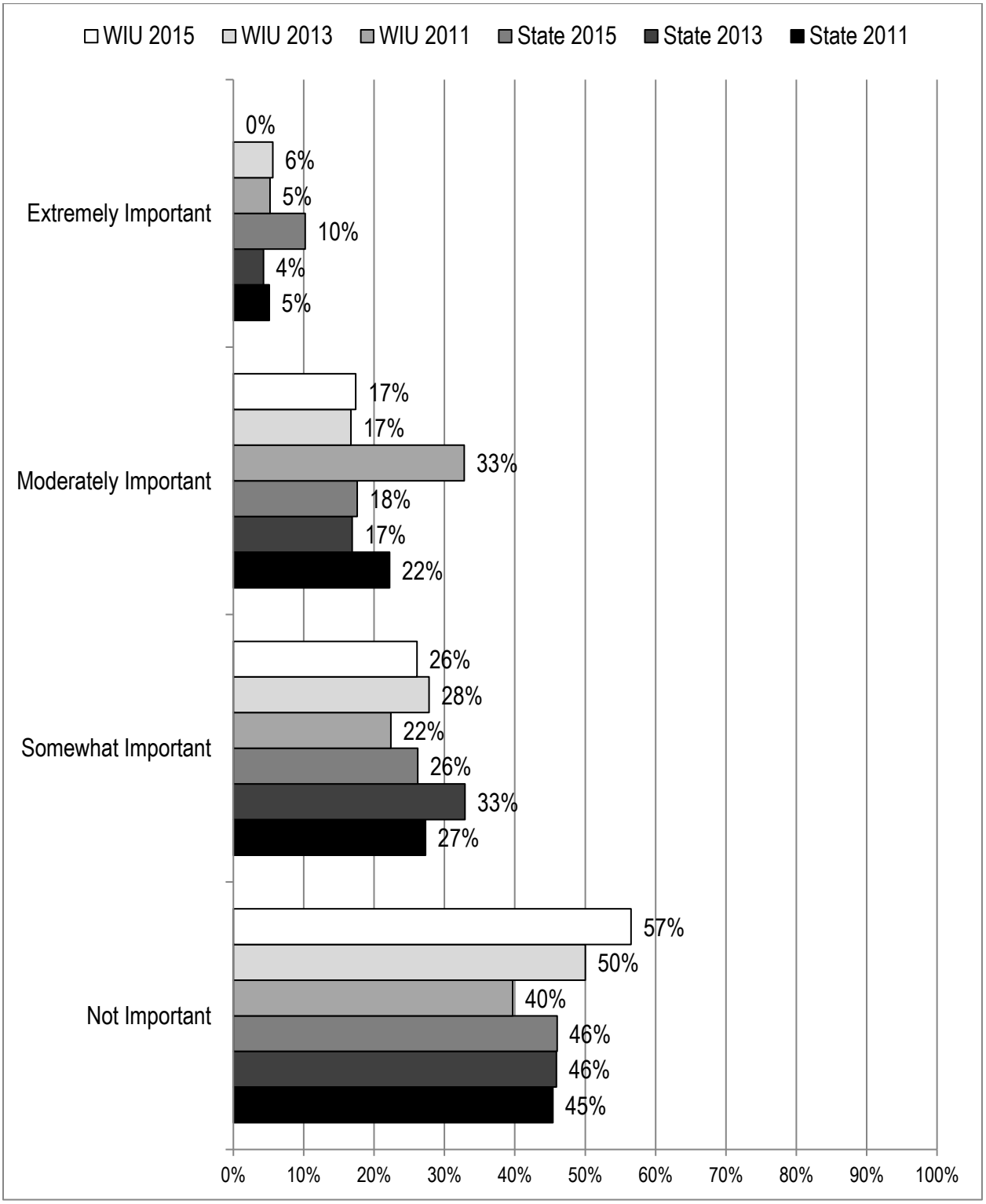
Question 10e:
How important was the following factor in your selection of the certification program you completed? "Opportunity to conduct research in program." (Illinois n = 188, WIU n = 23)



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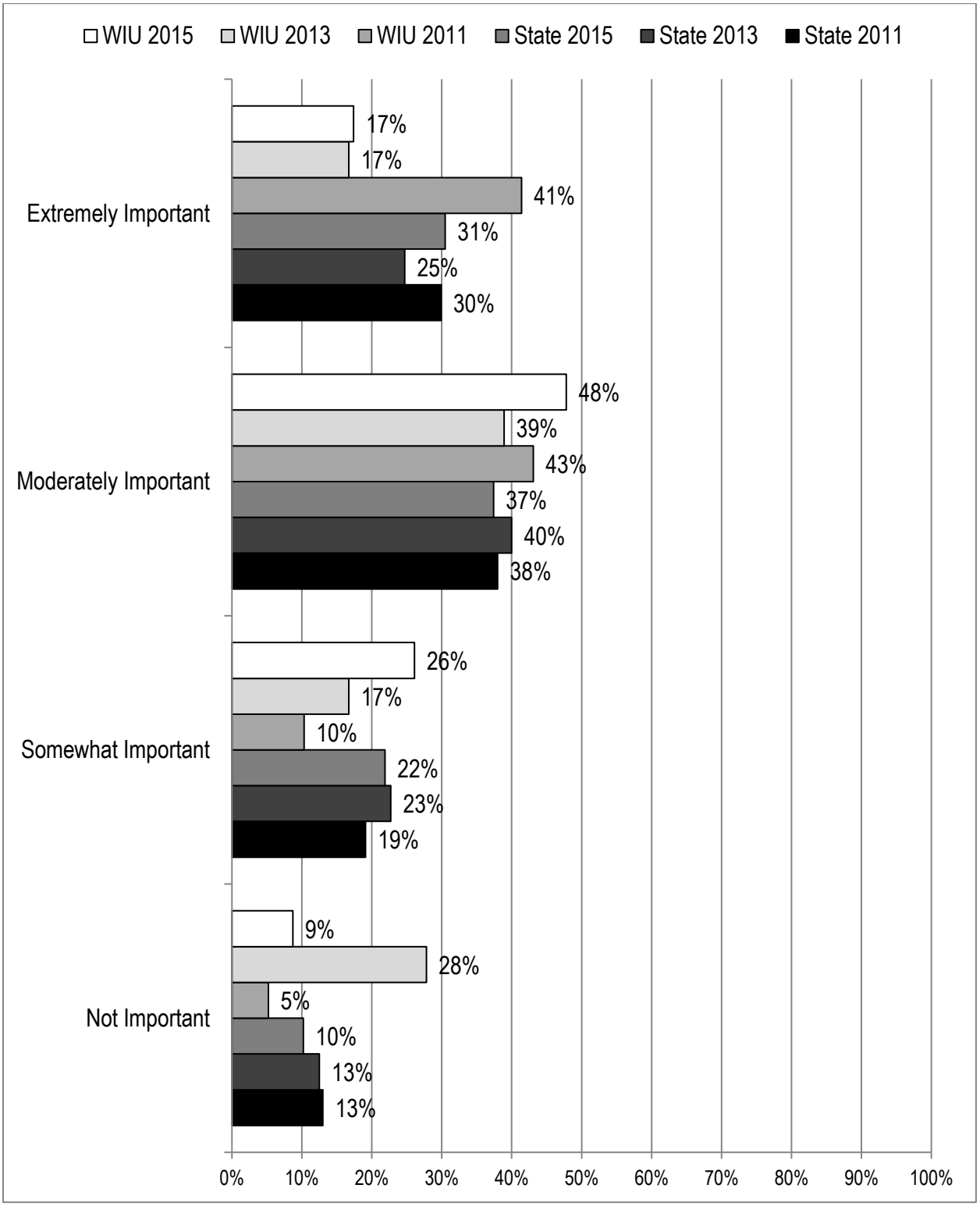
Question 10f:
How important was the following factor in your selection of the certification program you completed? "Reputation of program faculty." (Illinois n = 188, WIU n = 23)



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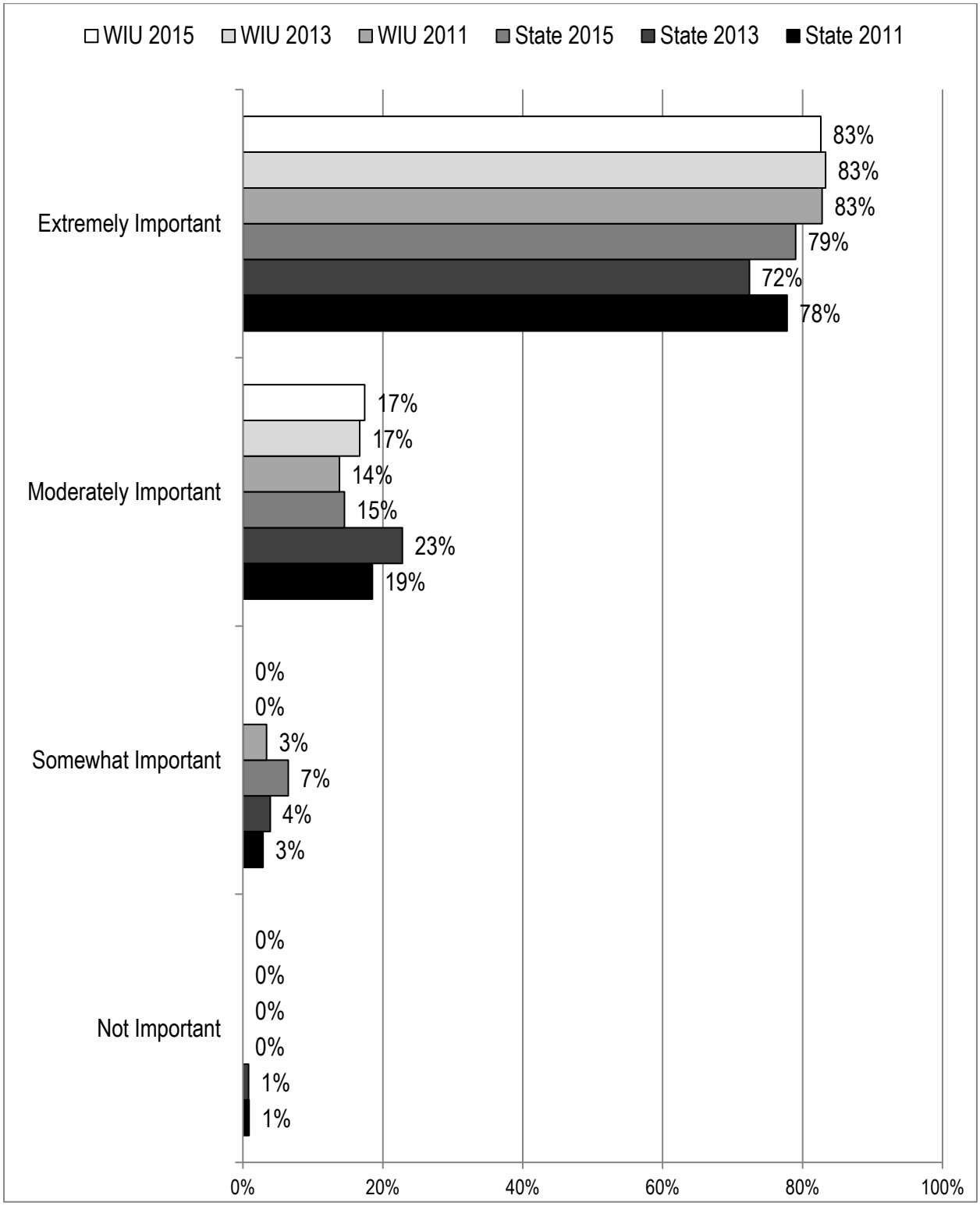
Question 10g:
How important was the following factor in your selection of the certification program you completed? "Course offerings that fit my schedule." (Illinois n = 188, WIU n = 23)



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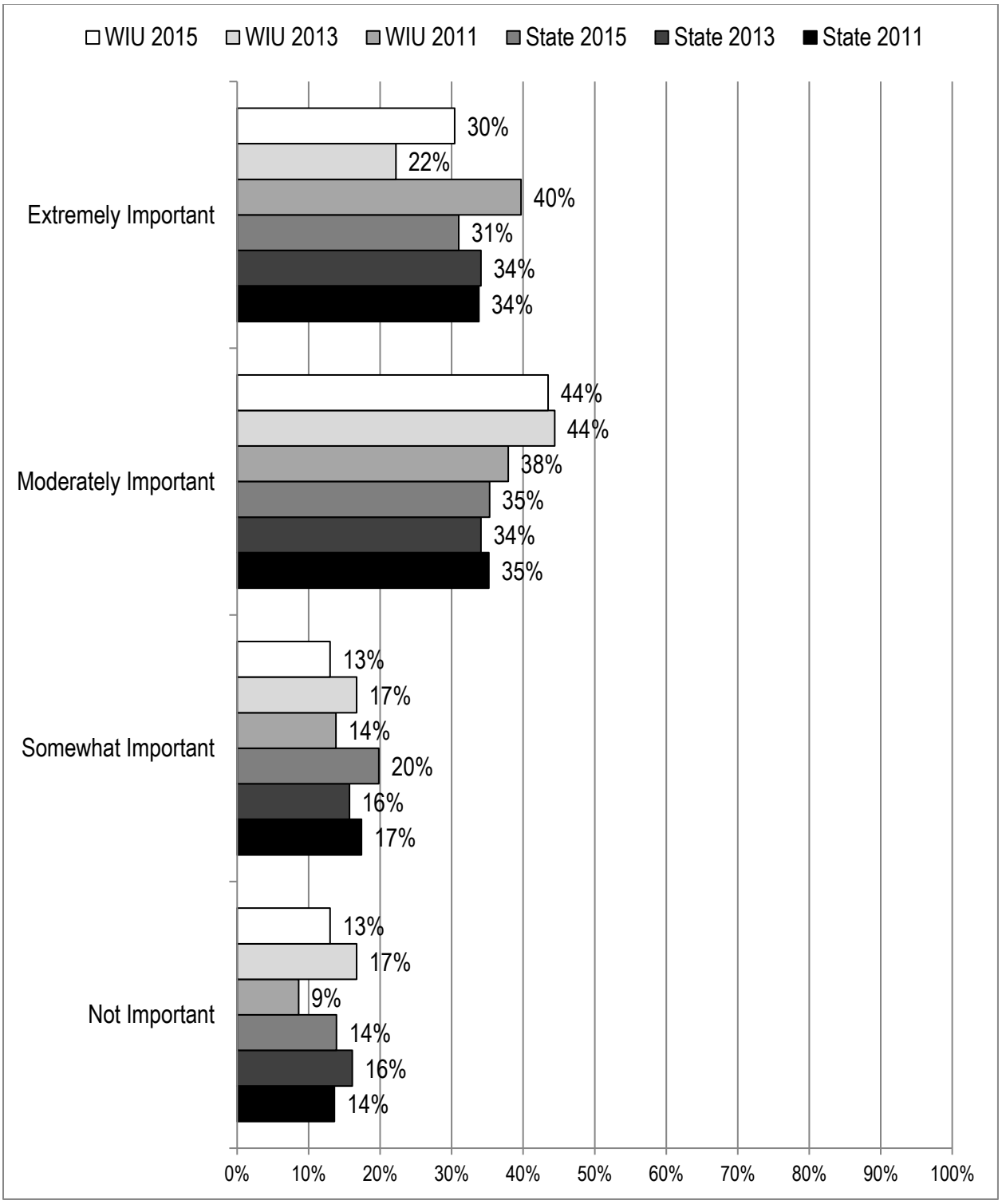
Question 10h:
How important was the following factor in your selection of the certification program you completed? "Opportunity to do field experiences in settings I really want to work in."
(Illinois n = 188, WIU n = 23)



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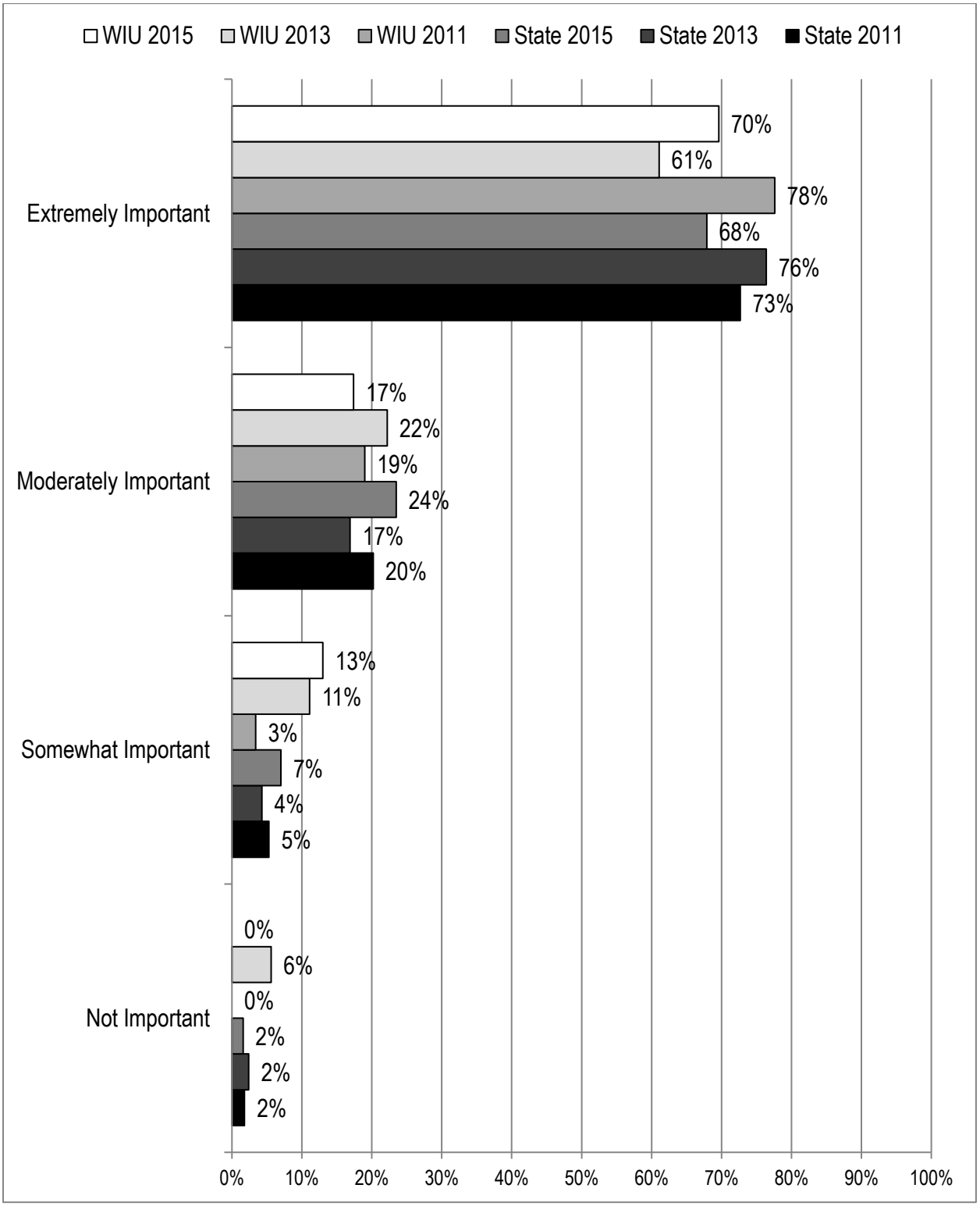
Question 10i:
How important was the following factor in your selection of the certification program you completed? "Geographic proximity to class offerings." (Illinois n = 188, WIU n = 23)



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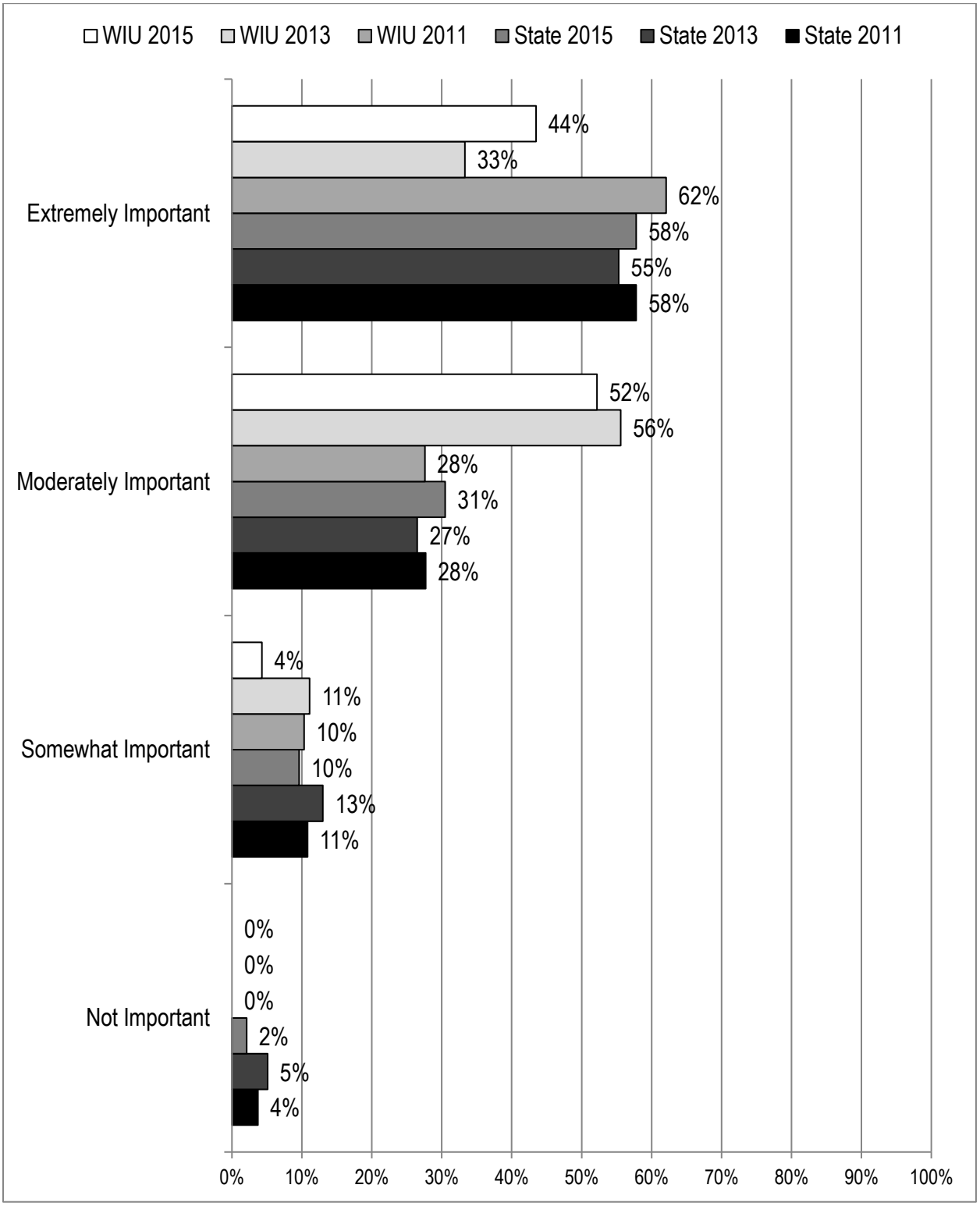
Question 10j:
How important was the following factor in your selection of the certification program you completed? "Cost of the program." (Illinois n = 188, WIU n = 23)



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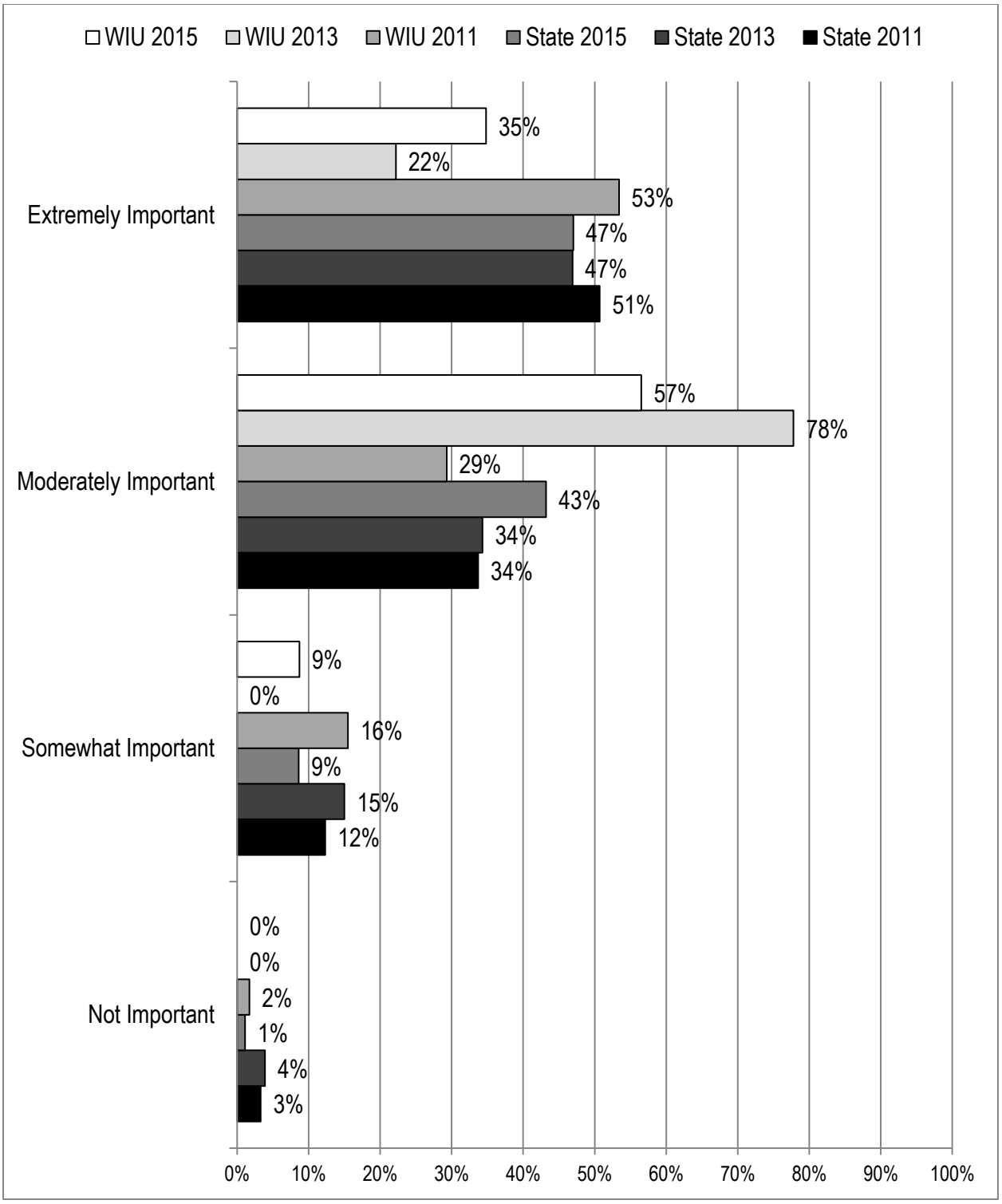
Question 10k:
How important was the following factor in your selection of the certification program you completed? "Amount of time required to complete the program."
(Illinois n = 188, WIU n = 23)



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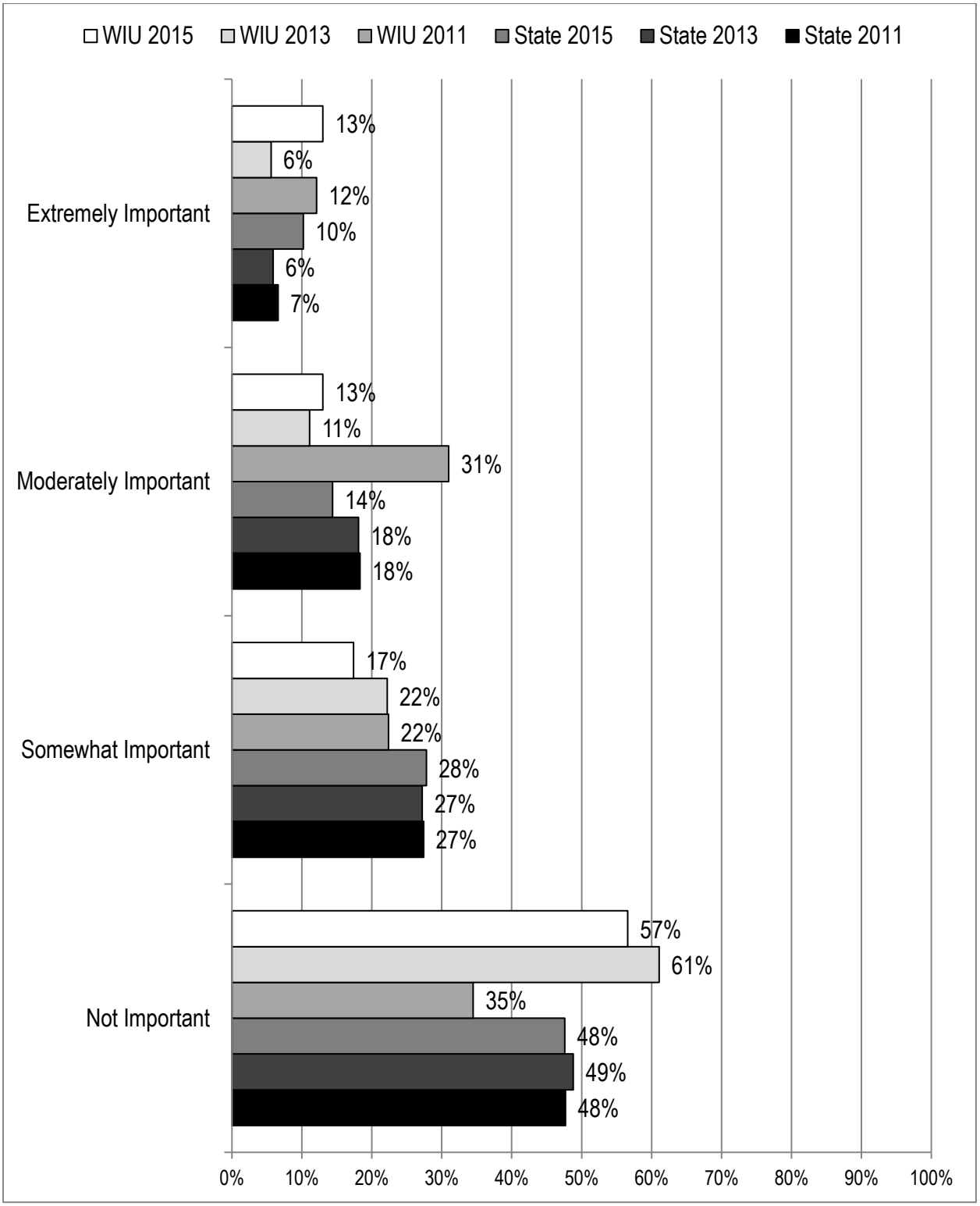
Question 10l:
How important was the following factor in your selection of the certification program you completed? "The diversity of students in the program." (Illinois n = 188, WIU n = 23)



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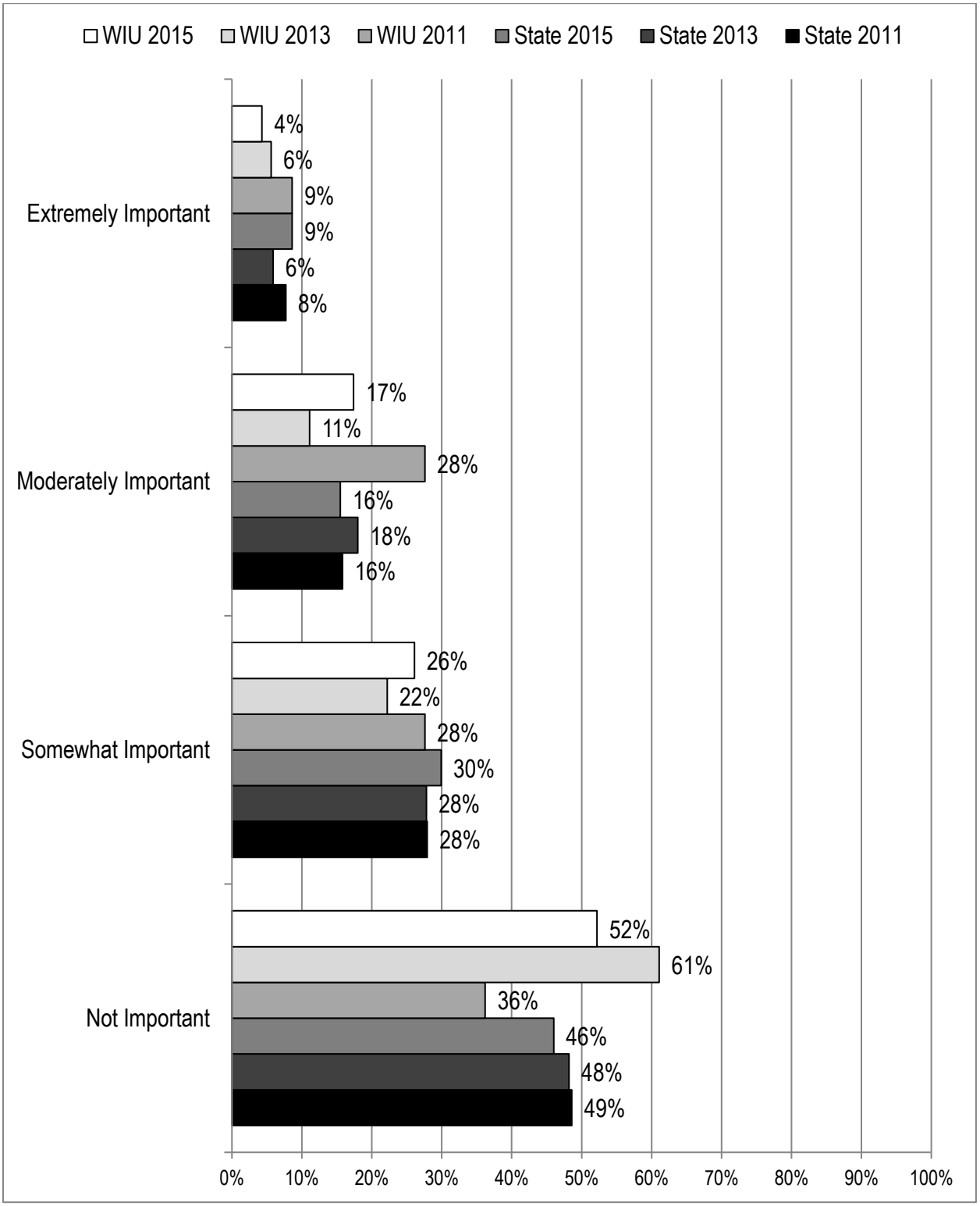
Question 10m:
How important was the following factor in your selection of the certification program you completed? "The diversity of faculty in the program." (Illinois n = 188, WIU n = 23)



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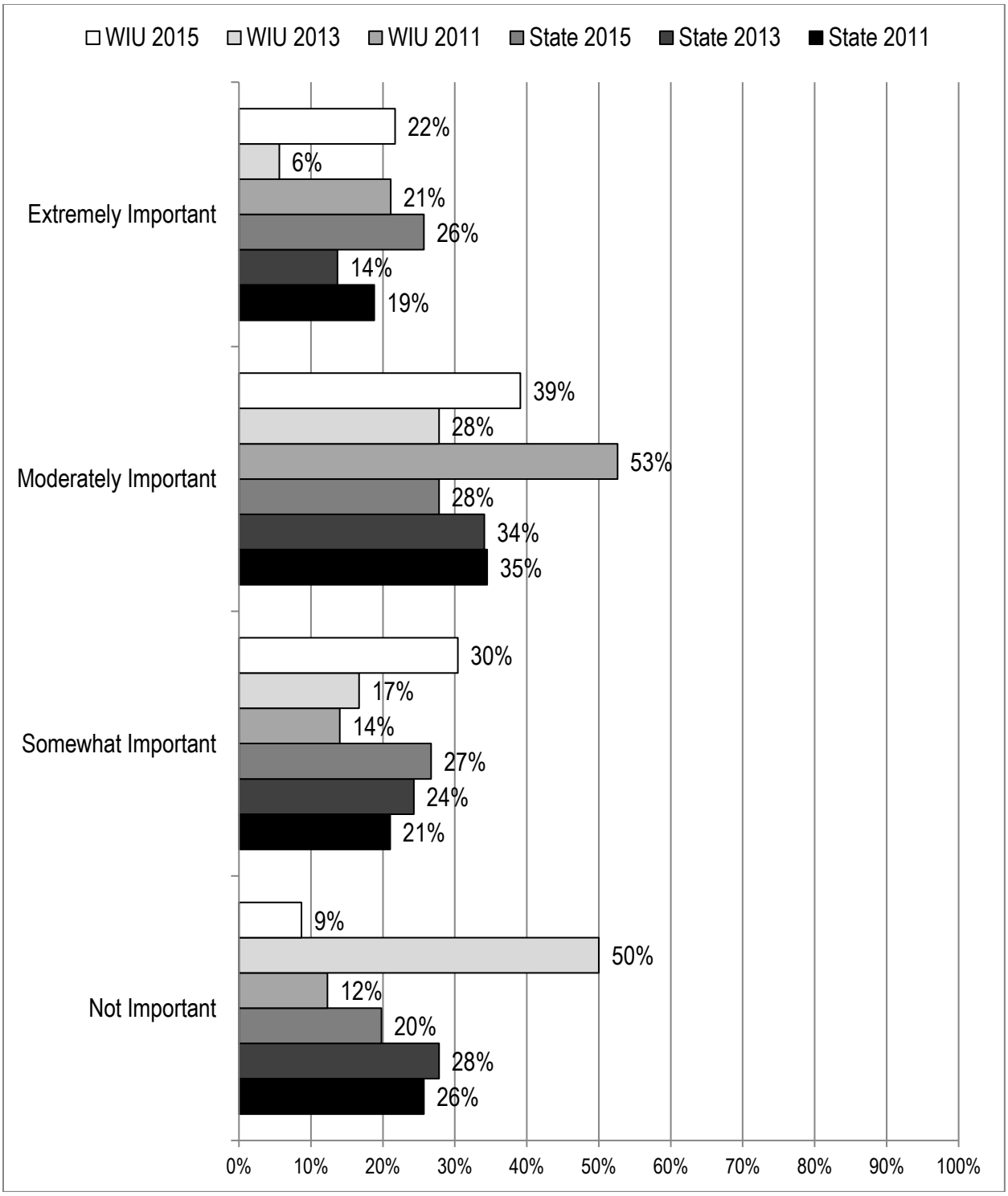
Question 10n:
How important was the following factor in your selection of the certification program you completed? "Balance of faculty expertise between research and administrative experience."
(Illinois n = 188, WIU n = 23)



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Graduate Program Experience

- Question 11 – What was the primary time format for the coursework in your program? (page 48)
- Question 12 – Where did you primarily take your coursework in your program? (page 49)
- Question 13 – Did you complete most or all of your coursework as part of a cohort? (page 50)
- Question 14 – How did you pay for your educational administration certification program? (page 51)
- Question 15 – How satisfied are you with each of the following (decisions and program aspects)? (pages 52-60)
- Question 16 – Would you recommend this program to another aspiring administrator? (page 61)

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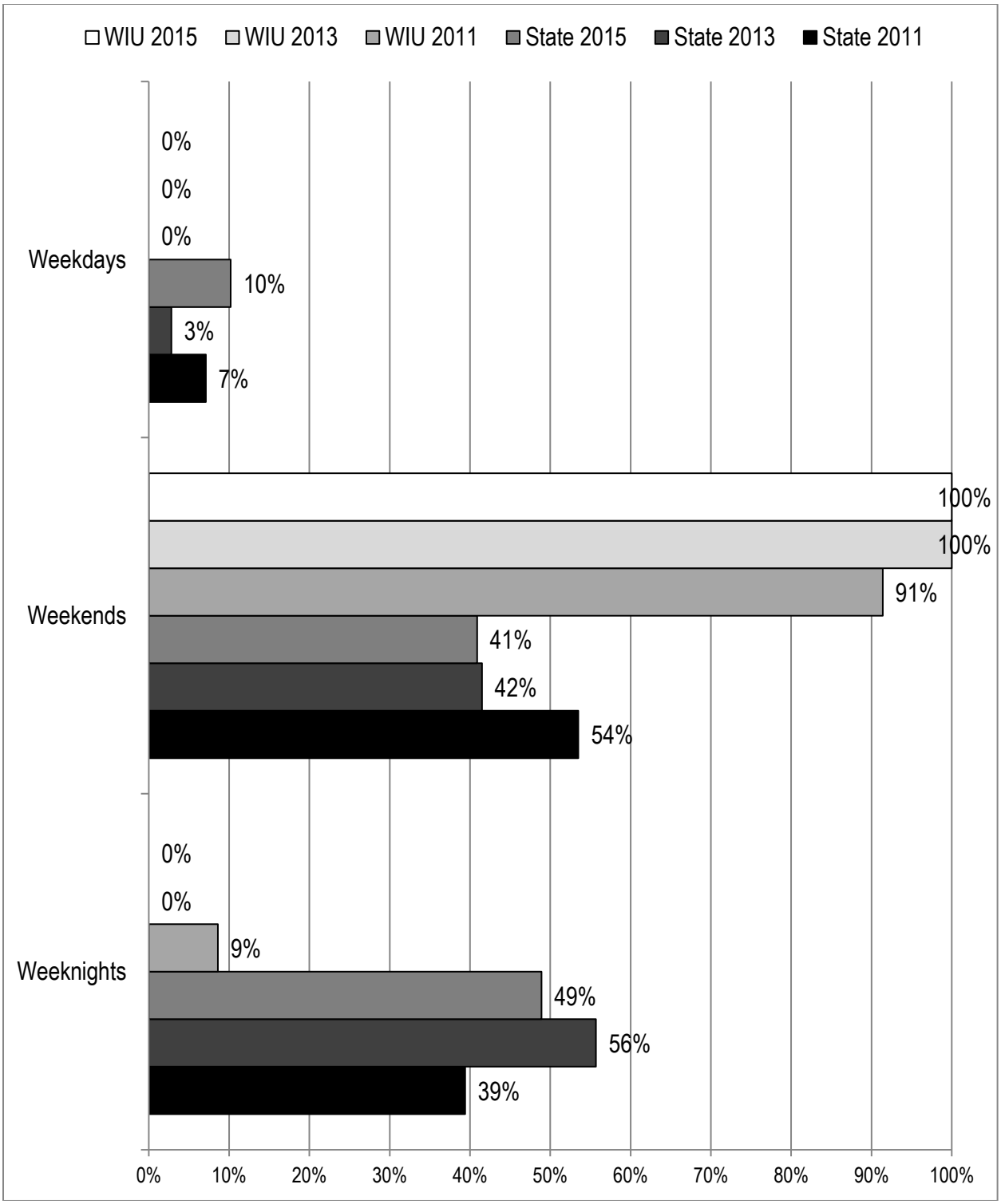
Questions 11:
What was the primary time format for the coursework in your program?
(Illinois n = 188, WIU n = 23)



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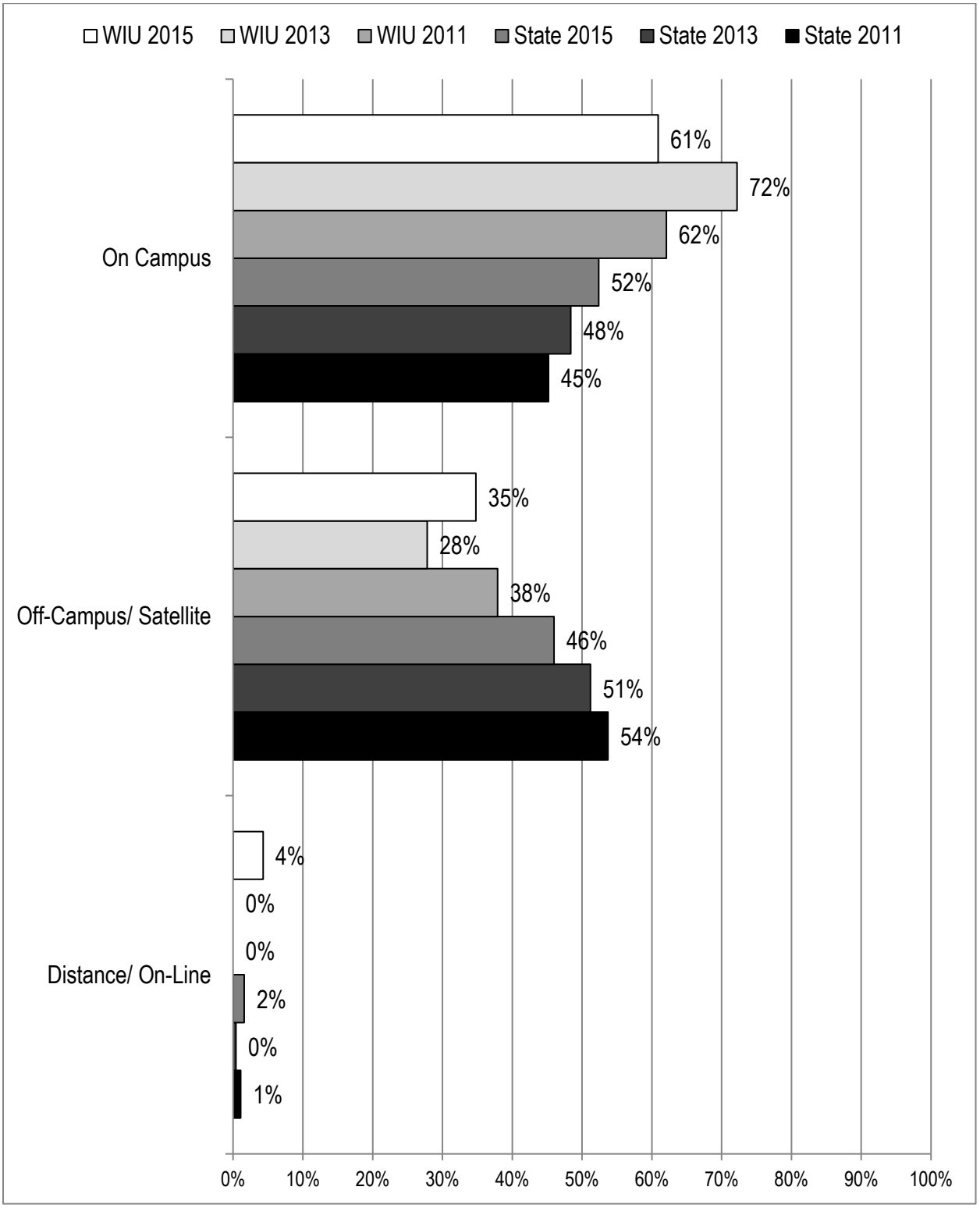
Question 12:
Where did you primarily take your coursework in your program?
(Illinois n = 188, WIU n = 23)



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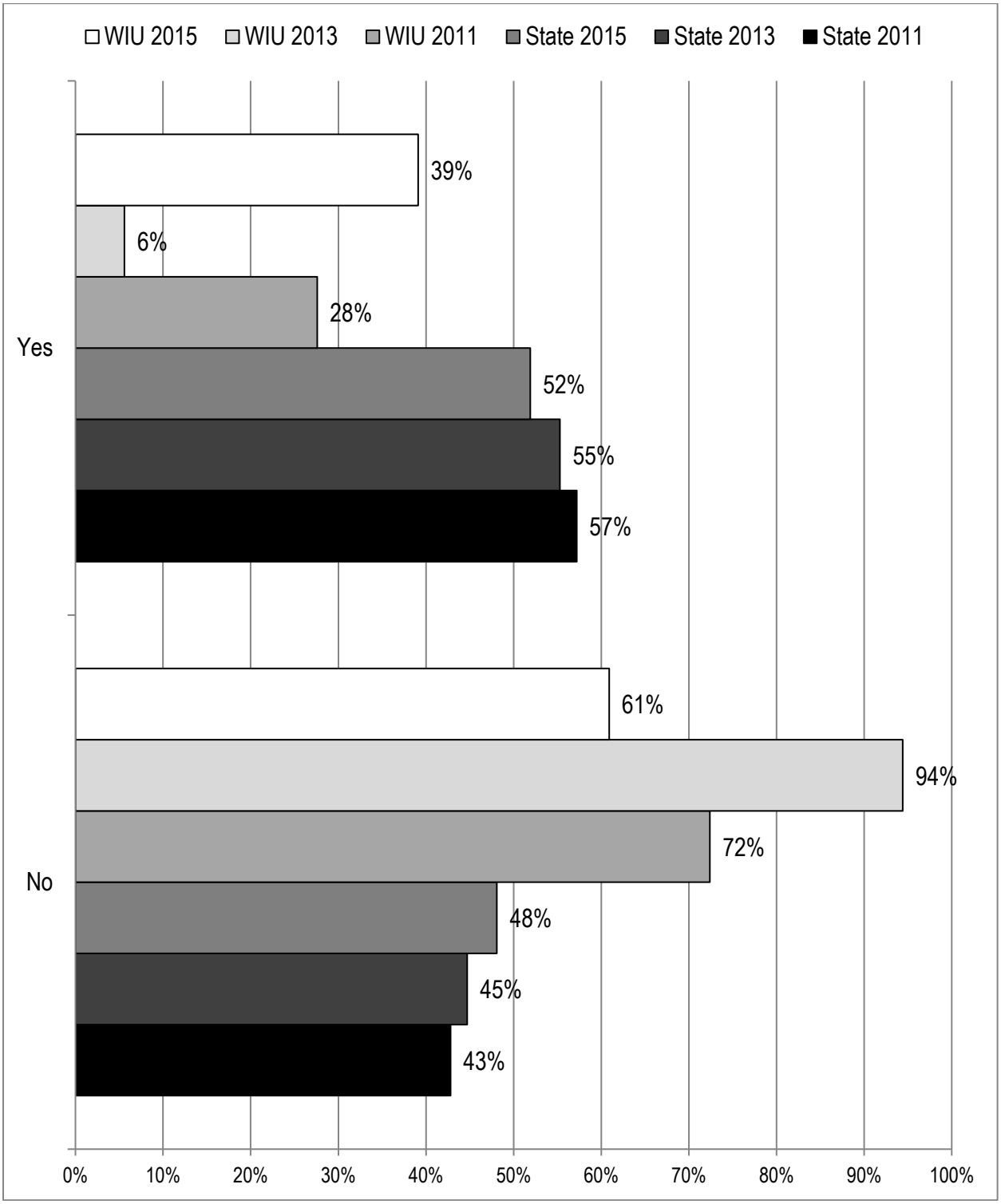
Question 13:
Did you complete most or all of your coursework as part of a cohort?
(Illinois n = 188, WIU n = 23)



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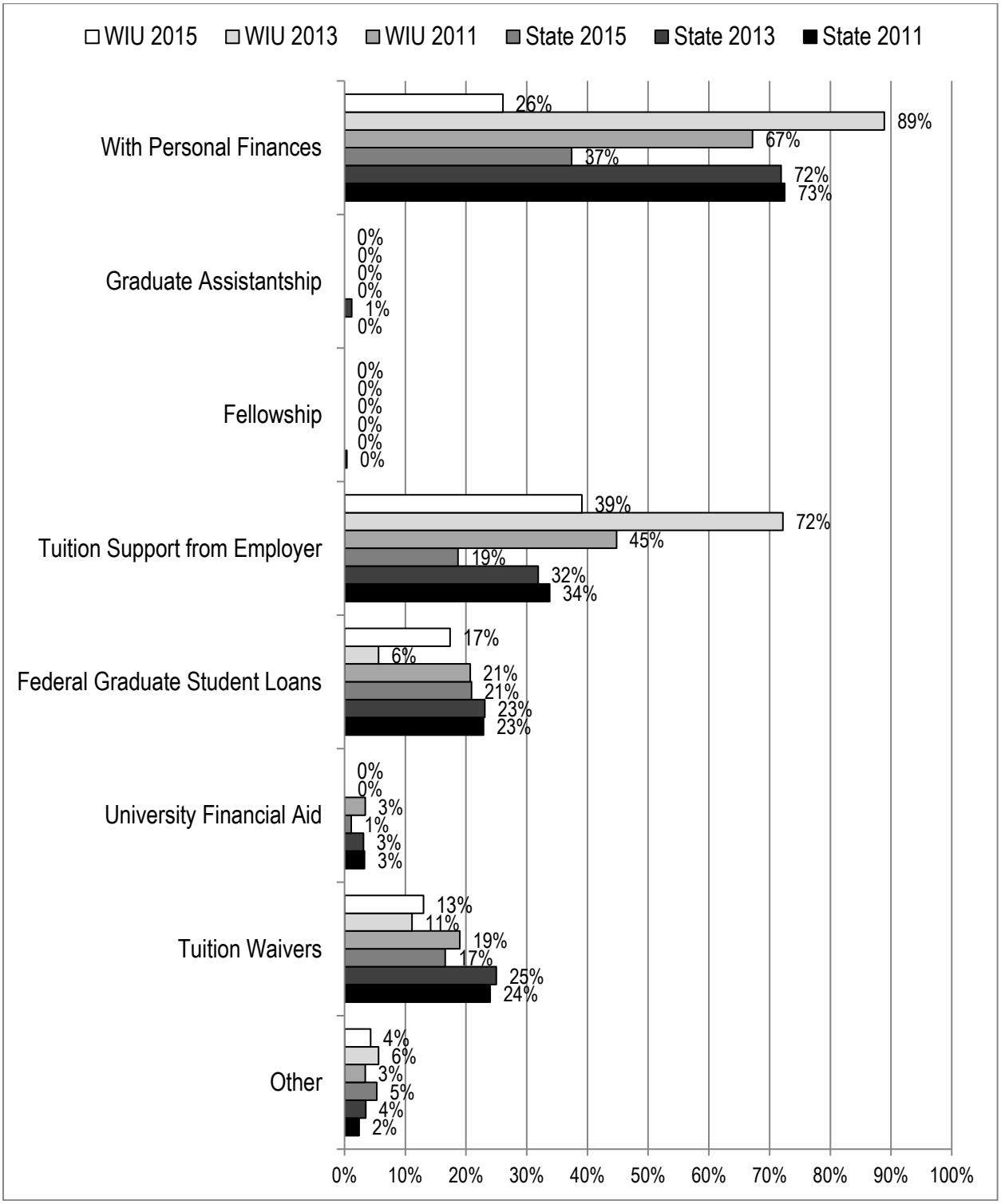
Question 14:
How did you pay for your educational administration certification program? (Select all that apply.) (Illinois n = 188, WIU n = 23)



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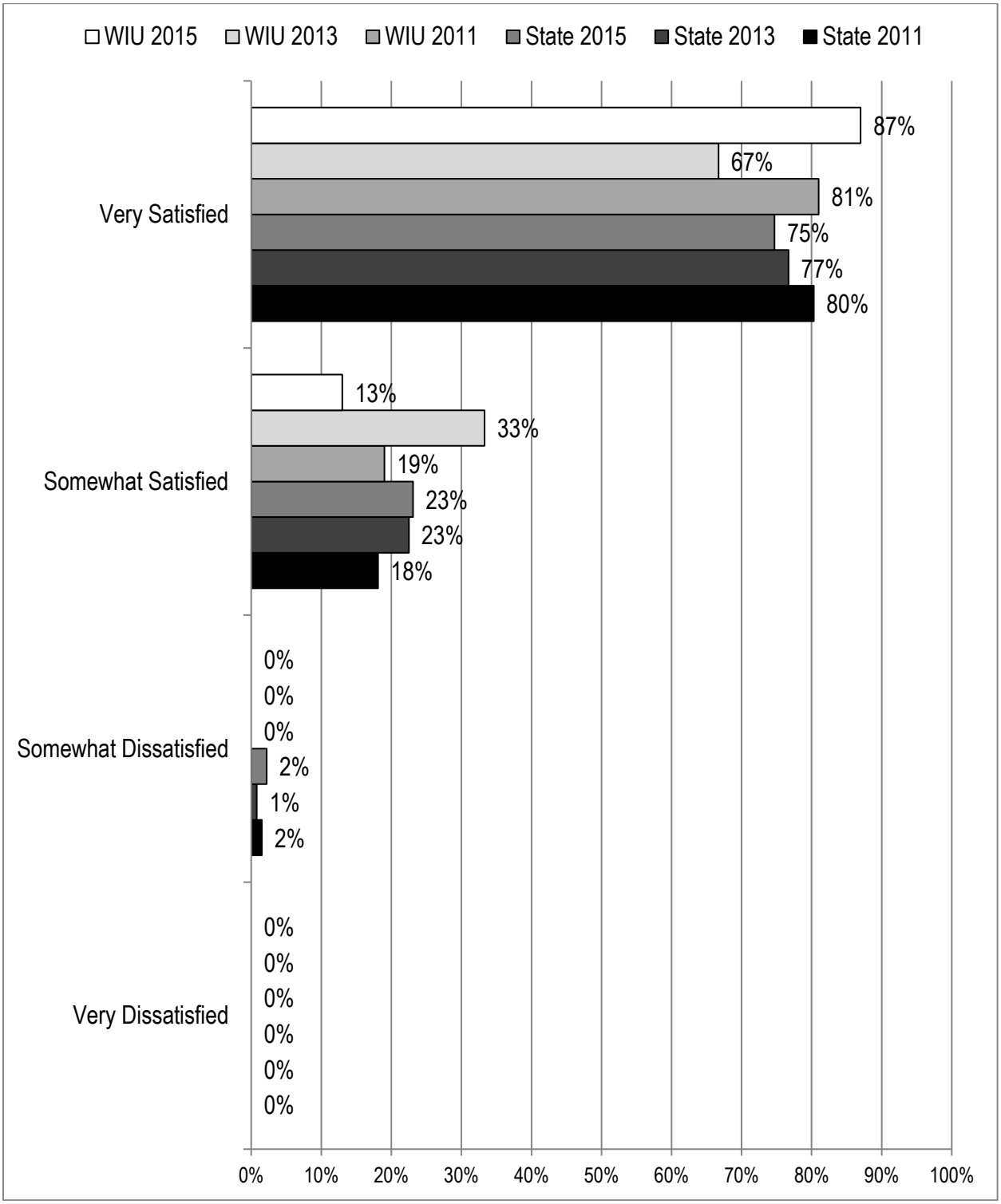
Question 15a:
How satisfied are you with the following? "Your decision to undertake certification work in educational administration." (Illinois n = 188, WIU n = 23)



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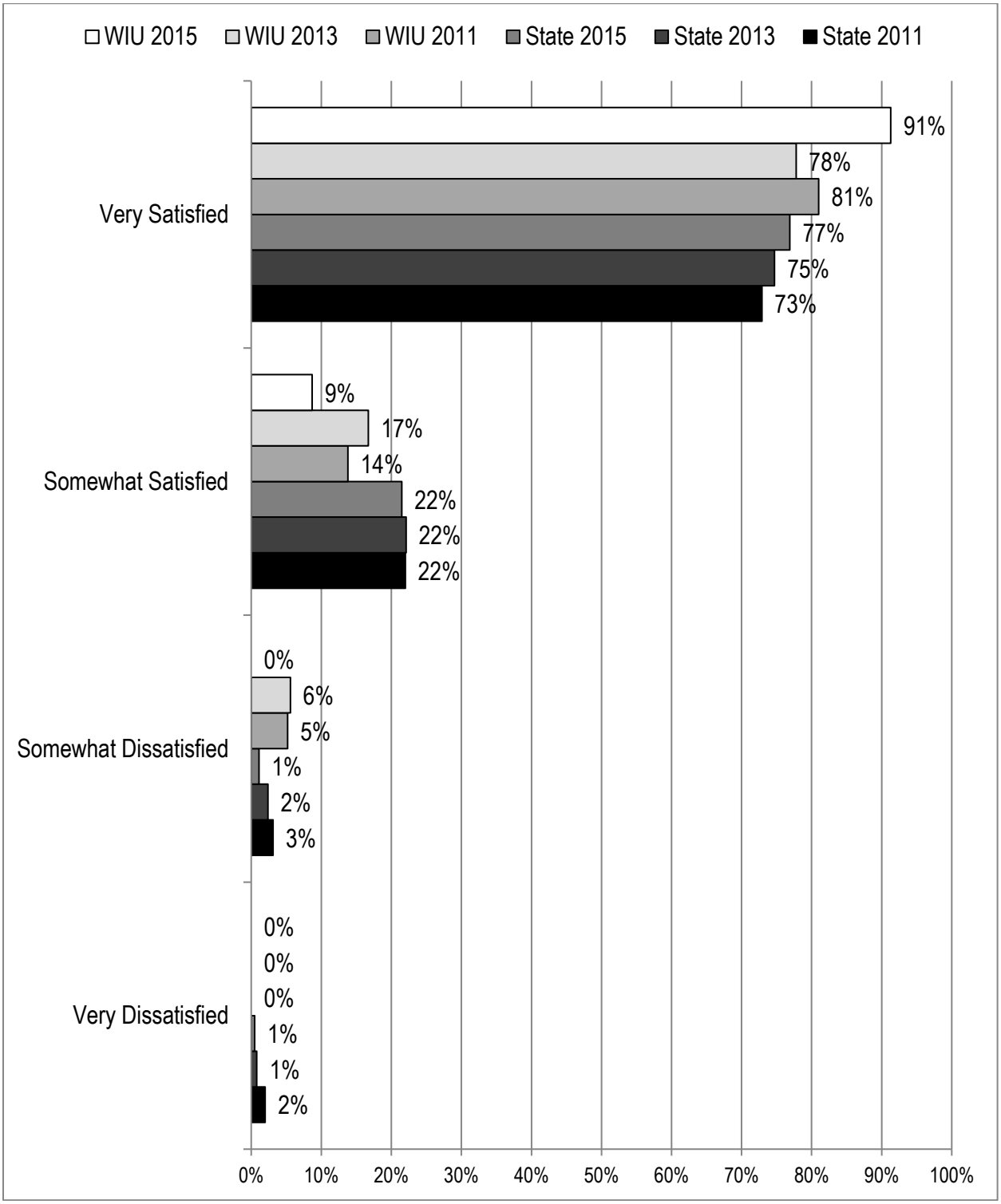
Question 15b:
How satisfied are you with the following? "Your choice of a university for your certification work." (Illinois n = 188, WIU n = 23)



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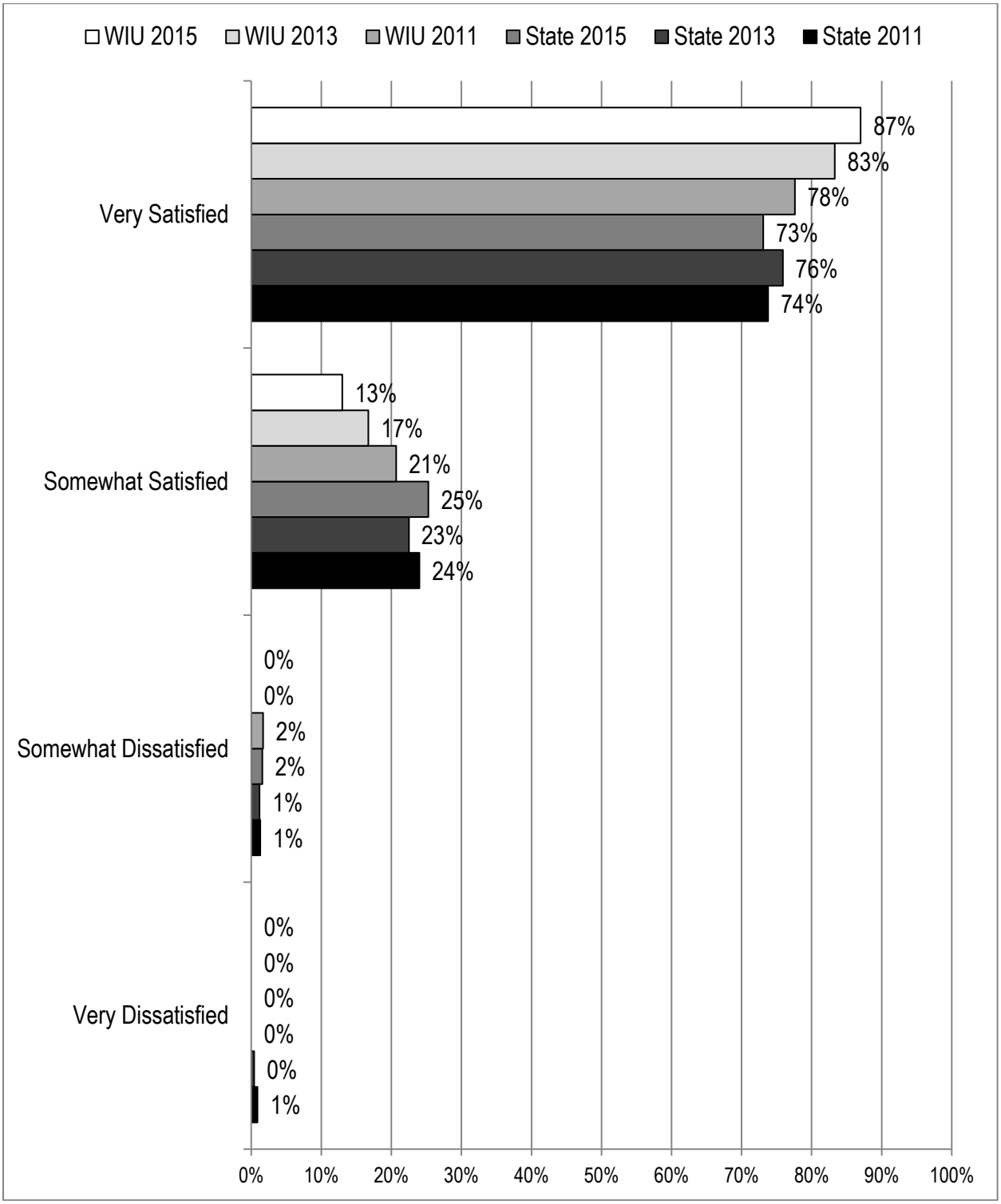
Question 15c:
How satisfied are you with the following? "Your choice of a program for your certification work." (Illinois n = 188, WIU n = 23)



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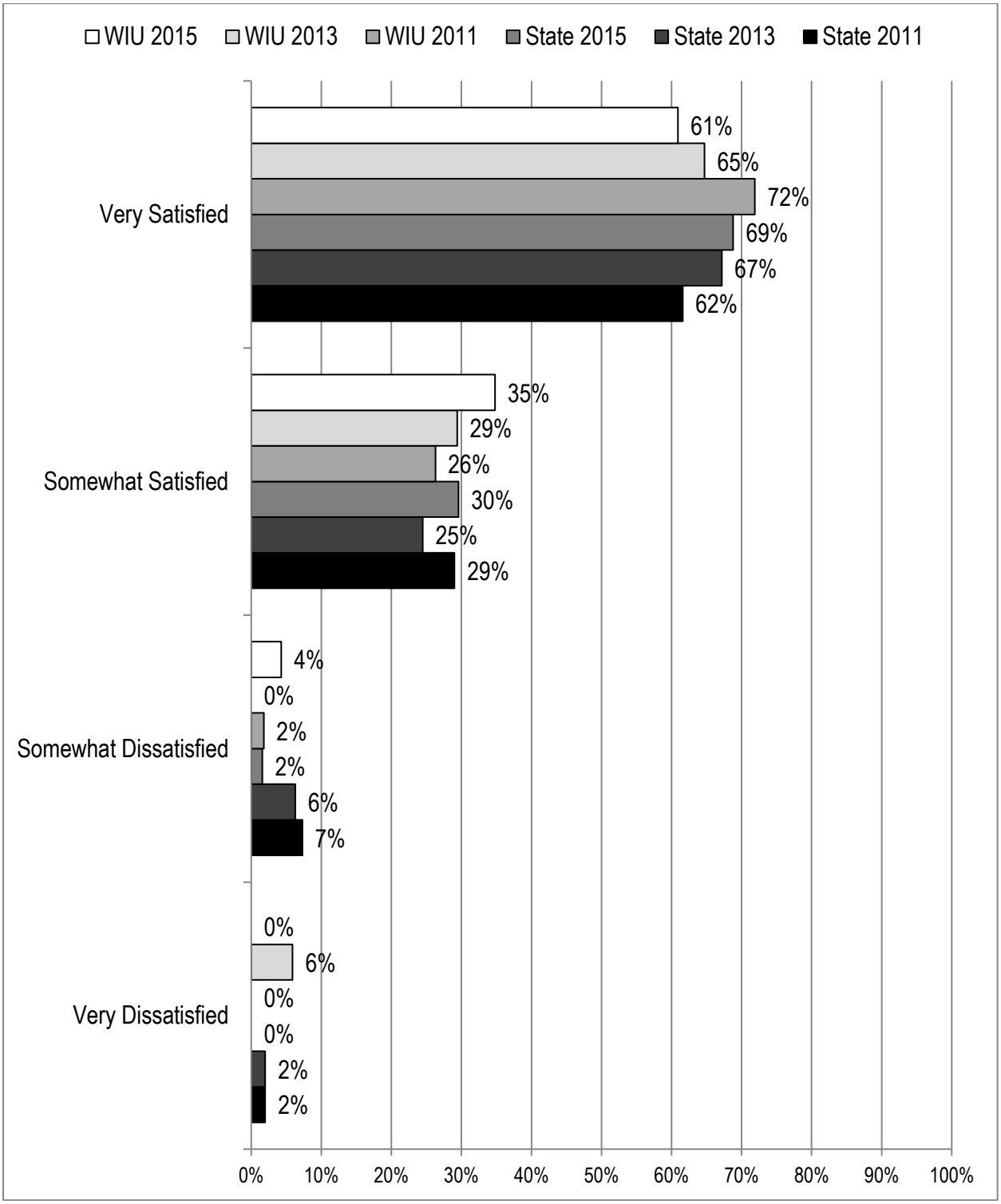
Question 15d:
How satisfied are you with the following? "Your interaction with educational administration faculty." (Illinois n = 188, WIU n = 23)



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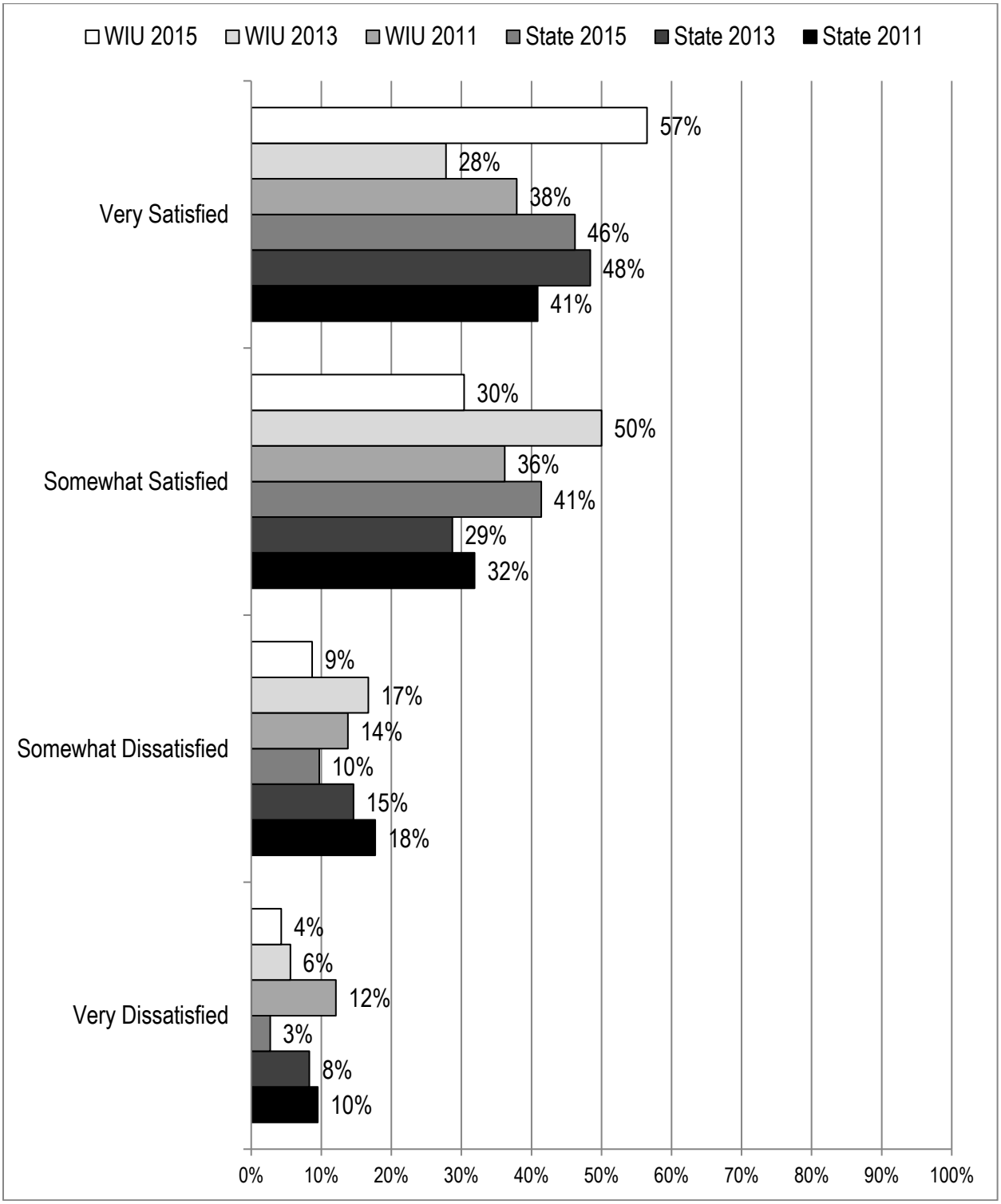
Question 15e:
How satisfied are you with the following? "Educational administration program advising."
(Illinois n = 188, WIU n = 23)



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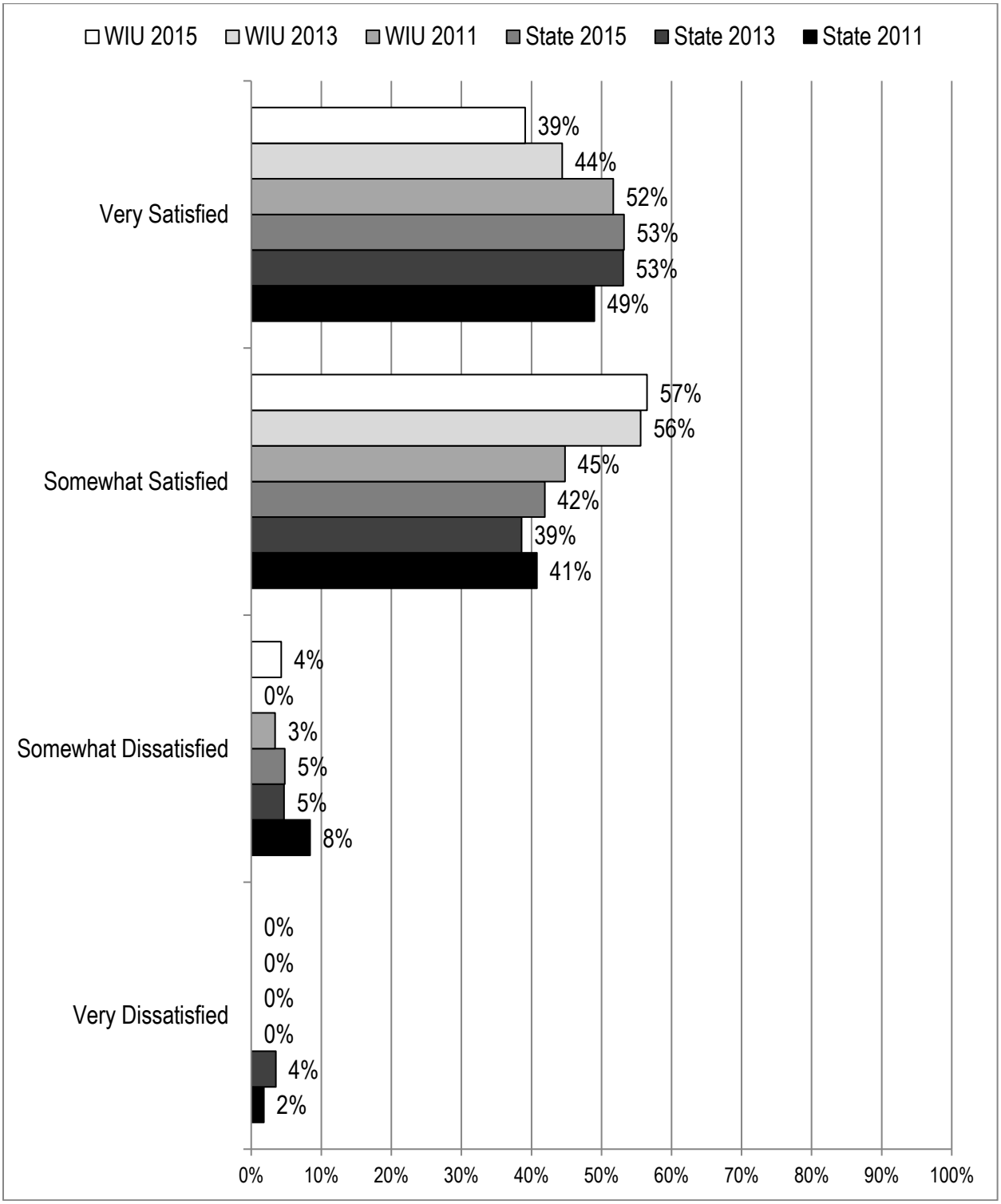
Question 15f:
How satisfied are you with the following? "Effectiveness of overall program in preparing you for administrative roles." (Illinois n = 188, WIU n = 23)



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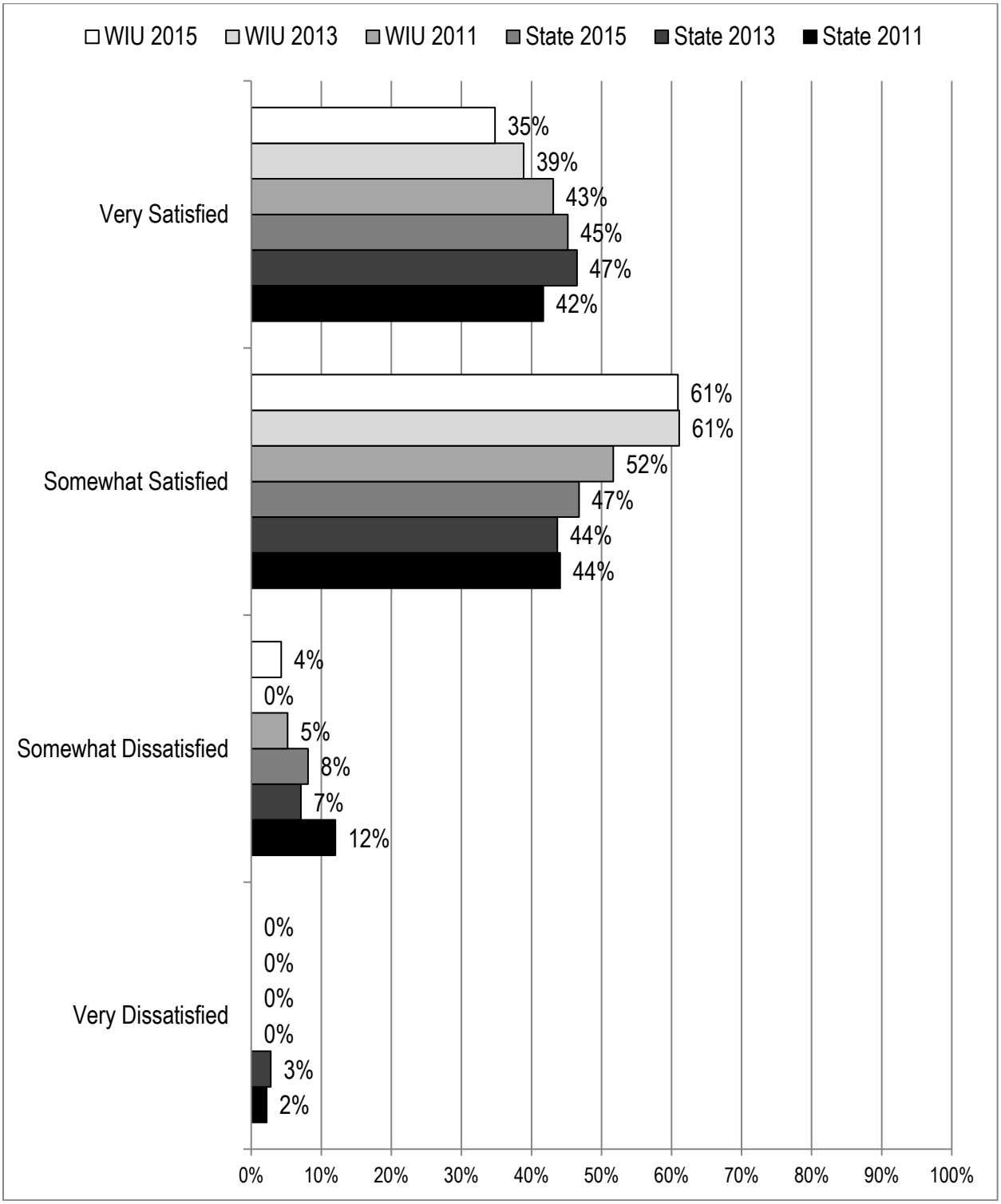
Question 15g:
How satisfied are you with the following? "Effectiveness of the program in preparing you to lead in a diverse school setting." (Illinois n = 188, WIU n = 23)



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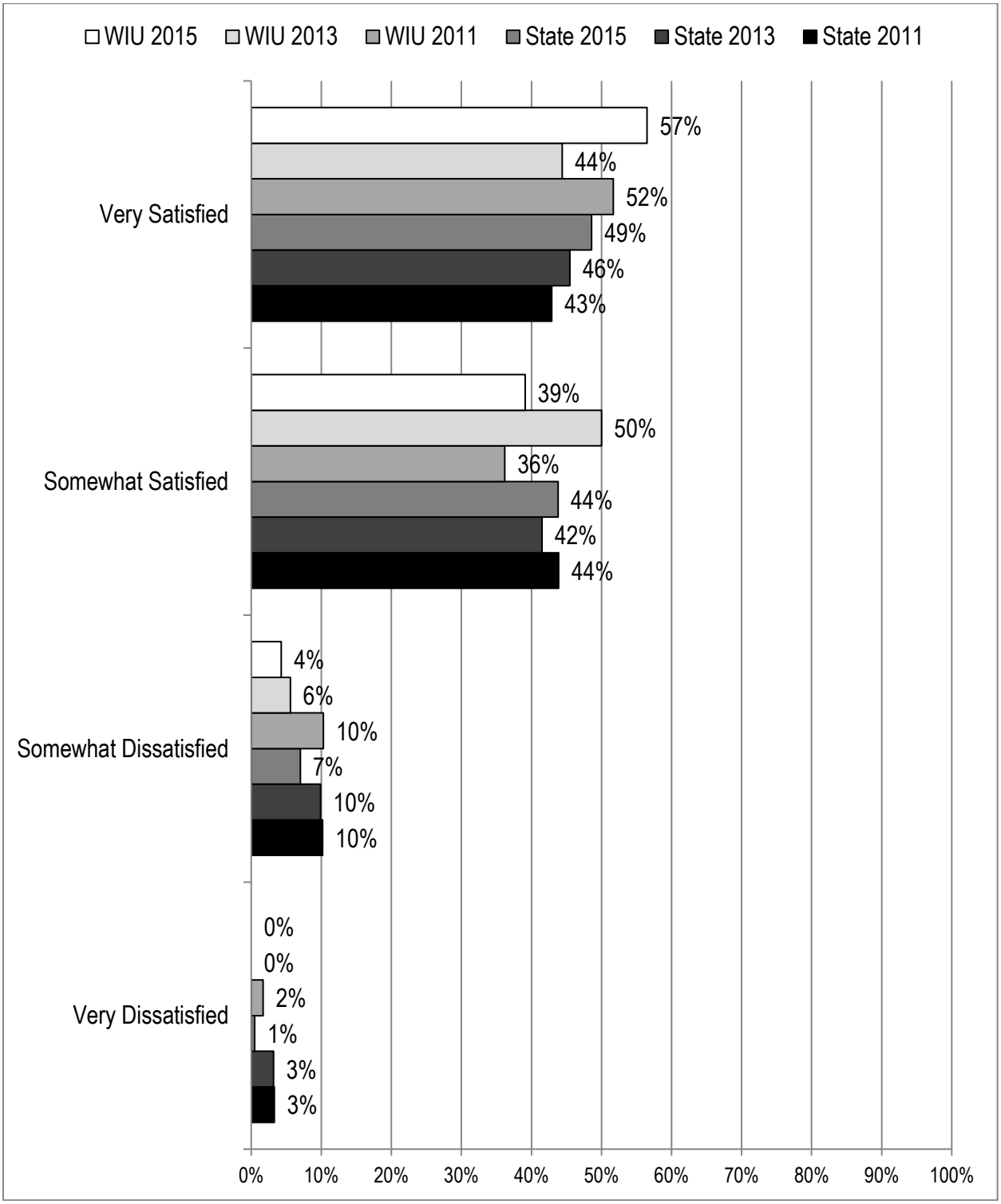
Question 15h:
How satisfied are you with the following? "Presentation of research-based practices in coursework." (Illinois n = 188, WIU n = 23)



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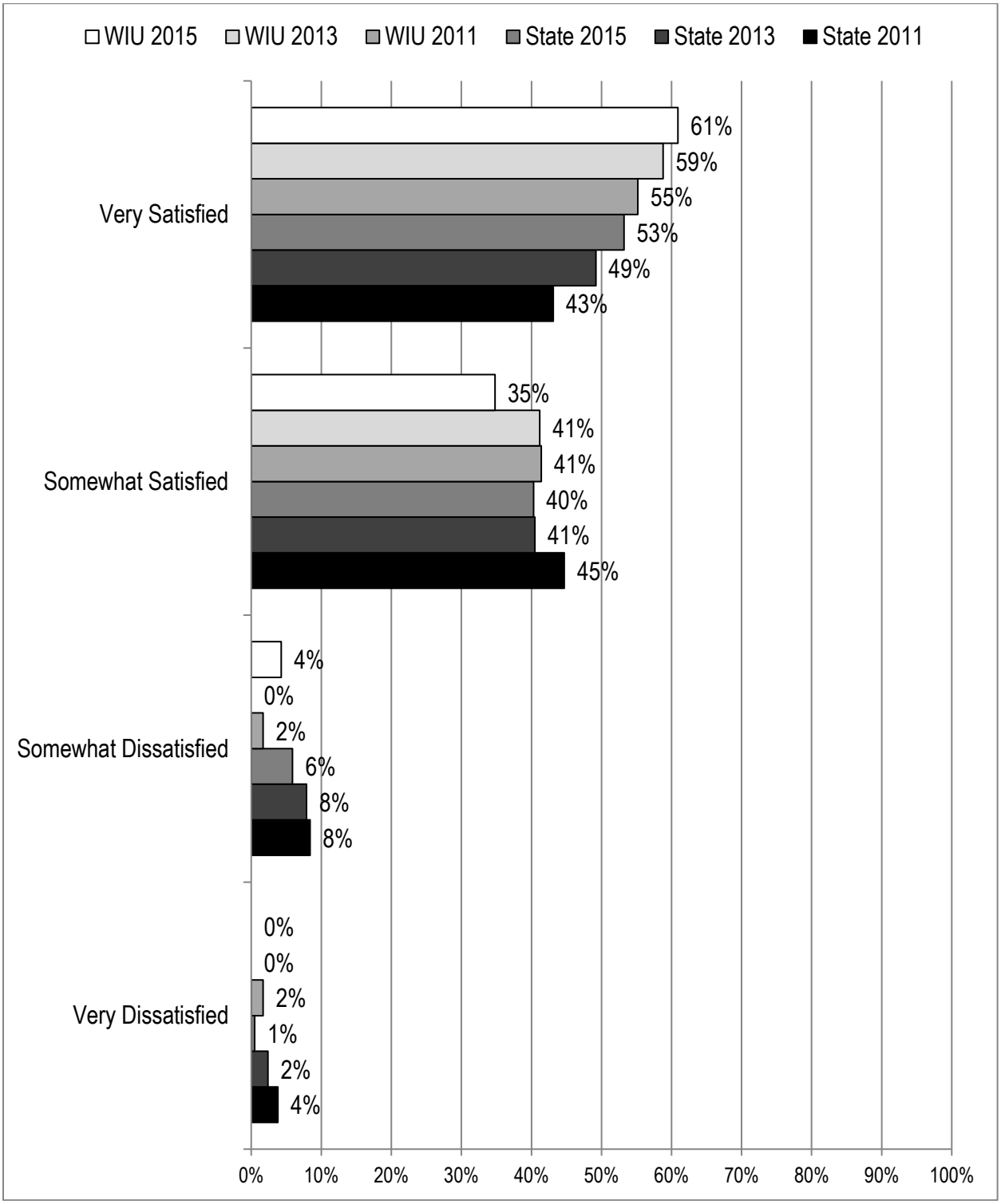
Question 15i:
How satisfied are you with the following? "Balance of faculty expertise between research and administrative experience." (Illinois n = 188, WIU n = 23)



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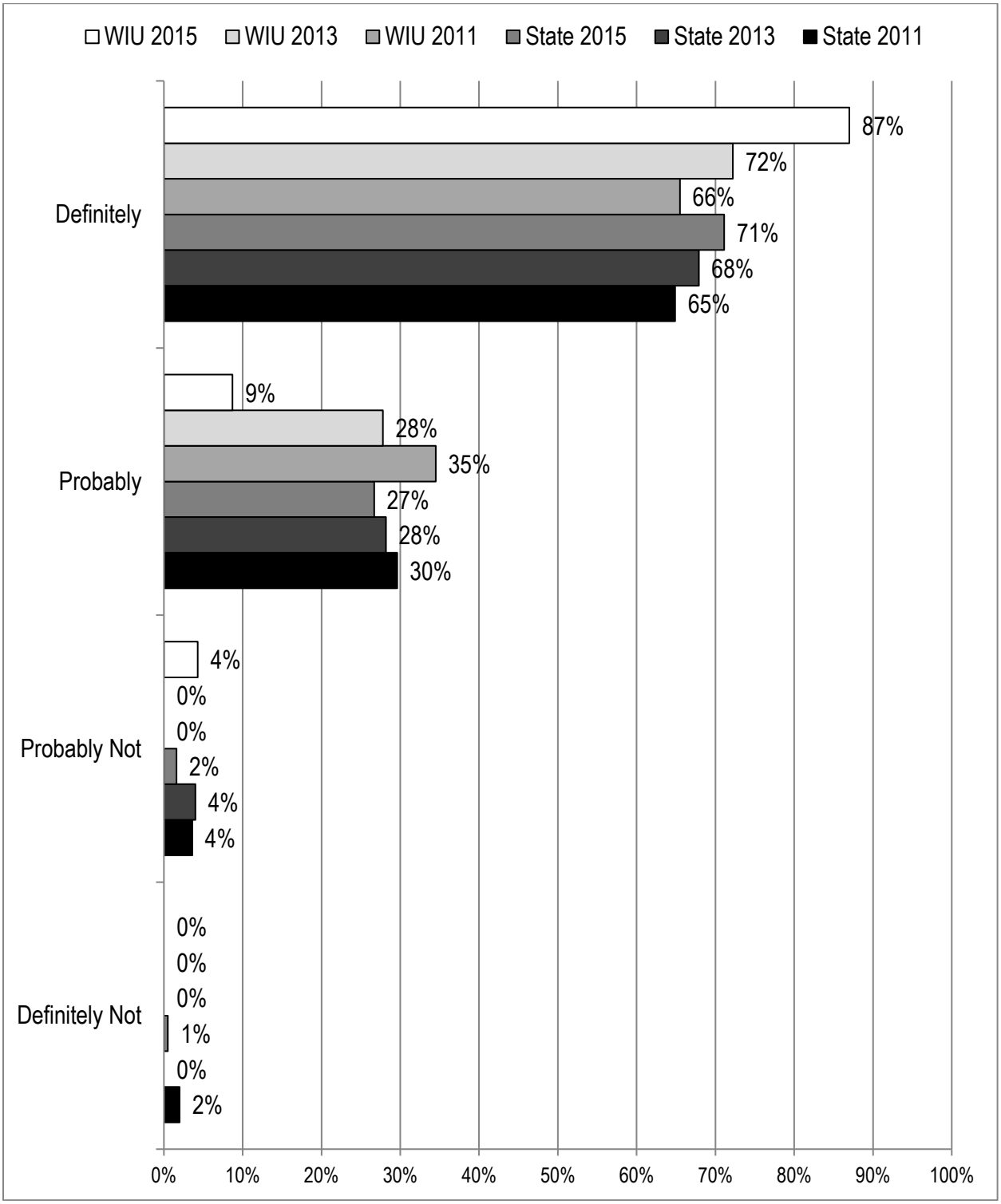
Question 16:
Would you recommend this program to another aspiring administrator?
(Illinois n = 188, WIU n = 23)



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Graduates' Careers

17 Question 17 – What is your current professional position? (page 63)

18 Question 18 – Is a Type 75 administrative certificate required for your current position? (page 64)

19 Question 19 – Which of the following leadership roles do you engage in as a part of your current professional position? (page 64)

20 Question 20 – At this point in your career, what is your intention regarding a position in educational administration? (page 65)

21 Question 21 – If you intend to seek a position in educational administration, which of the following best describes your intentions? (page 66)

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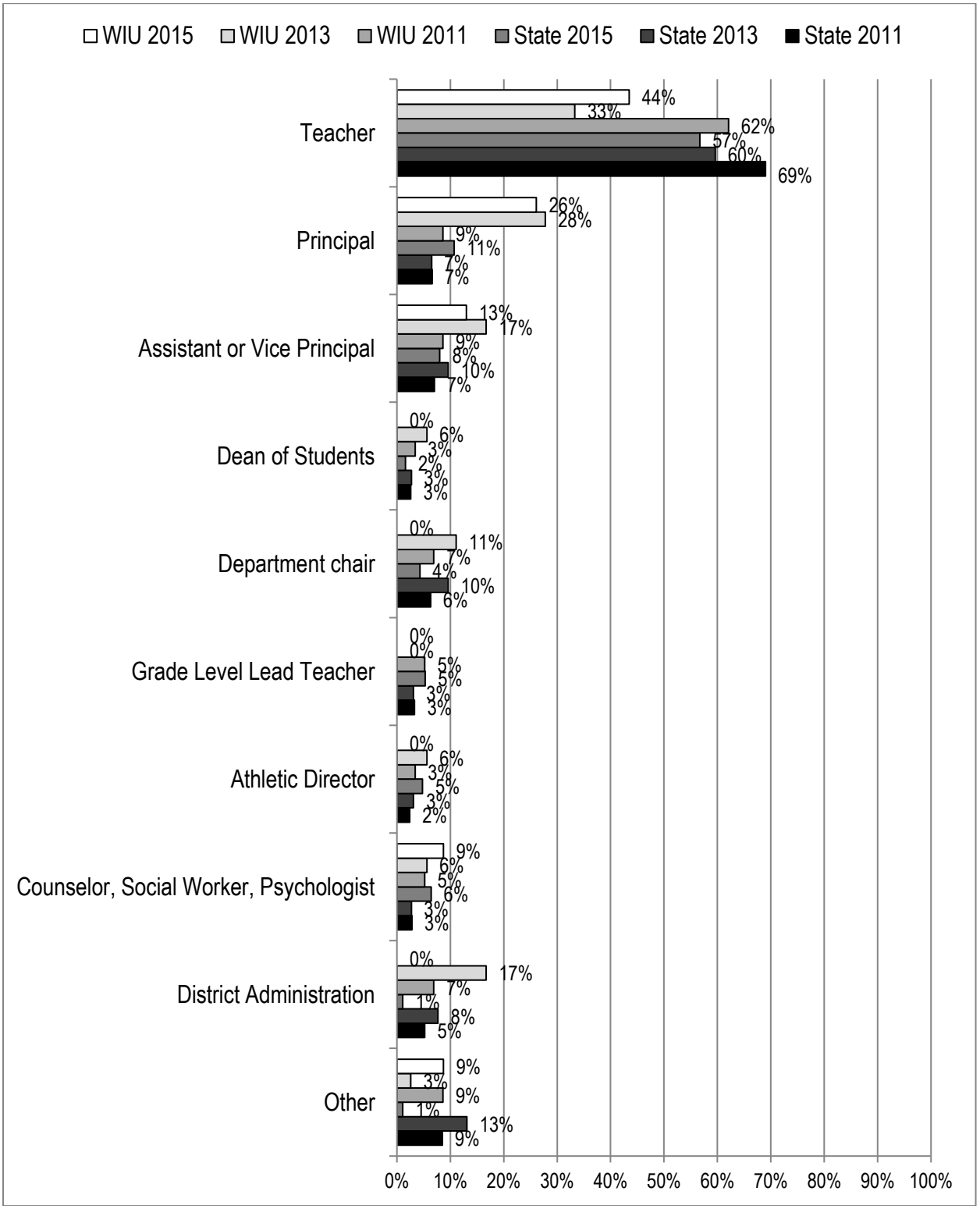
Question 17:
What is your current professional position? (Select all that apply.)
(Illinois n = 188, WIU n = 23)



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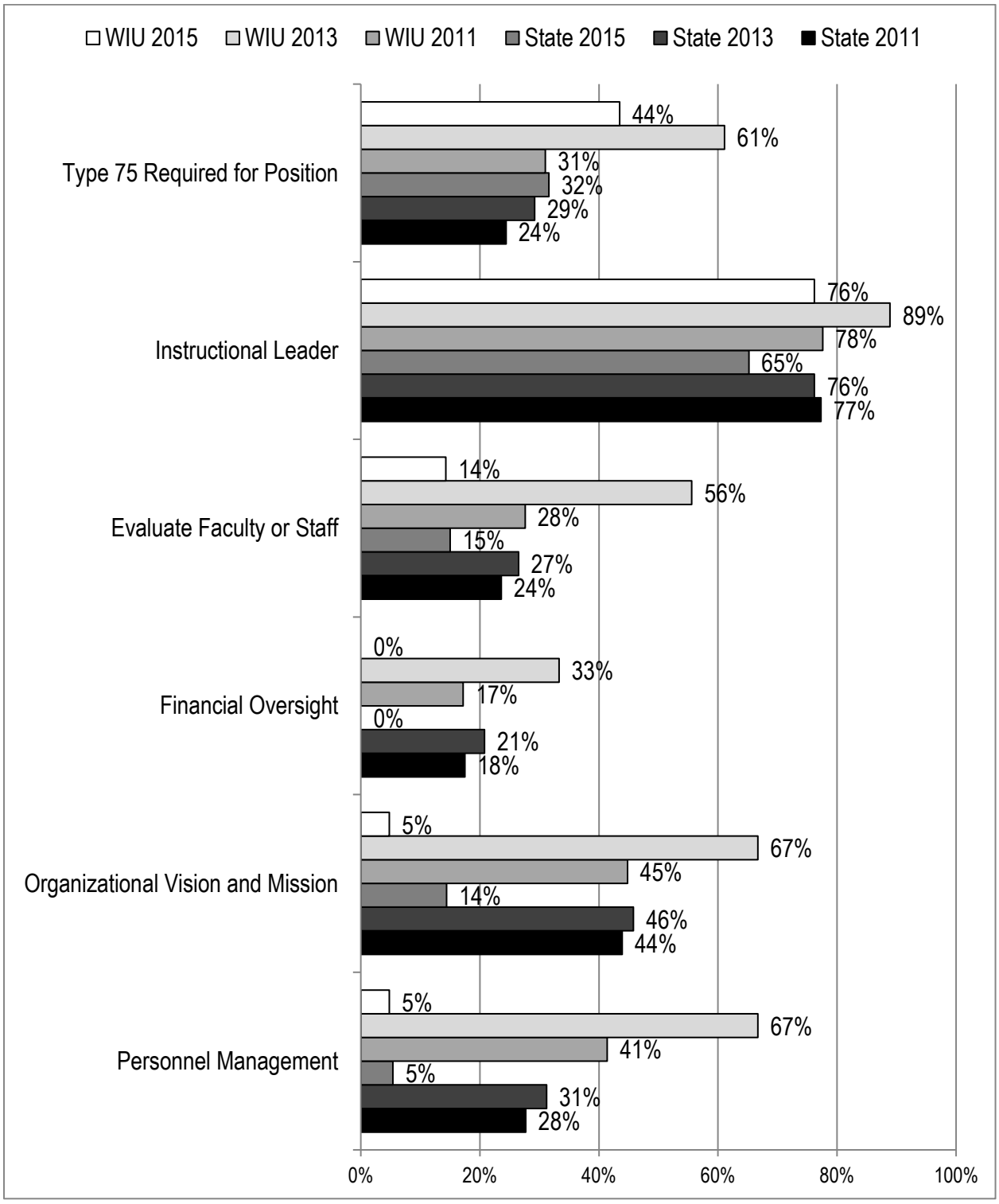
Questions 18 and 19
Is a Type 75 administrative certificate required for your current position?
(Illinois n = 188, WIU n = 23)
Which of the following leadership roles do you engage in as a part of your current professional position? (Select all that apply.) (Illinois n = 188, WIU n = 23)



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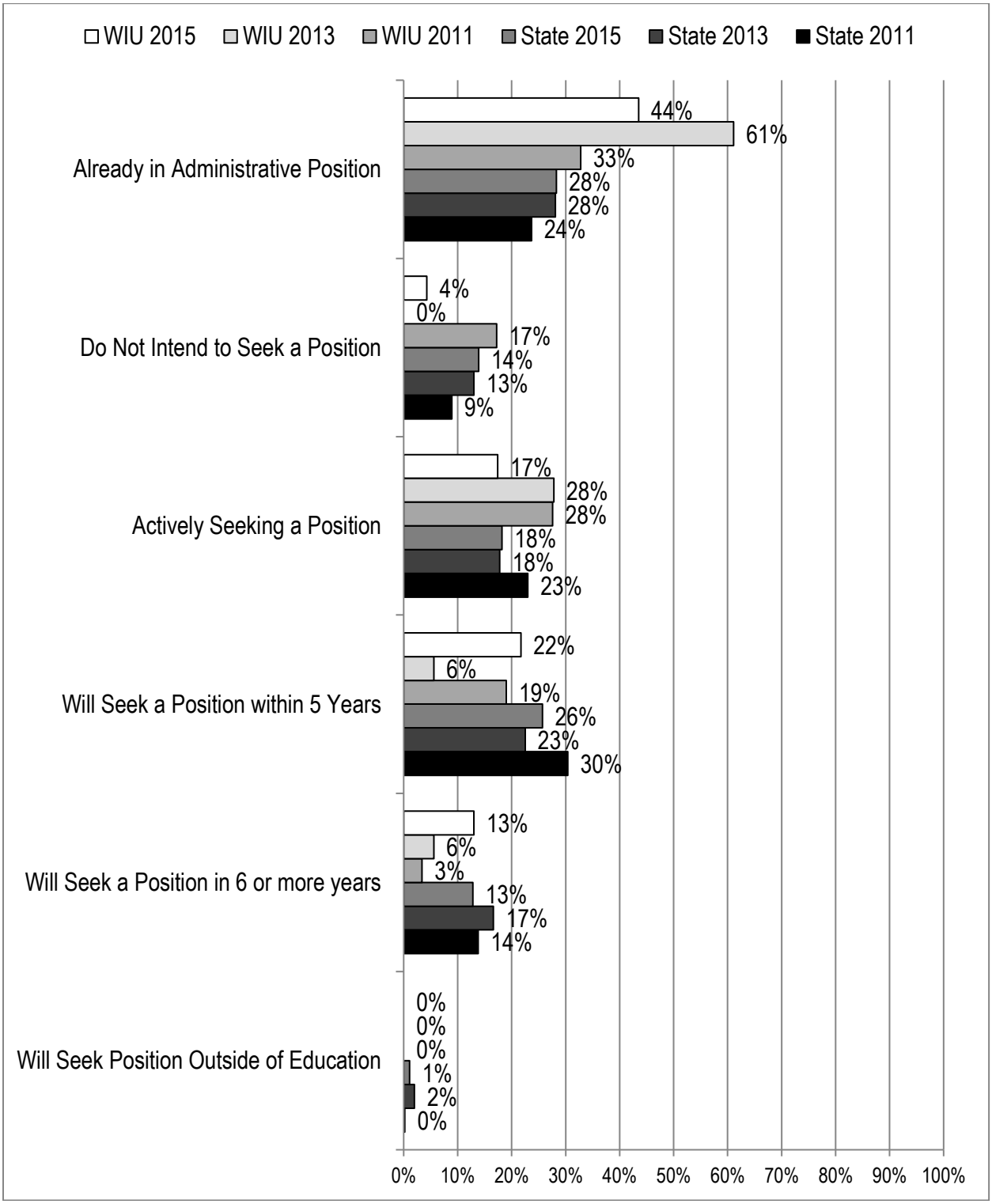
Question 20:
At this point in your career, what is your intention regarding a position in educational administration? (Illinois n = 188, WIU n = 23)



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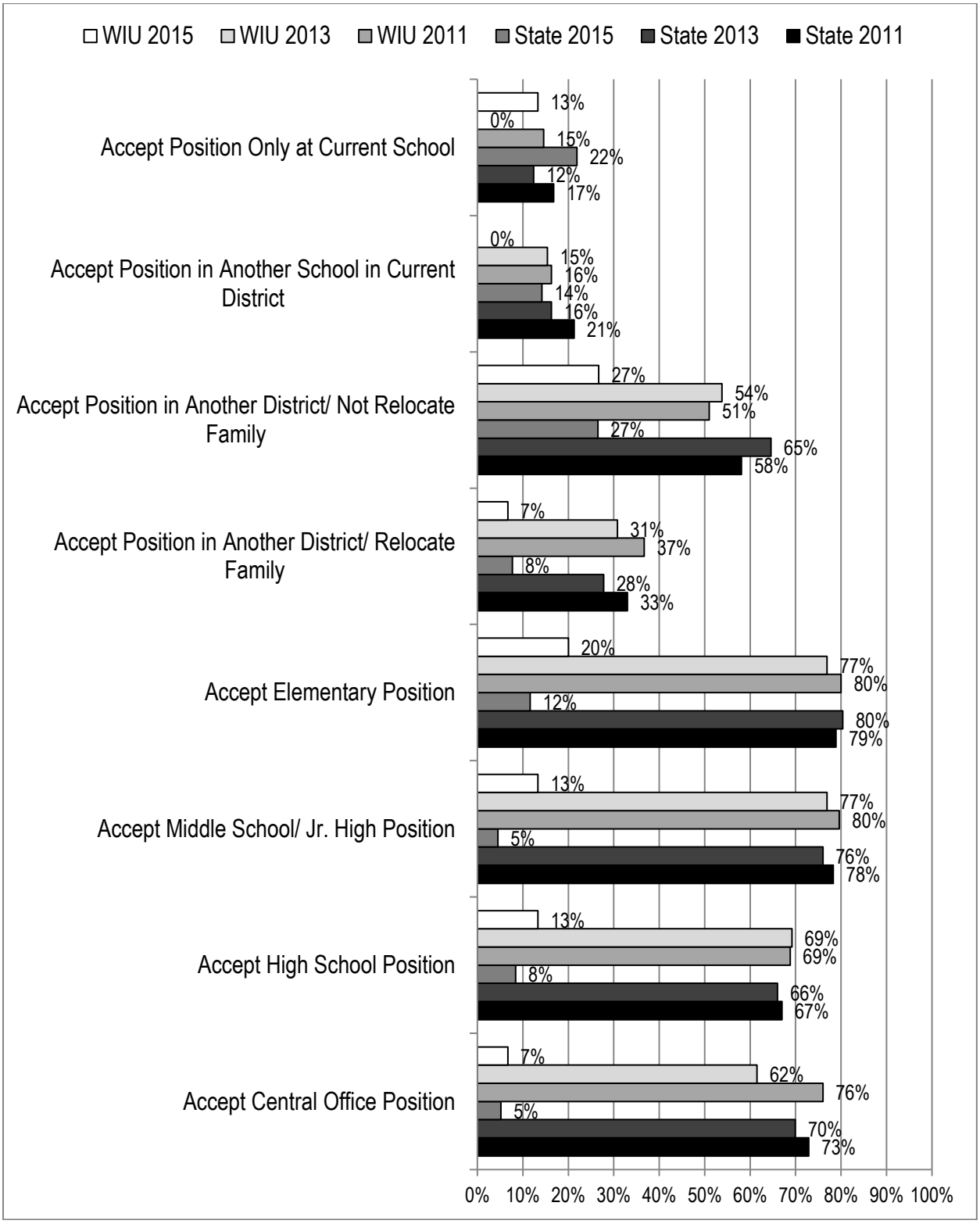
Question 21:
If you intend to seek a position in educational administration, which of the following best describes your intentions? (Illinois n = 188, WIU n = 23)



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Instruction in the Graduate Program

- Question 22 – To what extent were you exposed to each of the following domains in your graduate program? (pages 68-73)
- Question 23 – To what extent were you assessed in each of the following domains of your graduate program? (pages 74-79)

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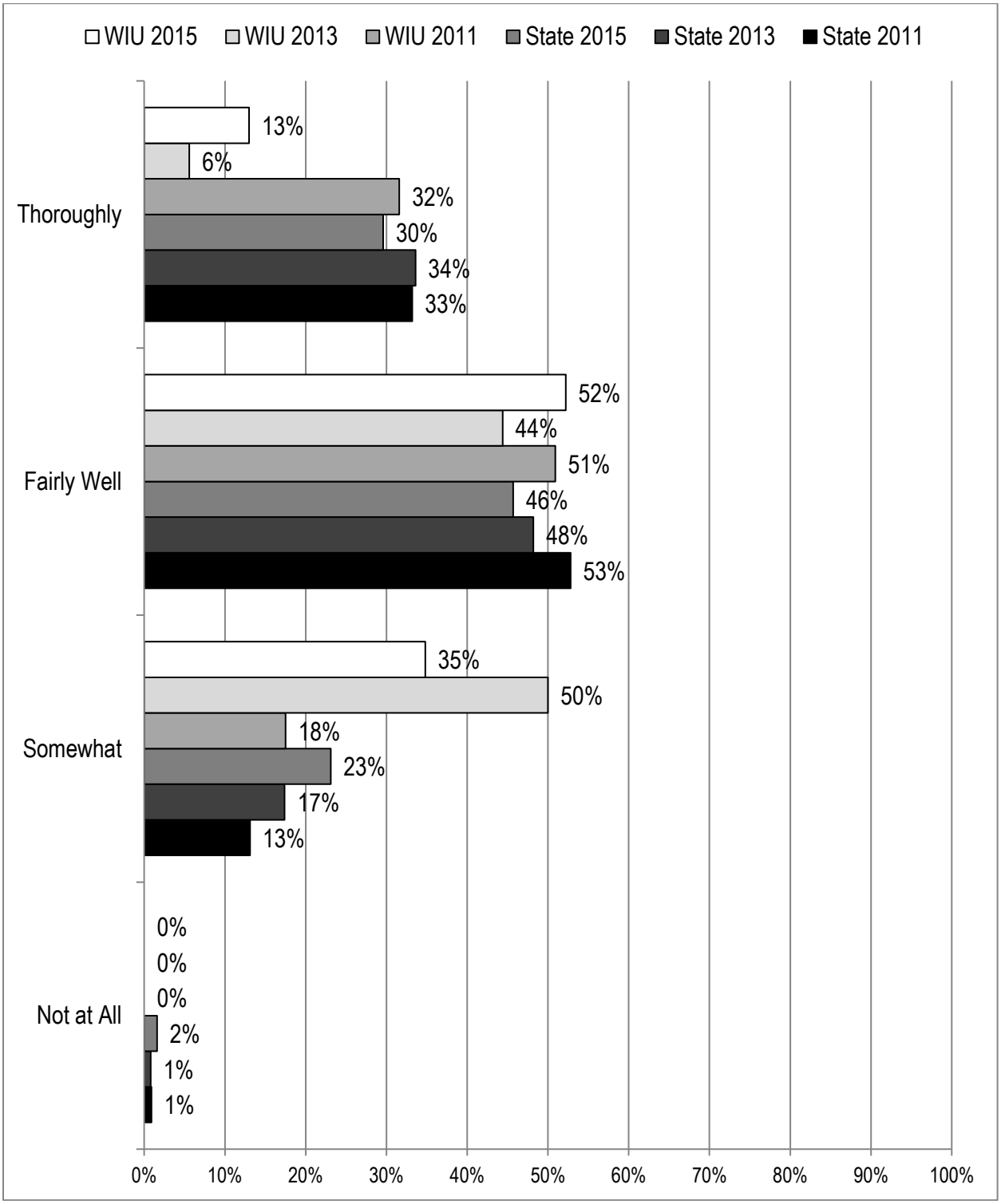
Question 22a:
To what extent were you <u>exposed</u> to the following domain in your graduate program? "Psychological, Social, and Historical Foundations." (Illinois n = 188, WIU n = 23)



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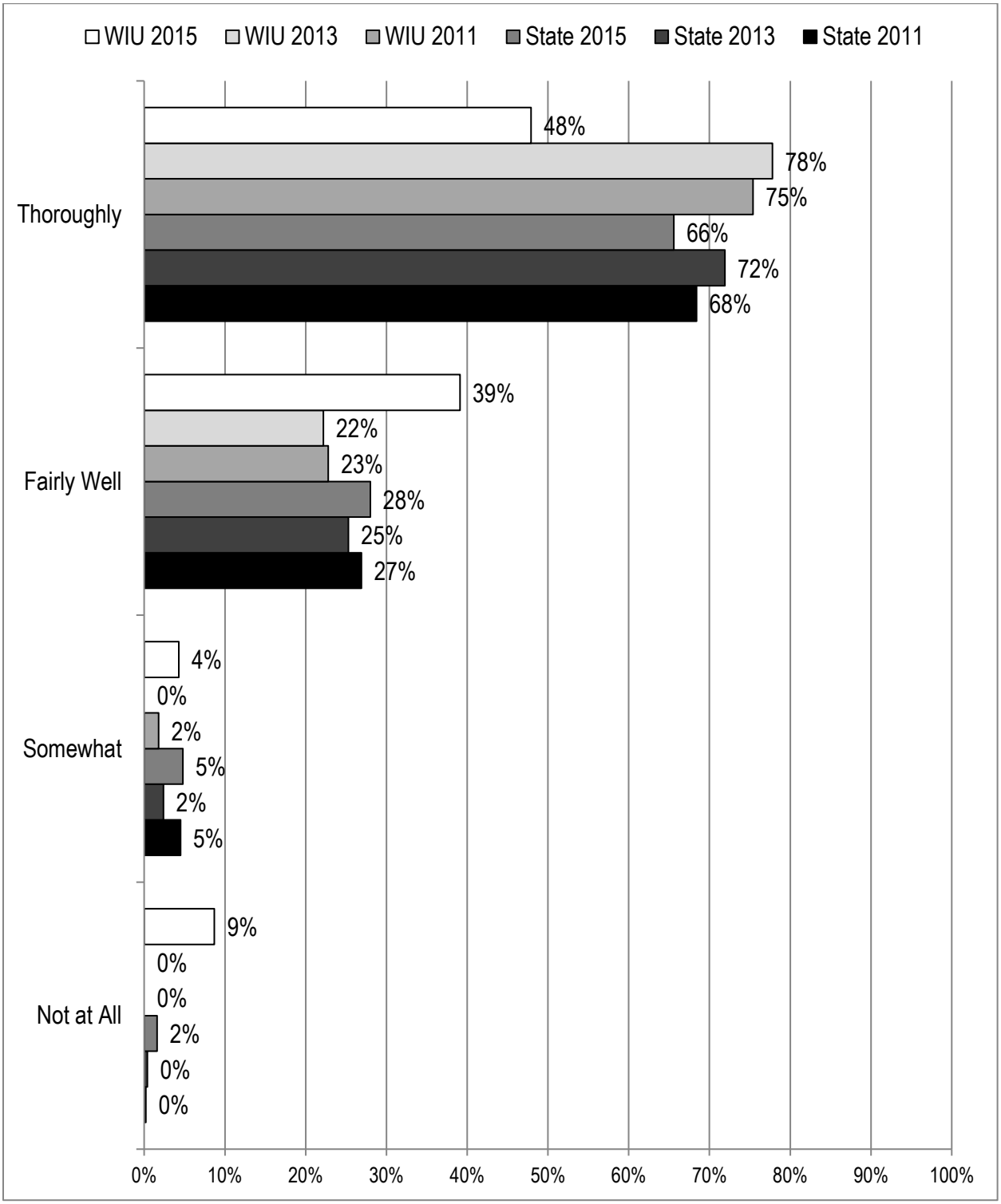
Question 22b:
To what extent were you <u>exposed</u> to the following domain in your graduate program? "Organizational Leadership." (Illinois n = 188, WIU n = 23)



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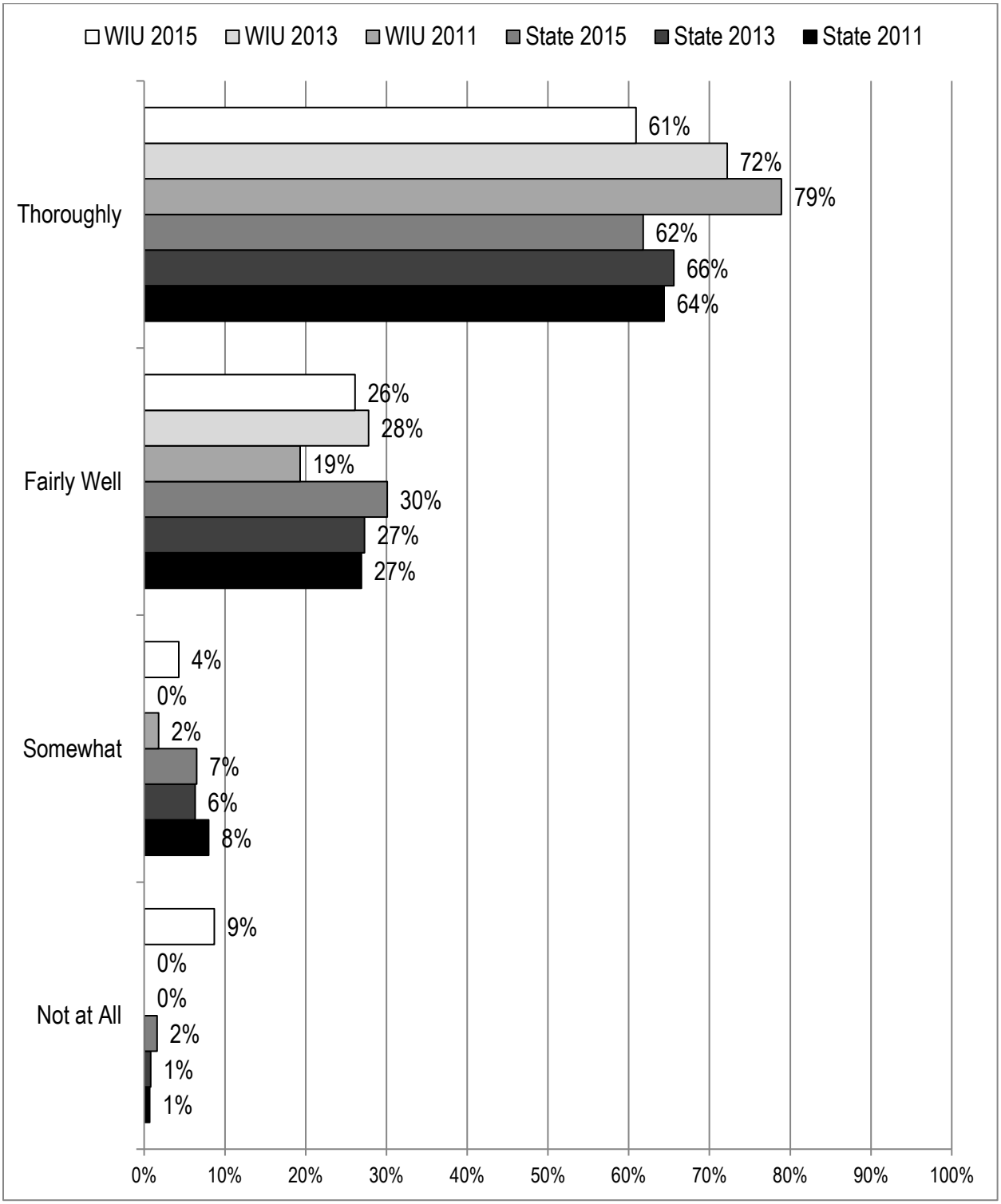
Question 22c:
To what extent were you <u>exposed</u> to the following domain in your graduate program? "Instructional Leadership." (Illinois n = 188, WIU n = 23)



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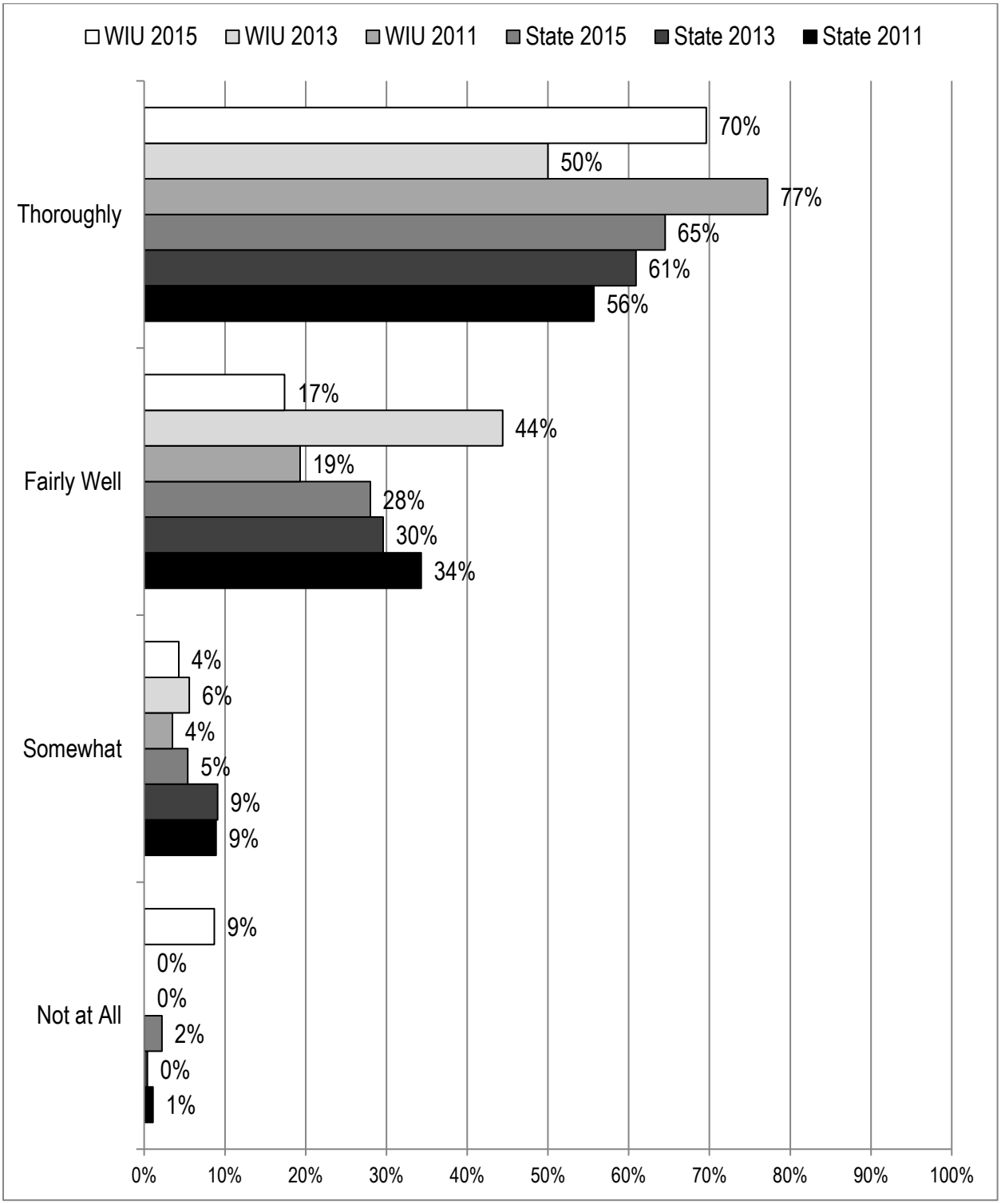
Question 22d:
To what extent were you <u>exposed</u> to the following domain in your graduate program? "School and Community Relations." (Illinois n = 188, WIU n = 23)



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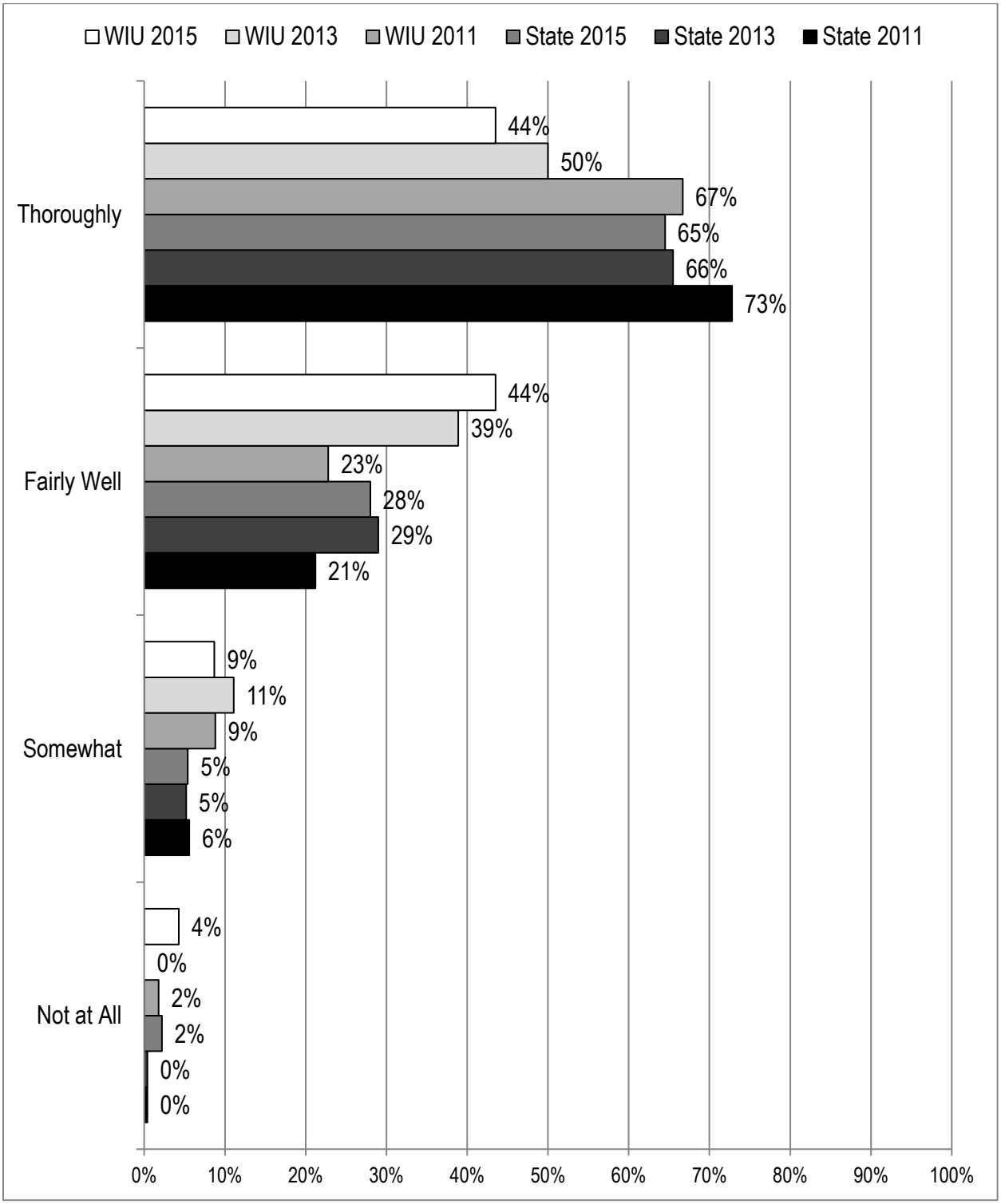
Question 22e:
To what extent were you <u>exposed</u> to the following domain in your graduate program? "School and Educational Law." (Illinois n = 188, WIU n = 23)



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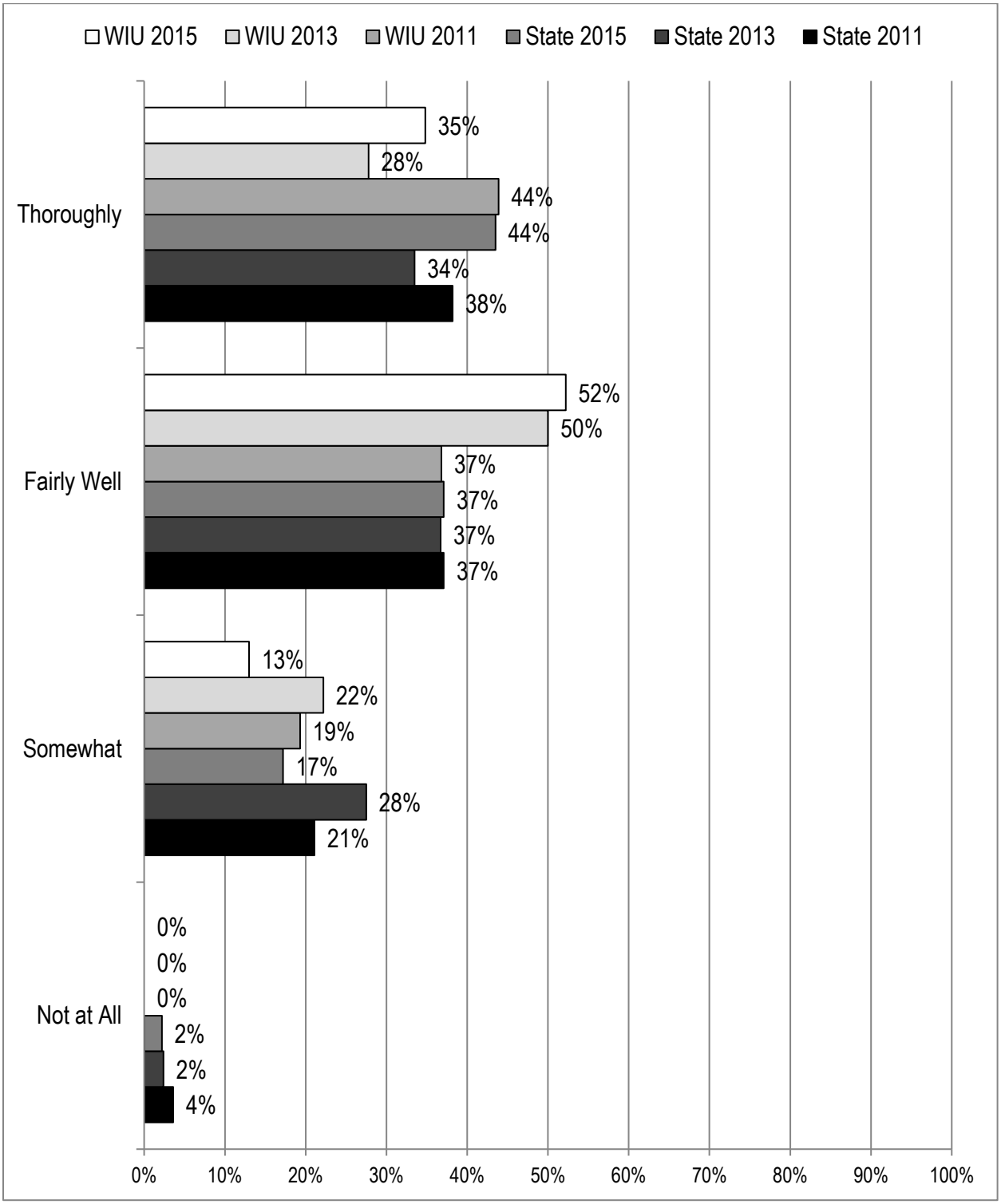
Question 22f:
To what extent were you <u>exposed</u> to the following domain in your graduate program? "School Finance and Budgeting." (Illinois n = 188, WIU n = 23)



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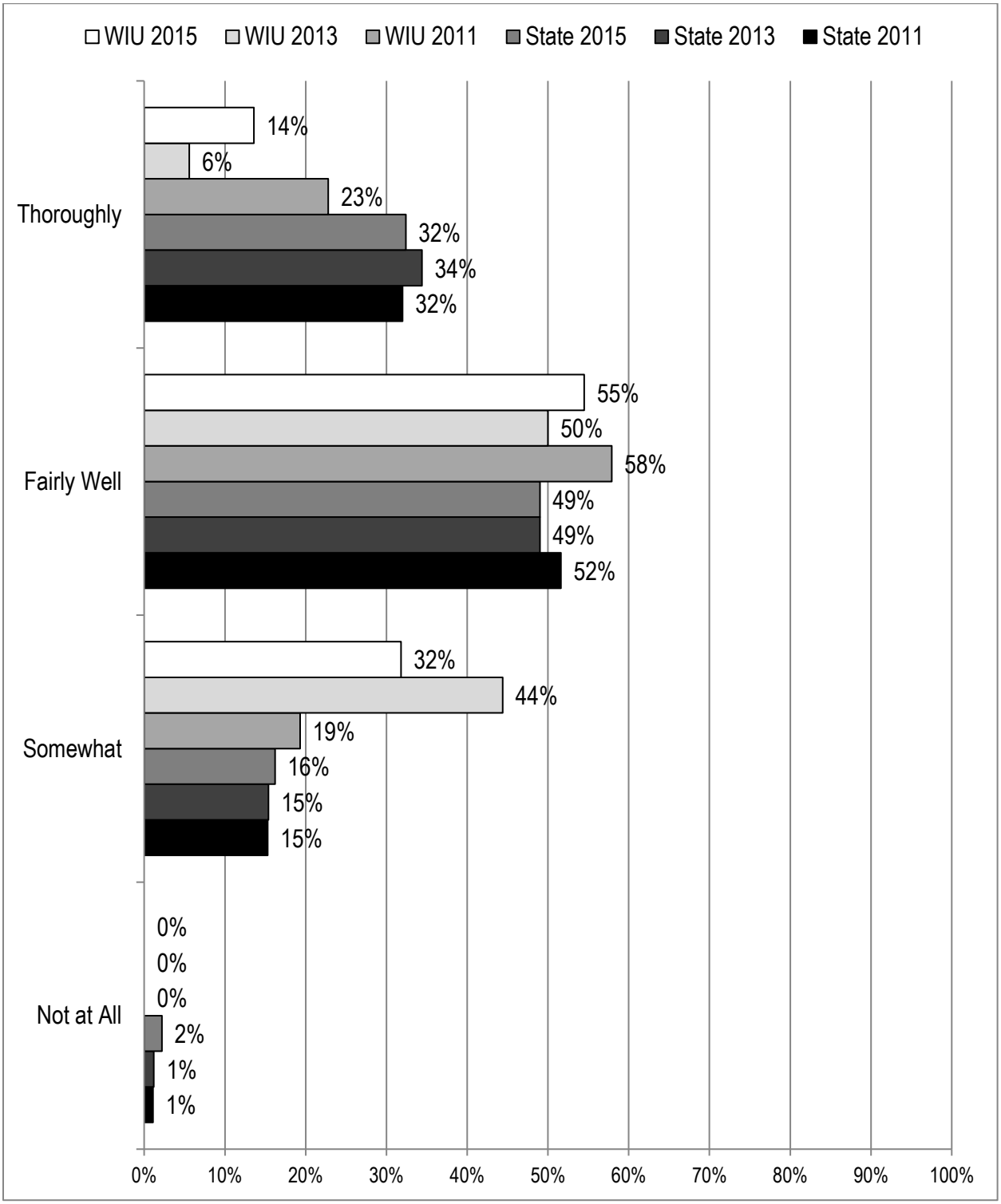
Question 23a:
To what extent were you <u>assessed</u> in the following domain in your graduate program? "Psychological, Social, and Historical Foundations." (Illinois n = 188, WIU n = 23)



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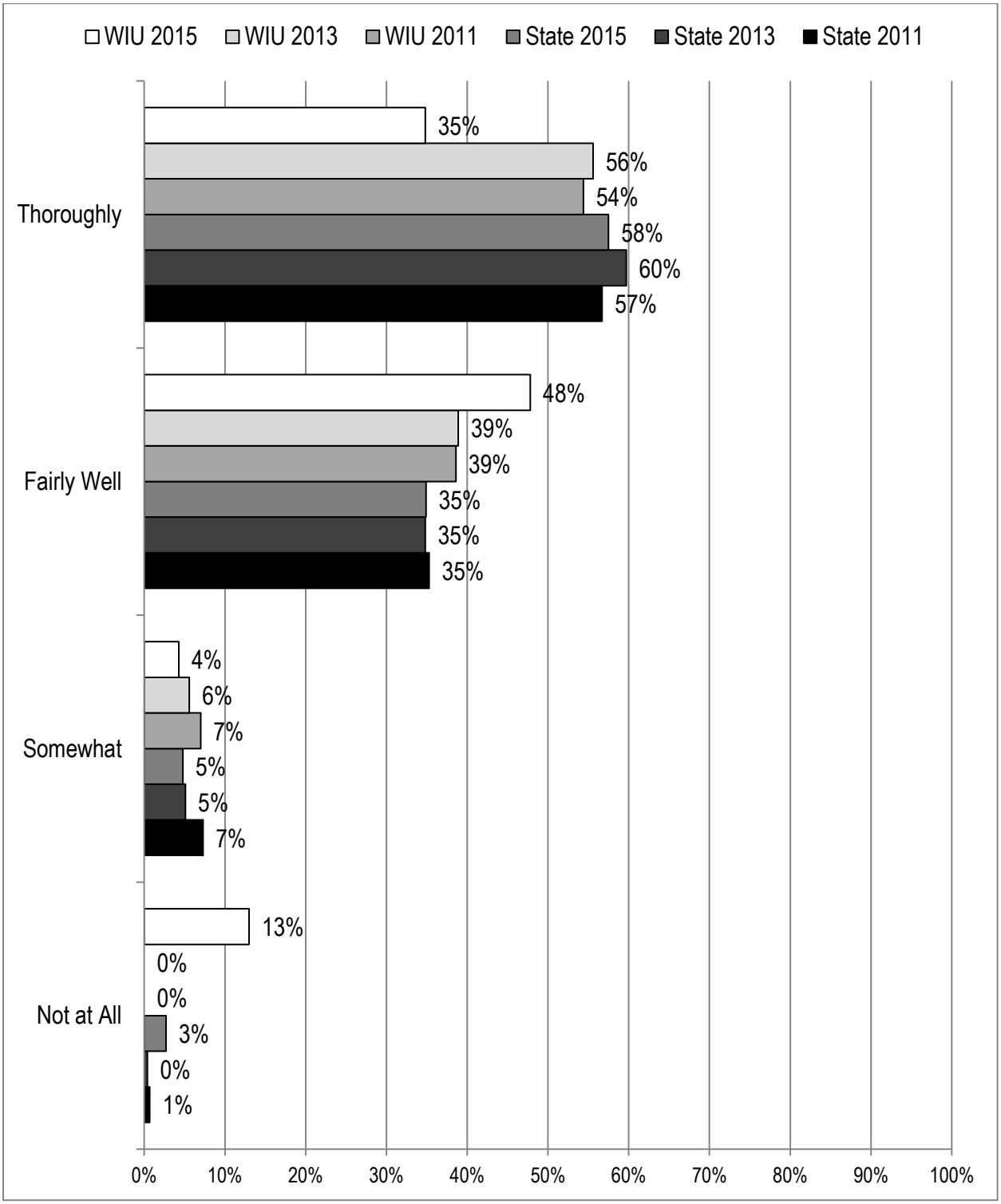
Question 23b:
To what extent were you <u>assessed</u> in the following domain in your graduate program? "Organizational Leadership." (Illinois n = 188, WIU n = 23)



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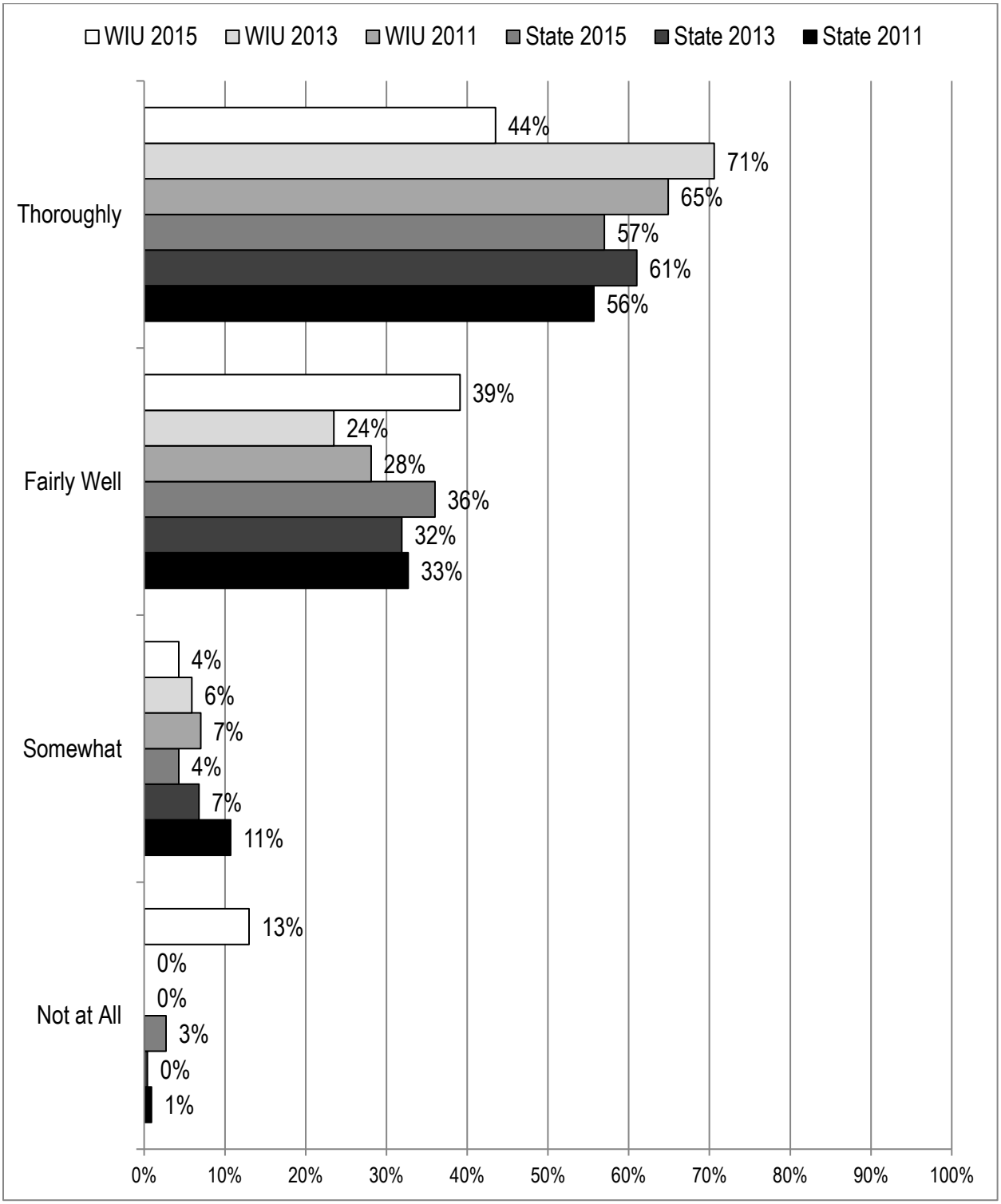
Question 23c:
To what extent were you <u>assessed</u> in the following domain in your graduate program? "Instructional Leadership." (Illinois n = 188, WIU n = 23)



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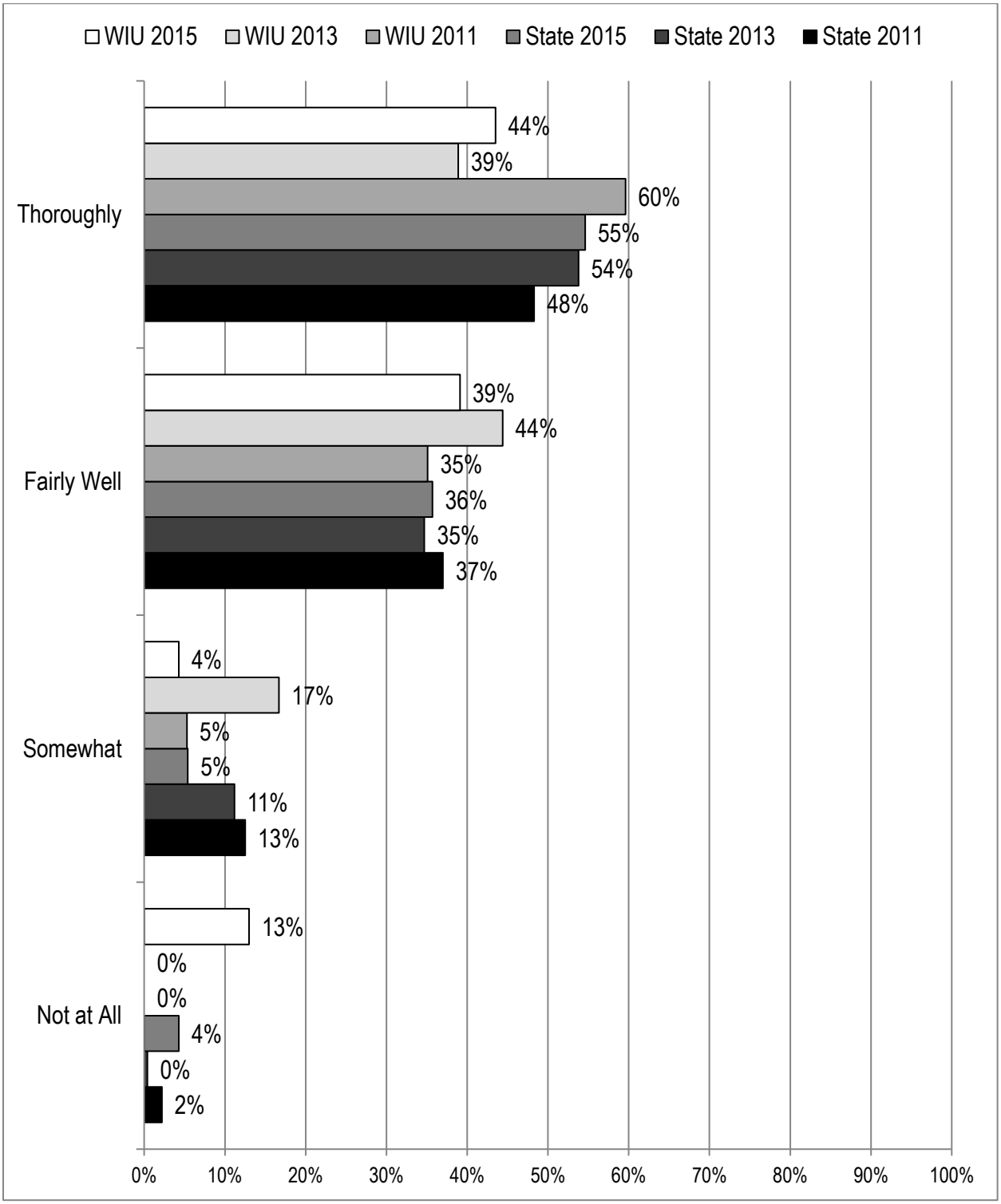
Question 23d:
To what extent were you <u>assessed</u> in the following domain in your graduate program?
"School and Community Relations." (Illinois n = 188, WIU n = 23)



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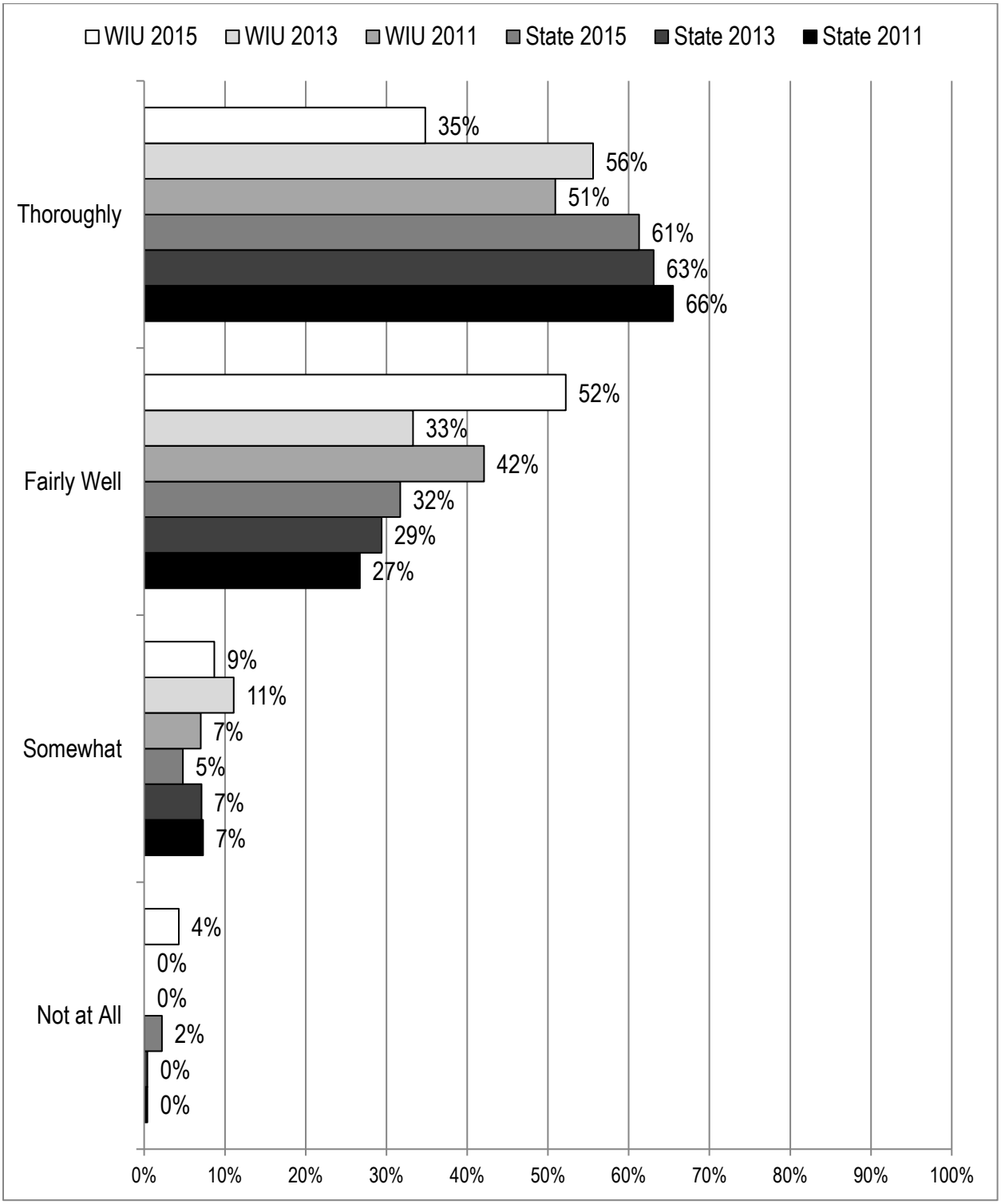
Question 23e:
To what extent were you <u>assessed</u> in the following domain in your graduate program? "School and Educational Law." (Illinois n = 188, WIU n = 23)



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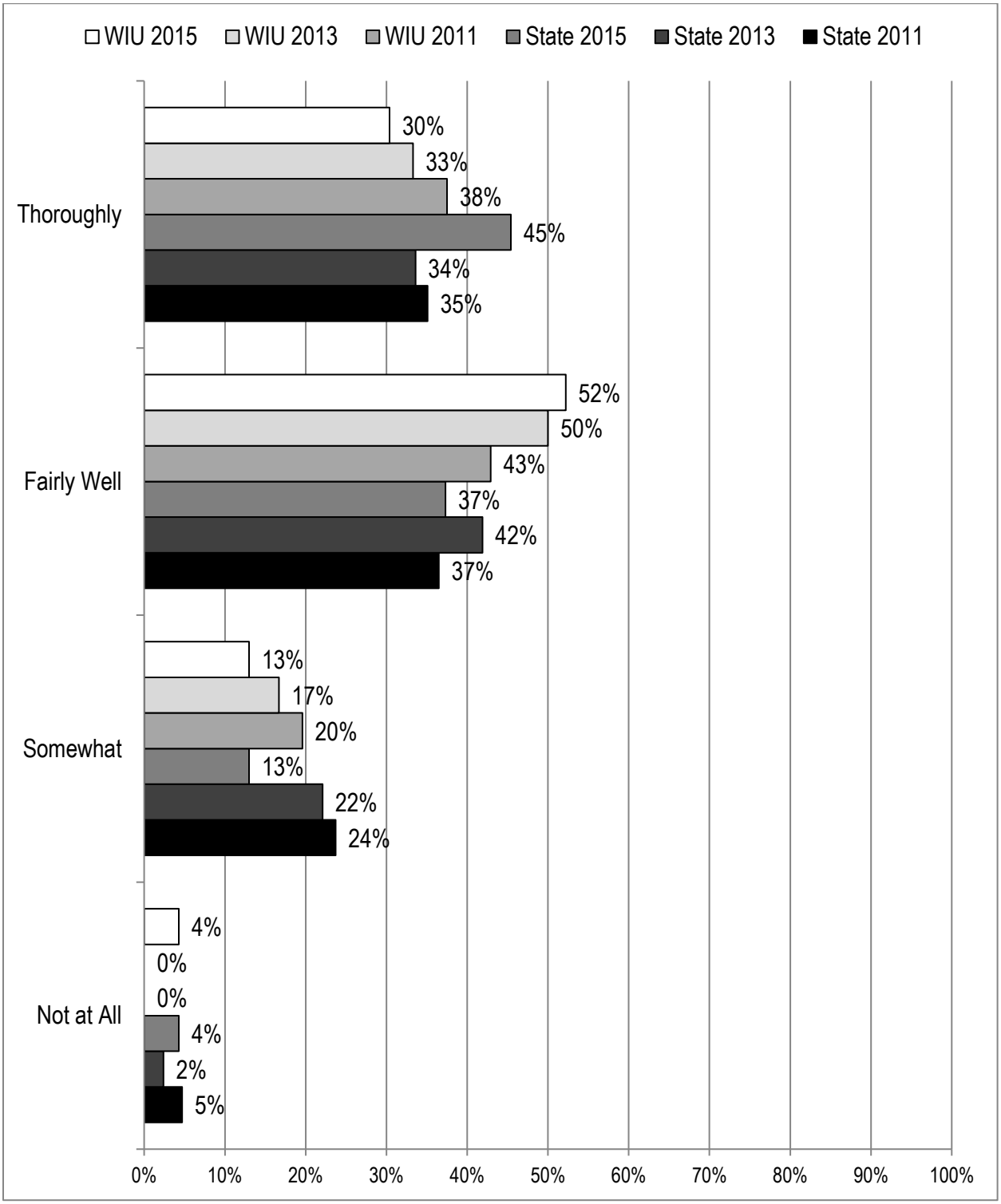
Question 23f:
To what extent were you <u>assessed</u> in the following domain in your graduate program? "School Finance and Budgeting." (Illinois n = 188, WIU n = 23)



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The Practicum Experience

- Question 24 – How many months did it take you to complete your practicum experience? (page 81)
- Question 25 – I completed the required hours for the practicum experience (time blocks): (page 82)
- Question 26 – The setting(s) in which you completed your practicum experience was/were: (page 83)
- Question 27 – How clear were the program expectations for the practicum experience? (page 84)
- Question 28 – How appropriate, in relation to the goals of your certification program, were the administrative activities you engaged in during your practicum experience? (page 85)
- Question 29 – To what extent were you able to engage in leadership activities at other school sites during your practicum experience? (page 86)
- Question 30 – To what extent did you practicum experience provide you with opportunities to develop your leadership abilities? (pages 87)
- Question 31 – To what extent did your practicum experience provide you with opportunities to develop leadership abilities appropriate for schools that are racially, ethnically, or socio-economically diverse? (pages 88)
- Question 32 – How valuable were each of the following aspects of the practicum experience in your certification program? (pages 89-96)

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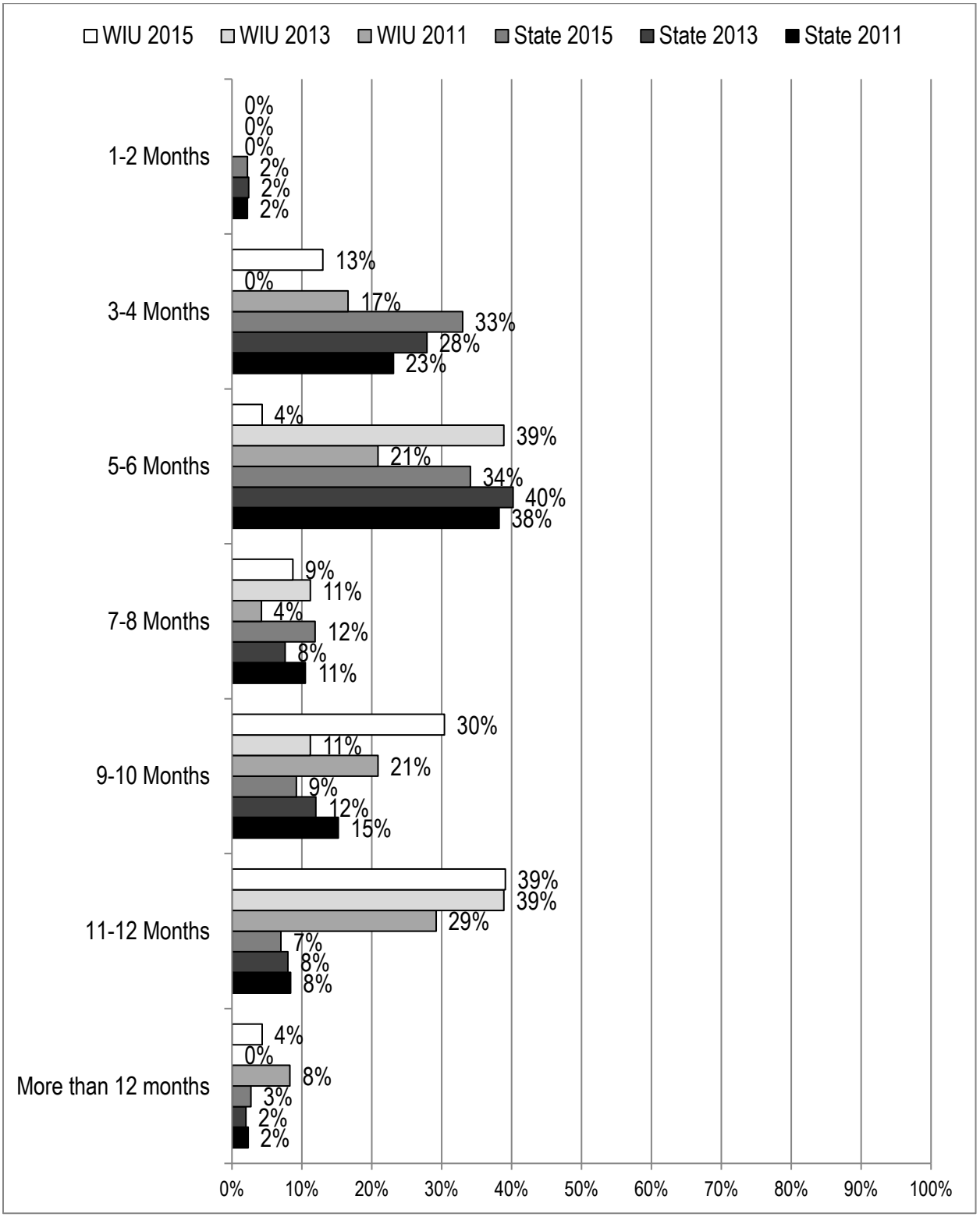
Question 24:
How many months did it take you to complete your practicum experience?
(Illinois n = 188, WIU n = 23)



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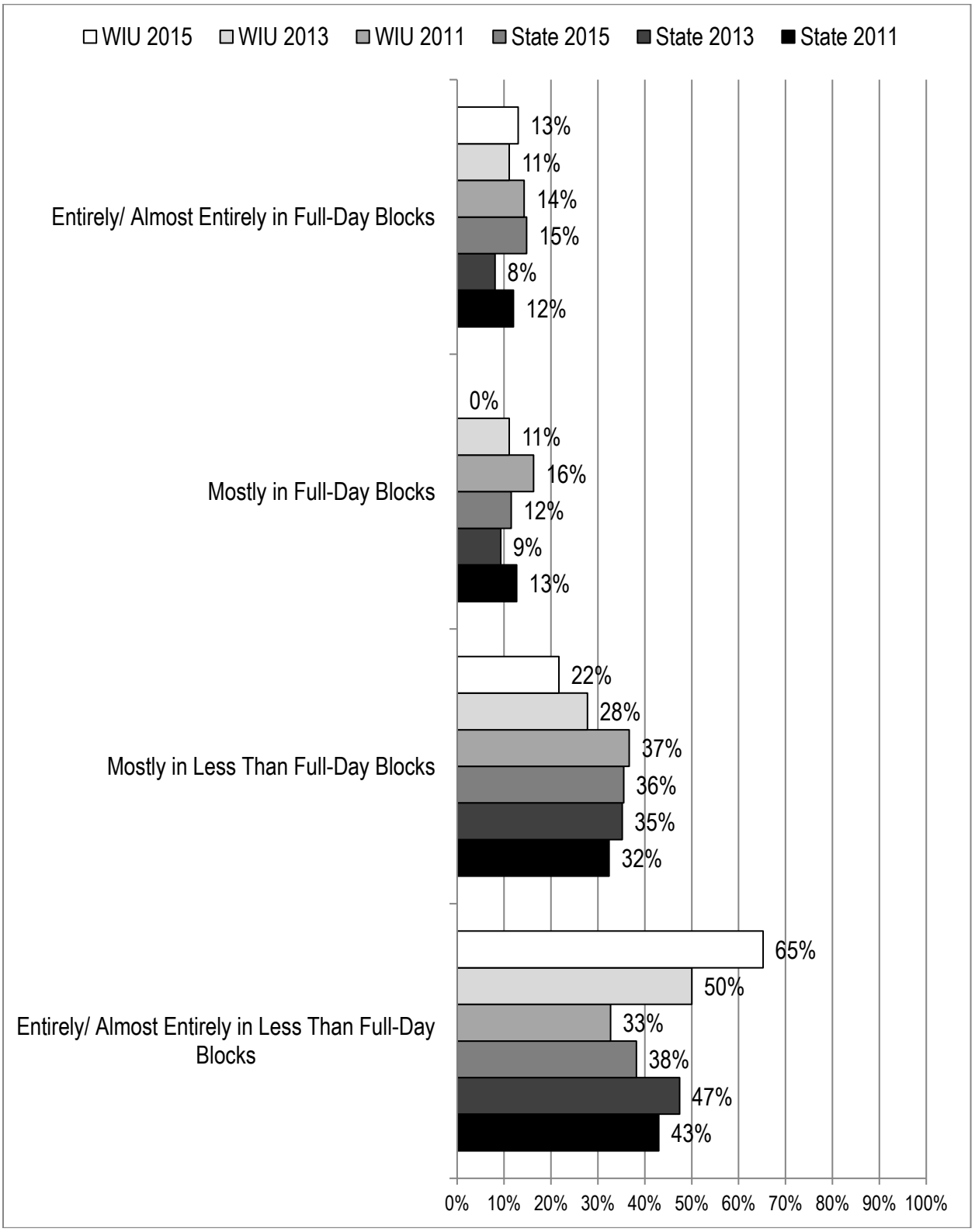
Question 25:
I completed the required hours for the practicum experience: (Illinois n = 188, WIU n = 23)



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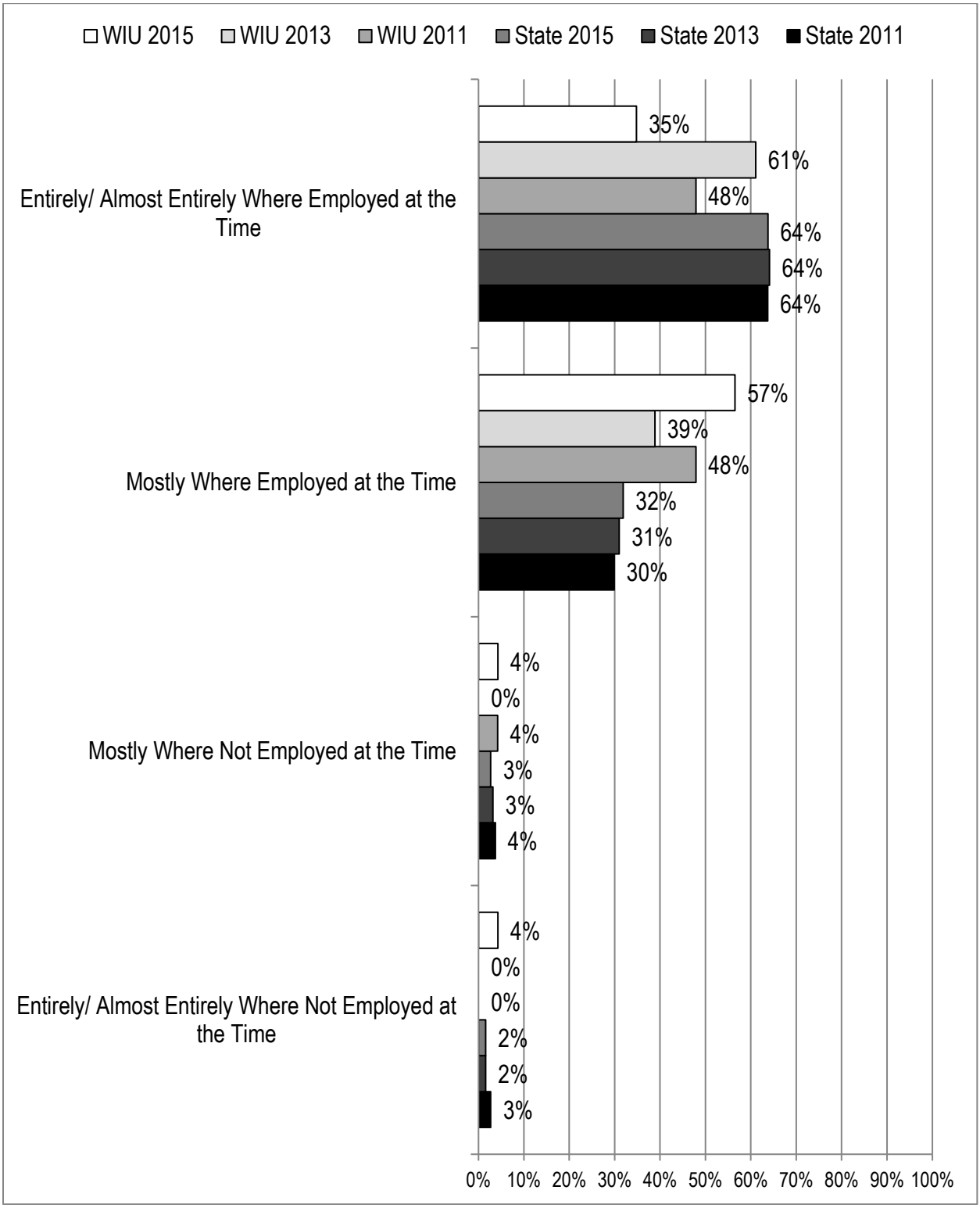
Question 26:
The setting(s) in which you completed your practicum experience was/were:
(Illinois n = 188, WIU n = 23)



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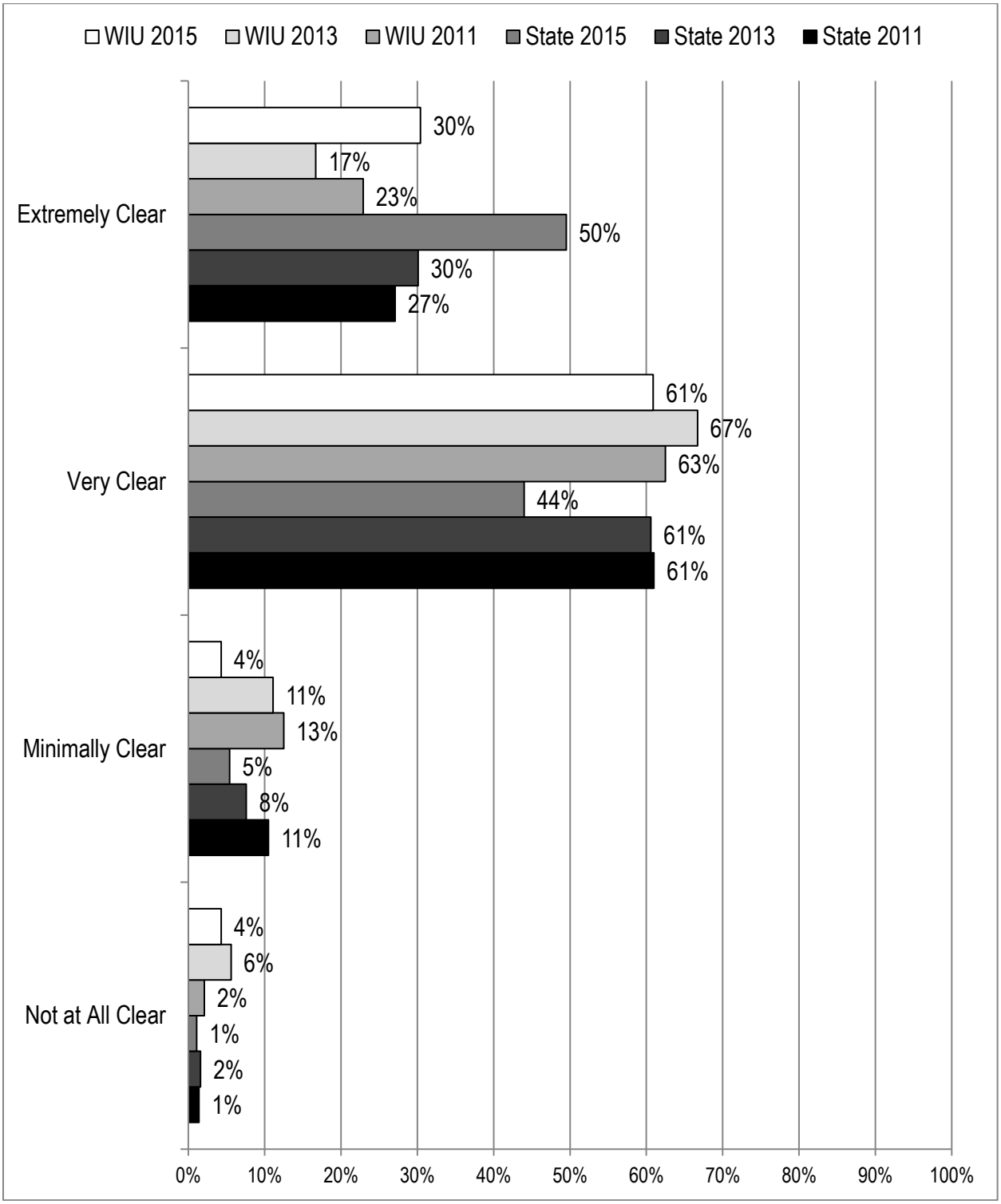
Question 27:
How clear were the program expectations for the practicum experience?
(Illinois n = 188, WIU n = 23)



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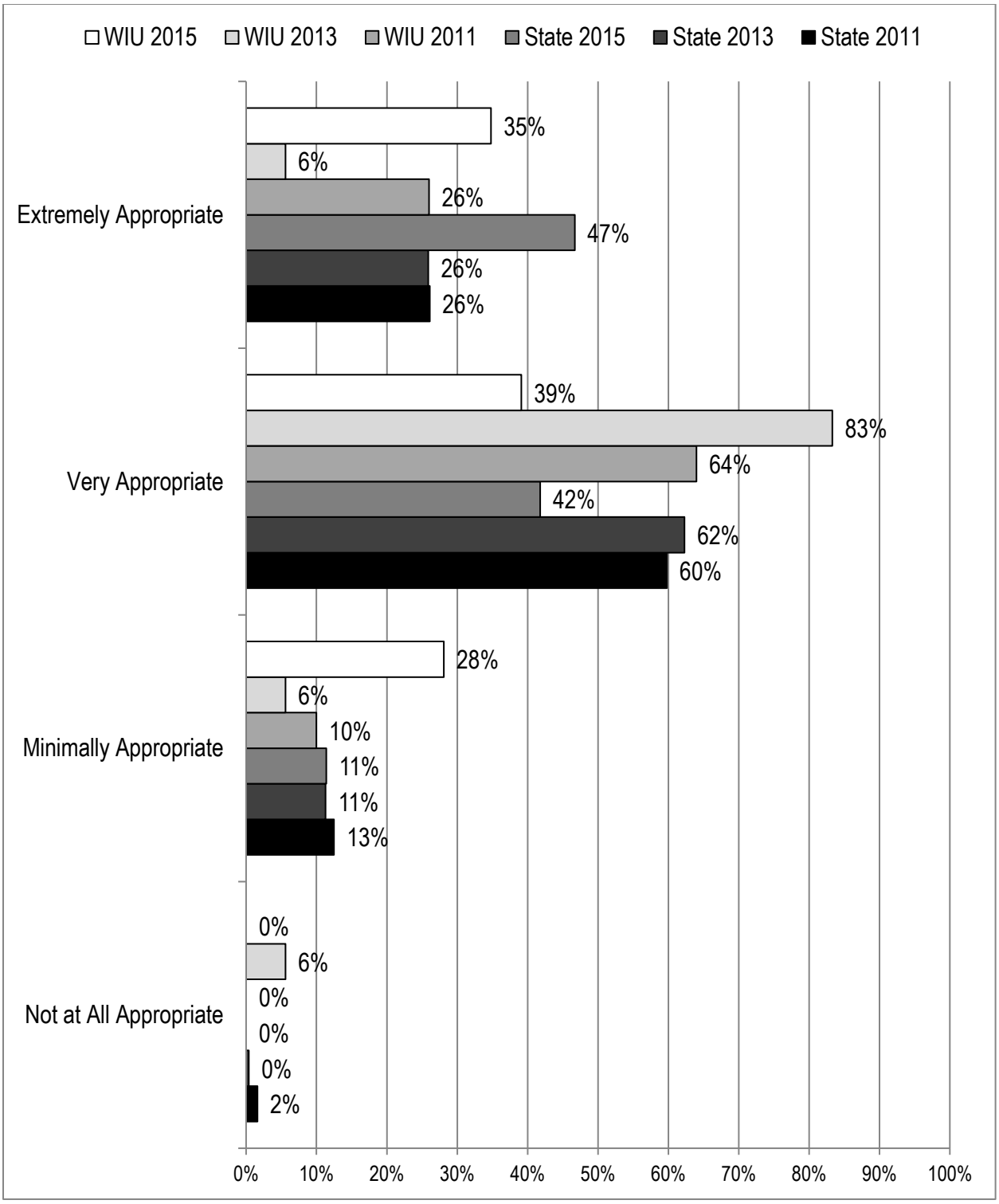
Question 28:
How appropriate, in relation to the goals of your certification program, were the administrative activities you engaged in during your practicum experience?
(Illinois n = 188, WIU n = 23)



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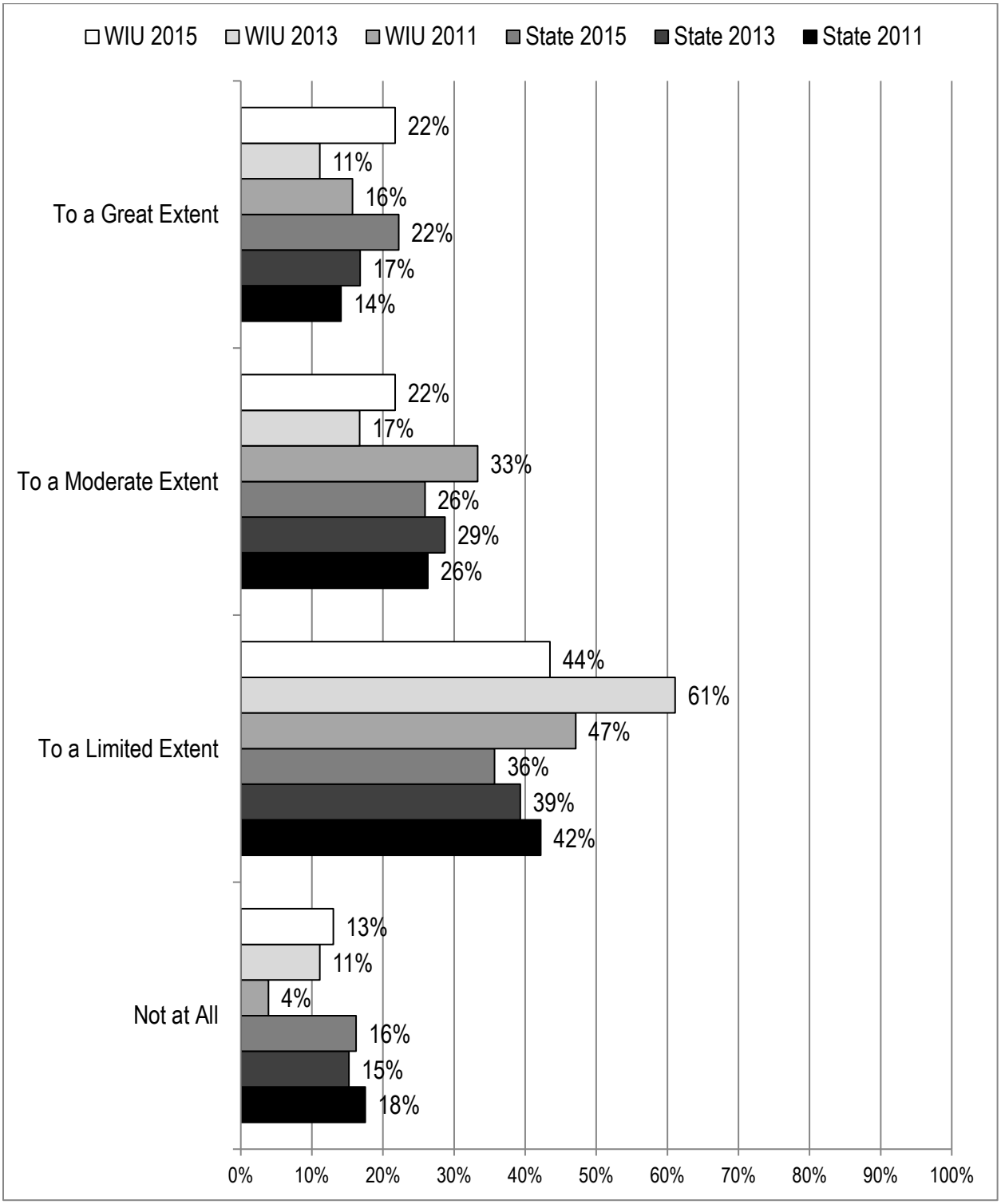
Question 29:
To what extent were you able to engage in leadership activities at other school sites during your practicum experience? (Illinois n = 188, WIU n = 23)



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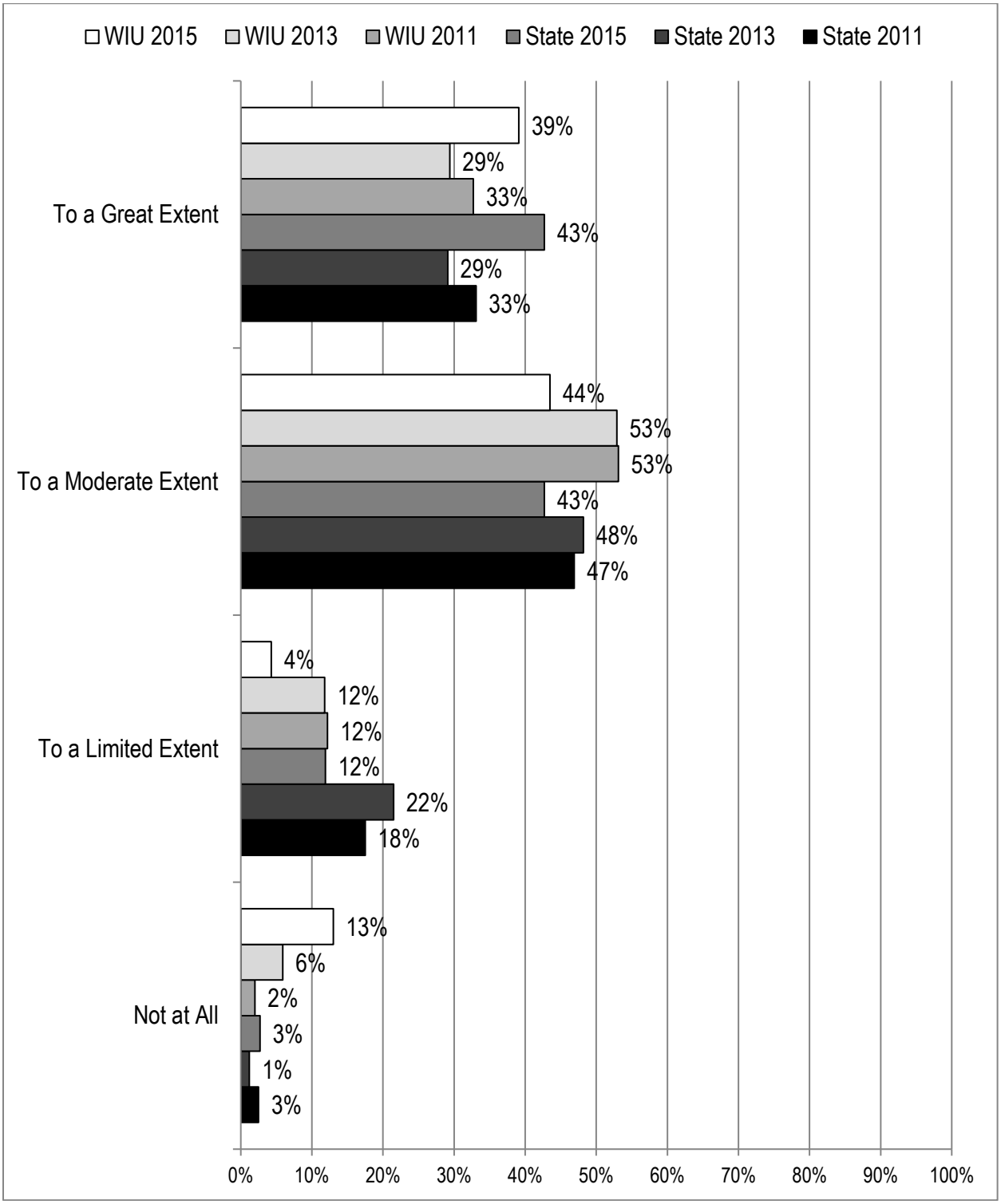
Question 30:
To what extent did your practicum experience provide you with opportunities to develop your leadership abilities? (Illinois n = 188, WIU n = 23)



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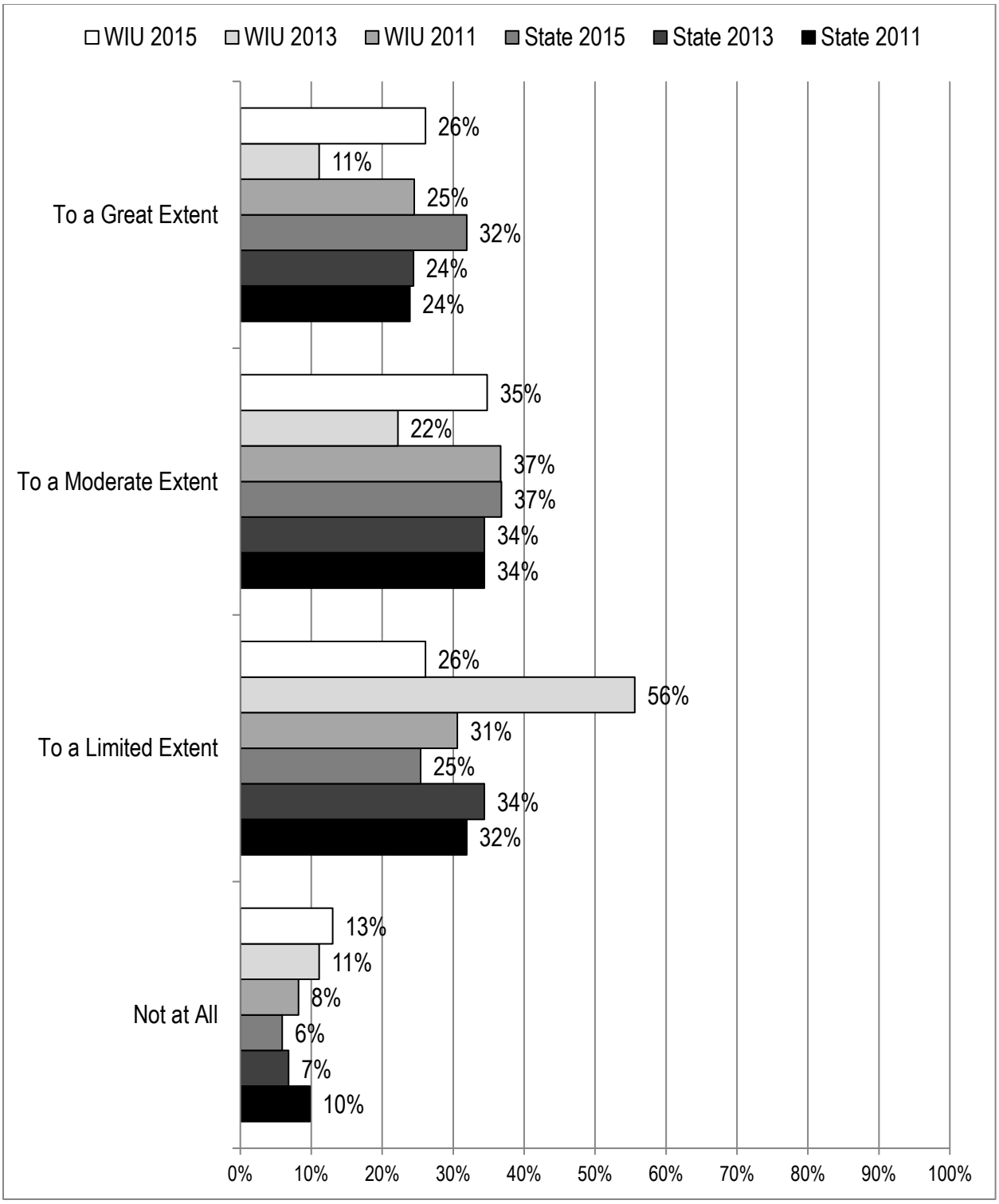
Question 31:
To what extent did your practicum experience provide you with opportunities to develop leadership abilities appropriate for schools that are racially, ethnically, or socio-economically diverse? (Illinois n = 188, WIU n = 23)



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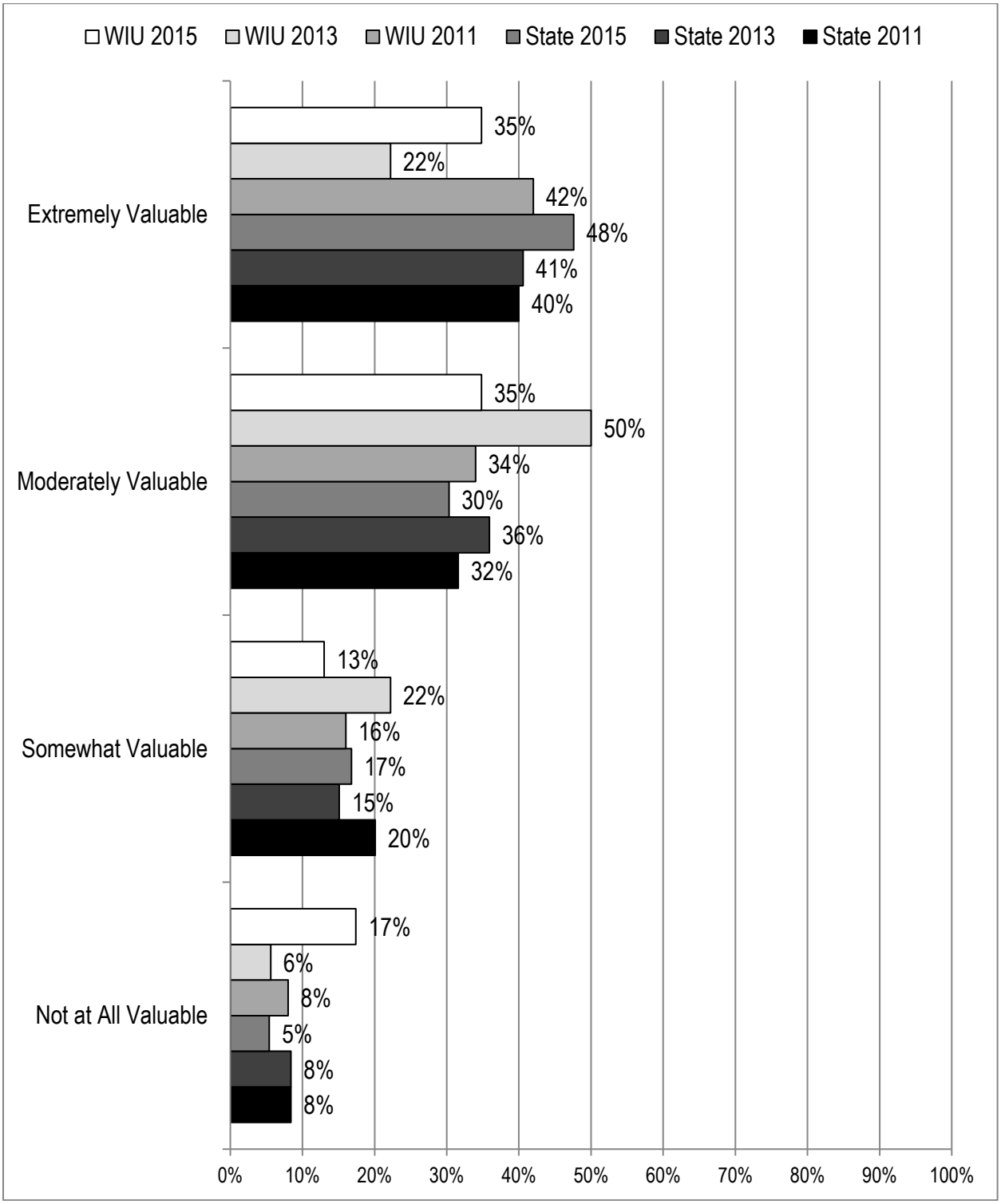
Question 32a:
How valuable was the following aspect of the practicum experience in your certification program? "University Supervisor Feedback." (Illinois n = 188, WIU n = 23)



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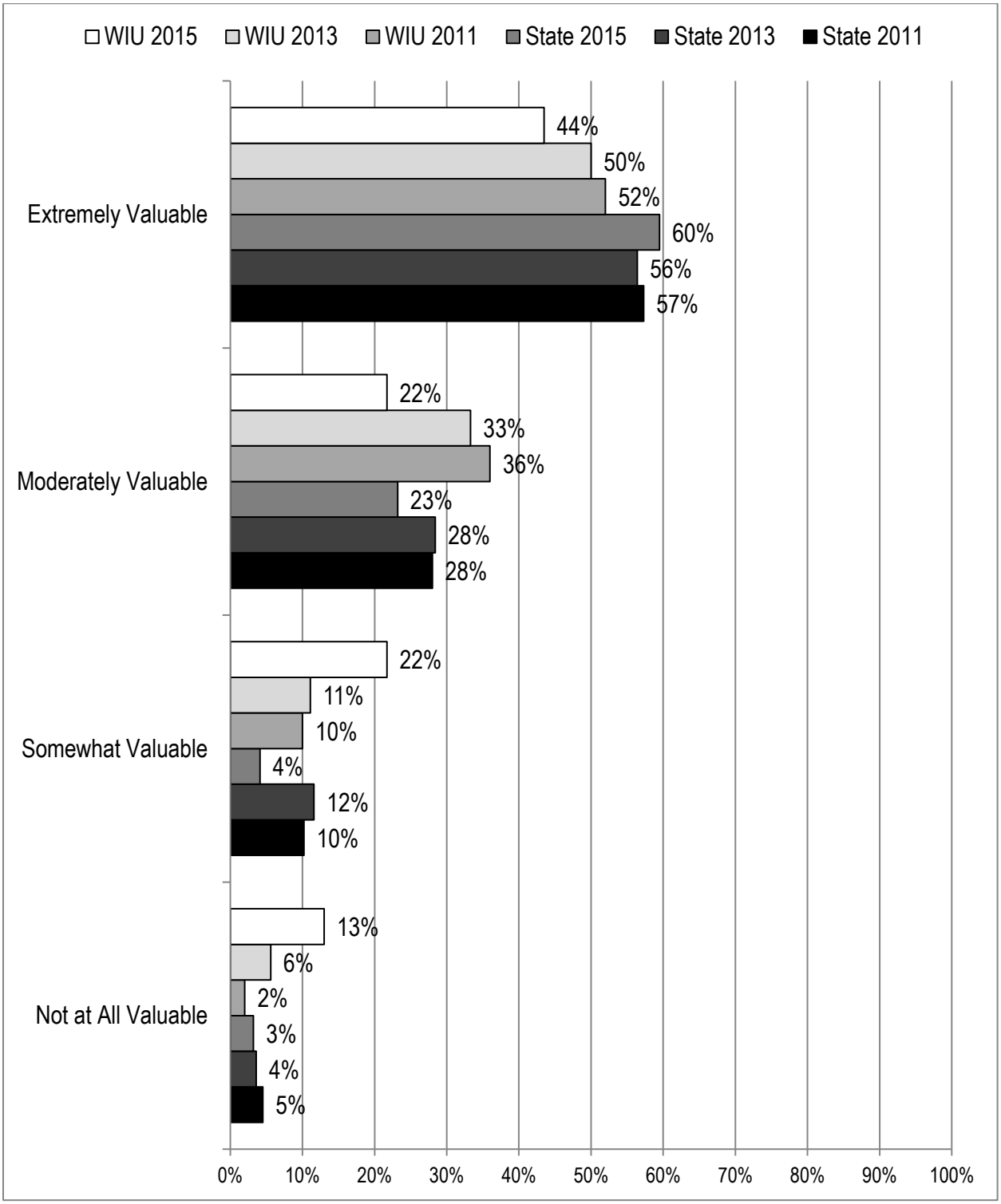
Question 32b:
How valuable was the following aspect of the practicum experience in your certification program? "Cooperating Administrator Feedback." (Illinois n = 188, WIU n = 23)



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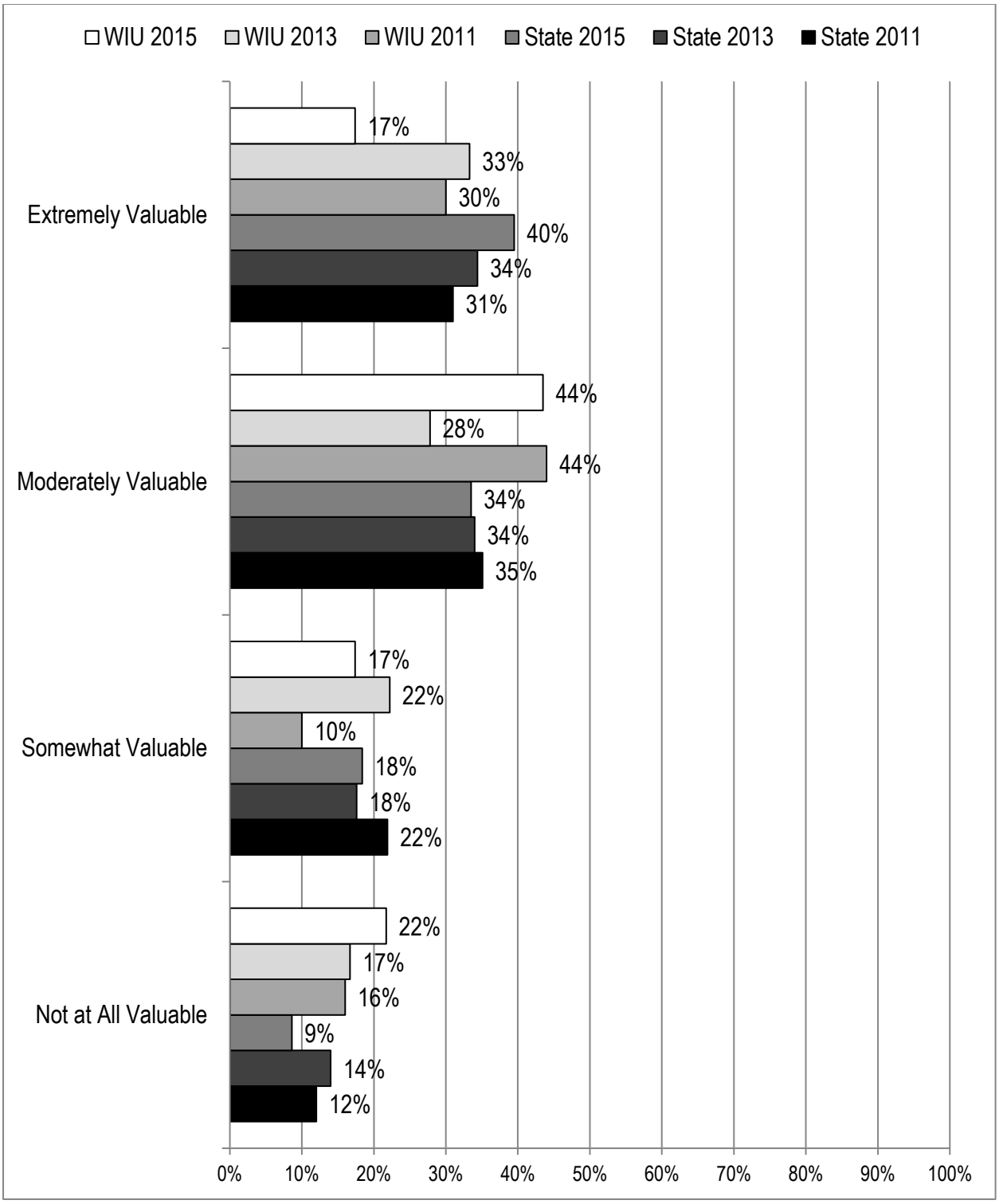
Question 32c:
How valuable was the following aspect of the practicum experience in your certification program? "On-Site Observation of Your Administrative Practice."
(Illinois n = 188, WIU n = 23)



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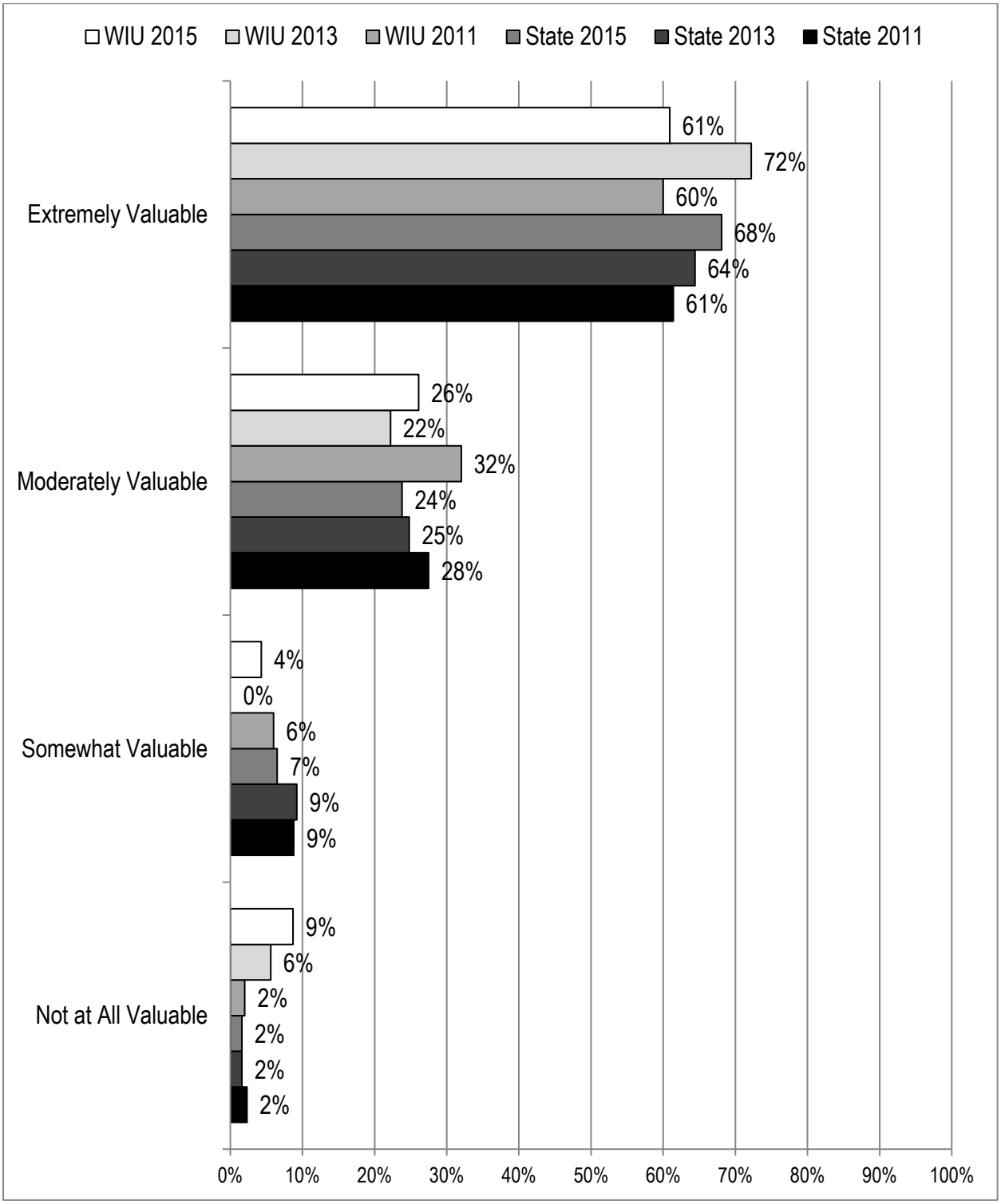
Question 32d:
How valuable was the following aspect of the practicum experience in your certification program? "Participation in Administrative Activities." (Illinois n = 188, WIU n = 23)



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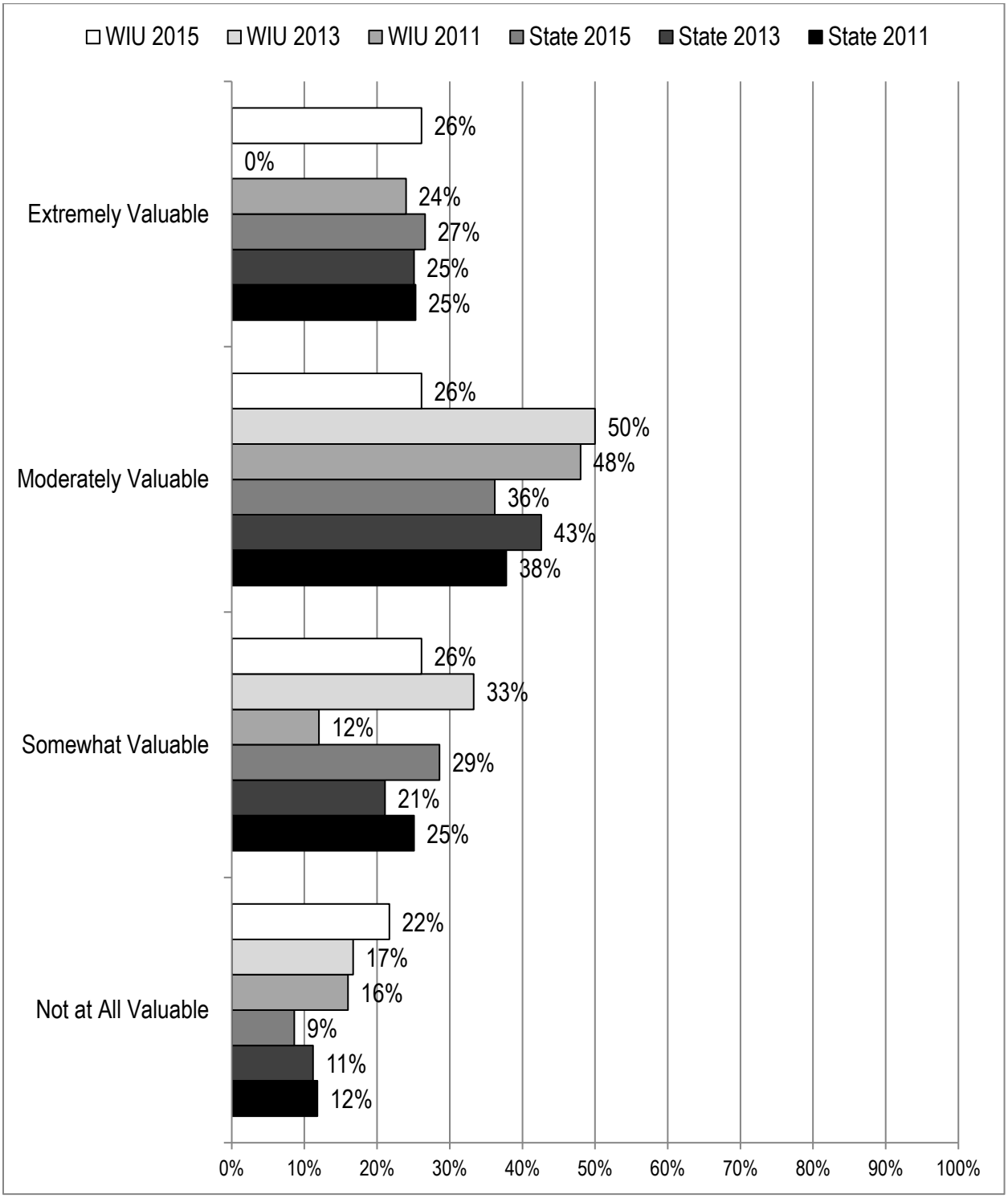
Question 32e:
How valuable was the following aspect of the practicum experience in your certification program? "Completing Portfolio or Related Documentation." (Illinois n = 188, WIU n = 23)



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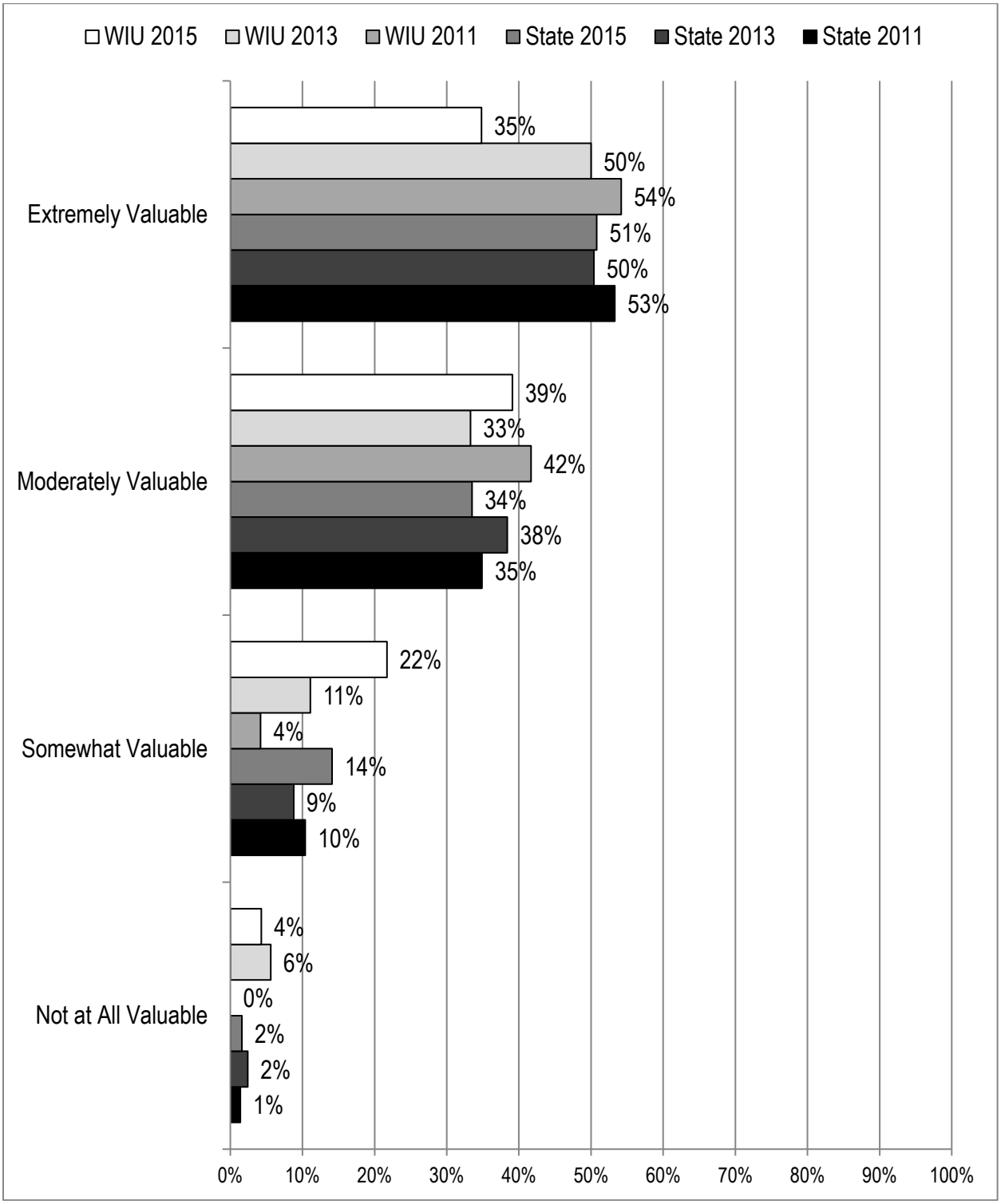
Question 32f:
How valuable was the following aspect of the practicum experience in your certification program? "Quality of Site for Professional Learning." (Illinois n = 188, WIU n = 23)



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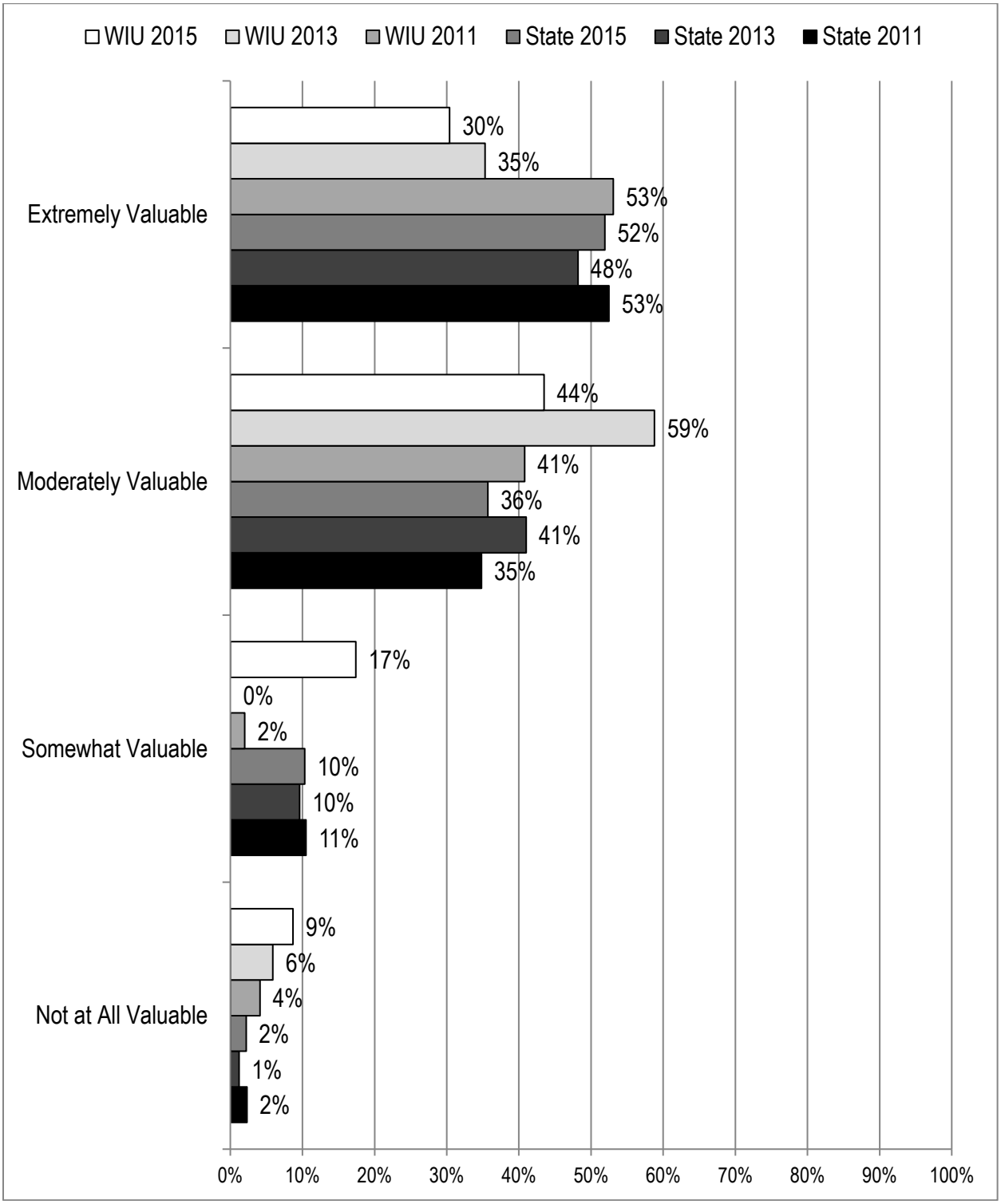
Question 32g:
How valuable was the following aspect of the practicum experience in your certification program? "Overall Practicum Experience." (Illinois n = 188, WIU n = 23)



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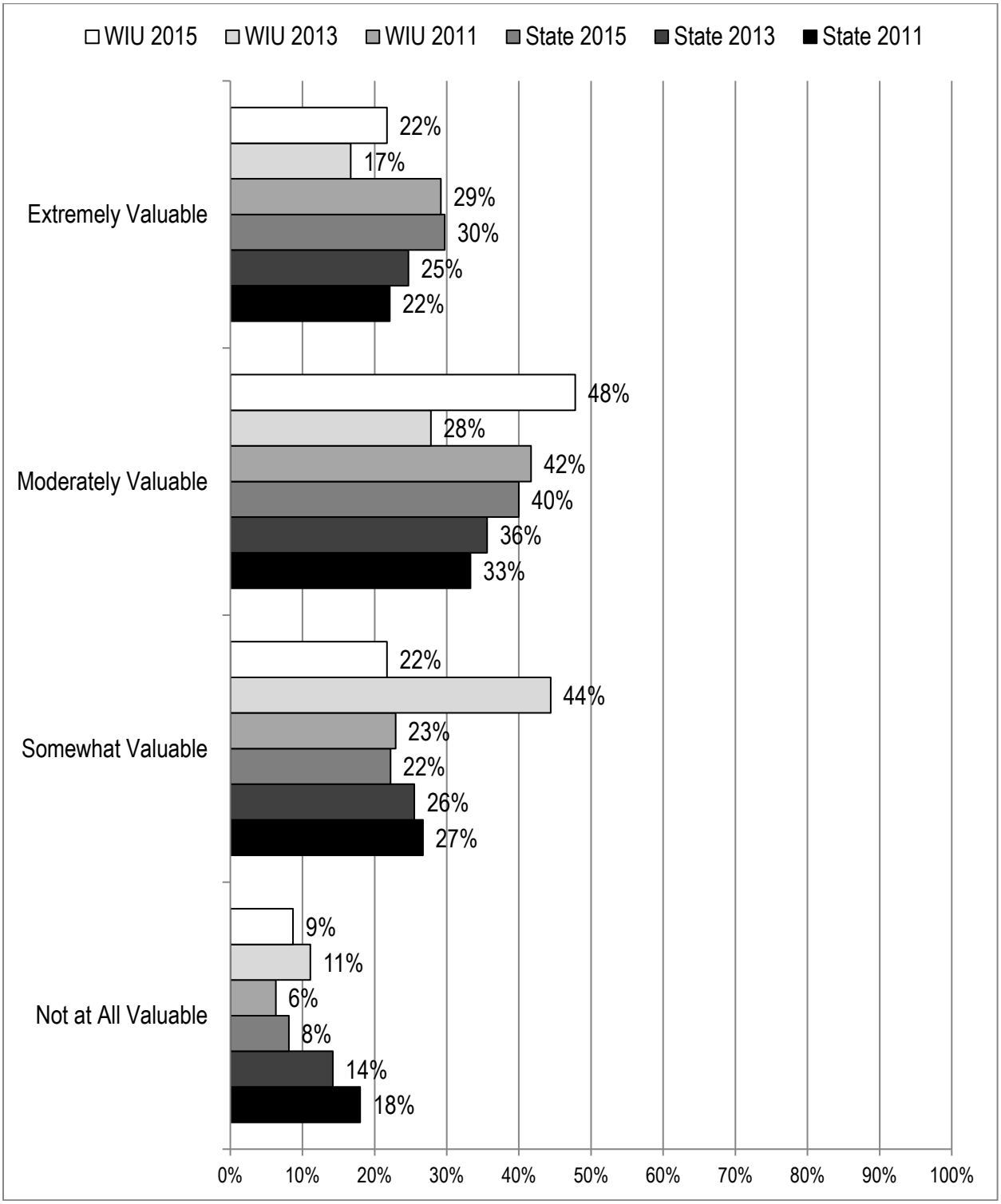
Question 32h:
How valuable was the following aspect of the practicum experience in your certification program? "Practicum/Internship Seminars." (Illinois n = 188, WIU n = 23)



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Knowledge and Use of Illinois Leadership Standards

- Question 33a – To what extent do you understand the following Illinois Leadership Standards? (pages 98-103)
- Question 33b – To what extent do you use or practice the following Illinois Leadership Standards in your current role? (pages 104-109)

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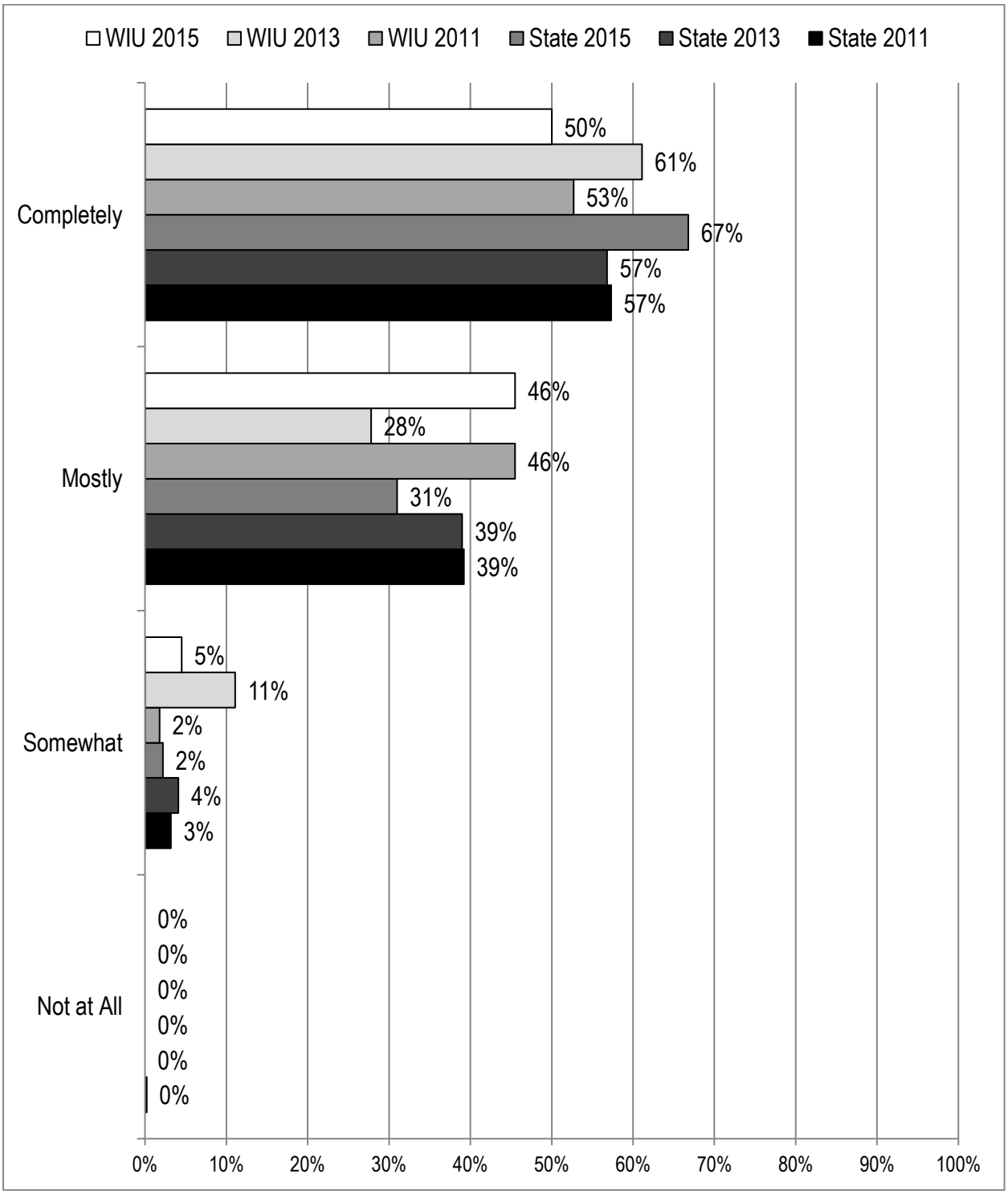
Question 33a1:
To what extent do you <u>understand</u> the following Illinois Leadership Standard? "1 – Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community."
(Illinois n = 188, WIU n = 23)



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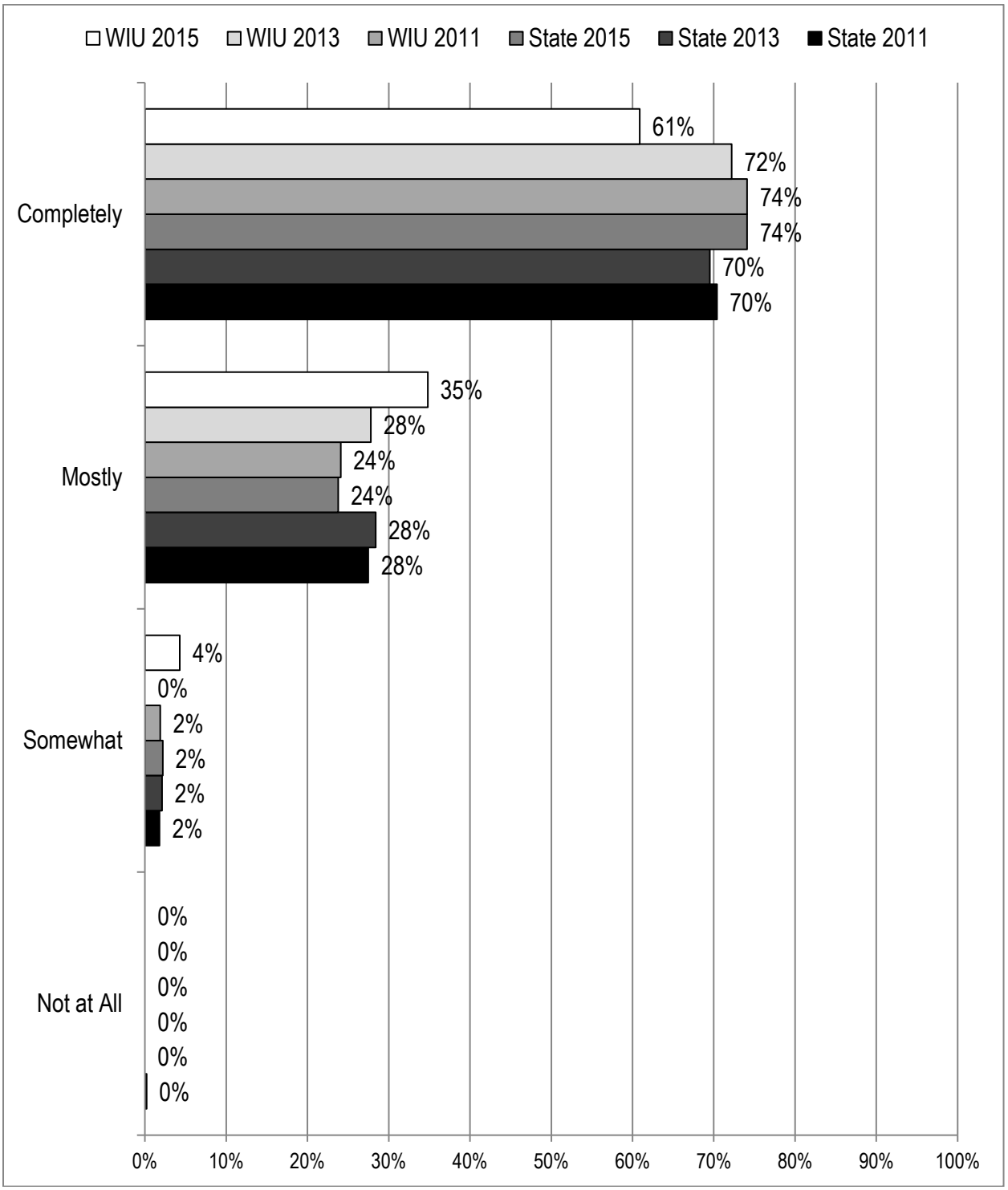
Question 33b1:
To what extent do you <u>understand</u> the following Illinois Leadership Standard? "2 – Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and the staff's professional growth."
(Illinois n = 188, WIU n = 23)



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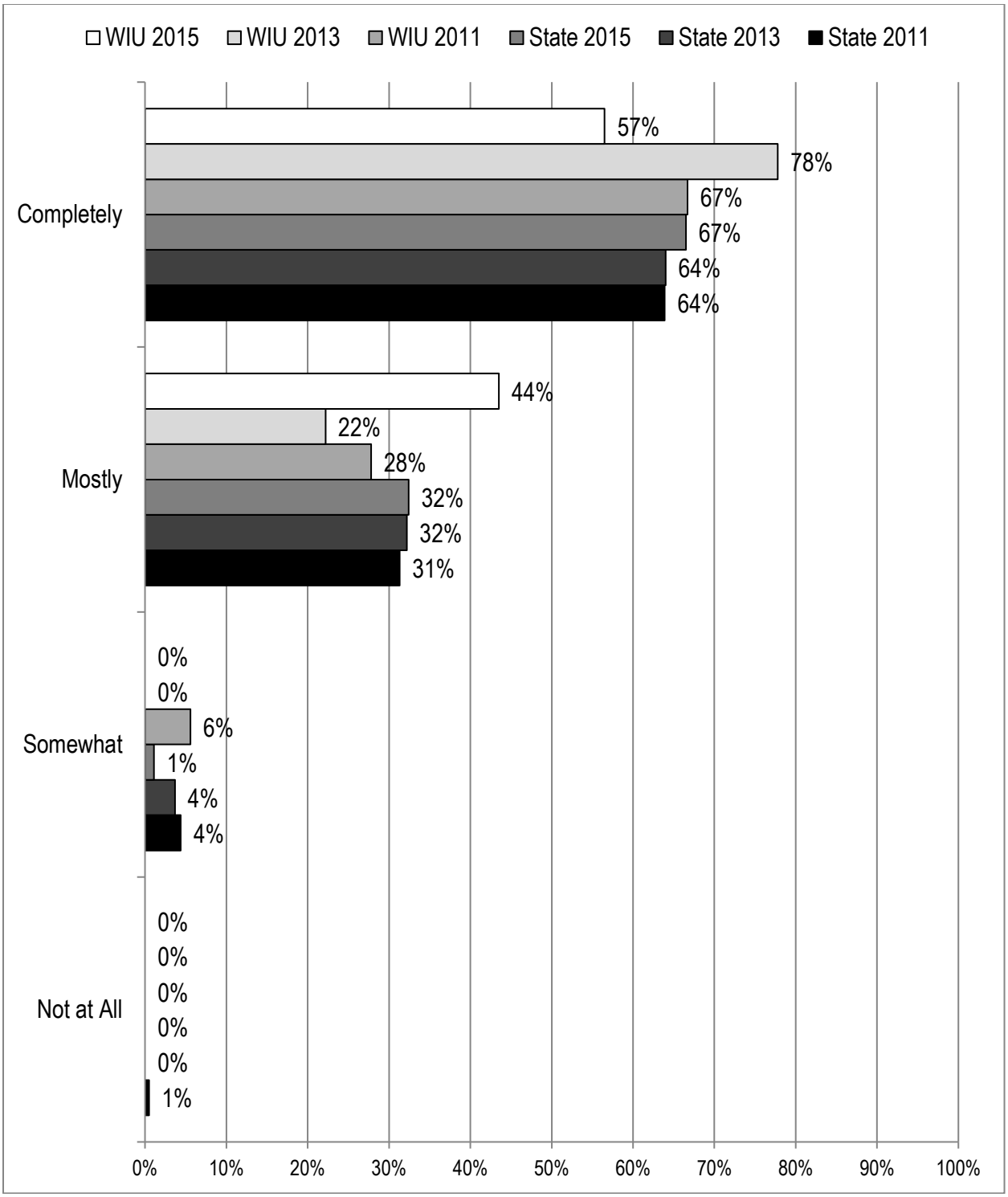
Question 33c1:
To what extent do you <u>understand</u> the following Illinois Leadership Standard? "3 – Ensuring Management of the organization, operations, and resources for a safe, efficient, and effective learning environment." (Illinois n = 188, WIU n = 23)



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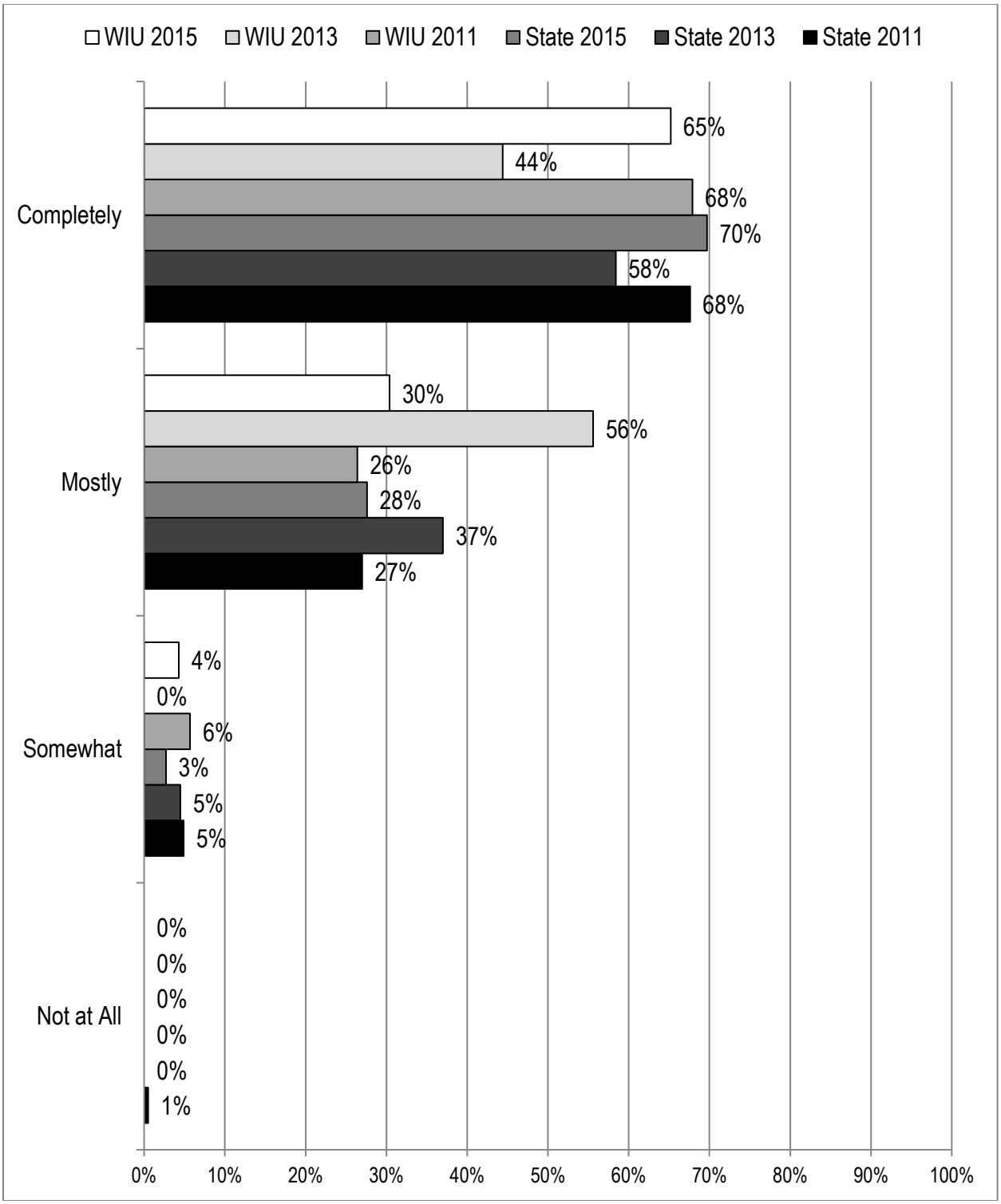
Question 33d1:
To what extent do you <u>understand</u> the following Illinois Leadership Standard? "4 – Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources." (Illinois n = 188, WIU n = 23)



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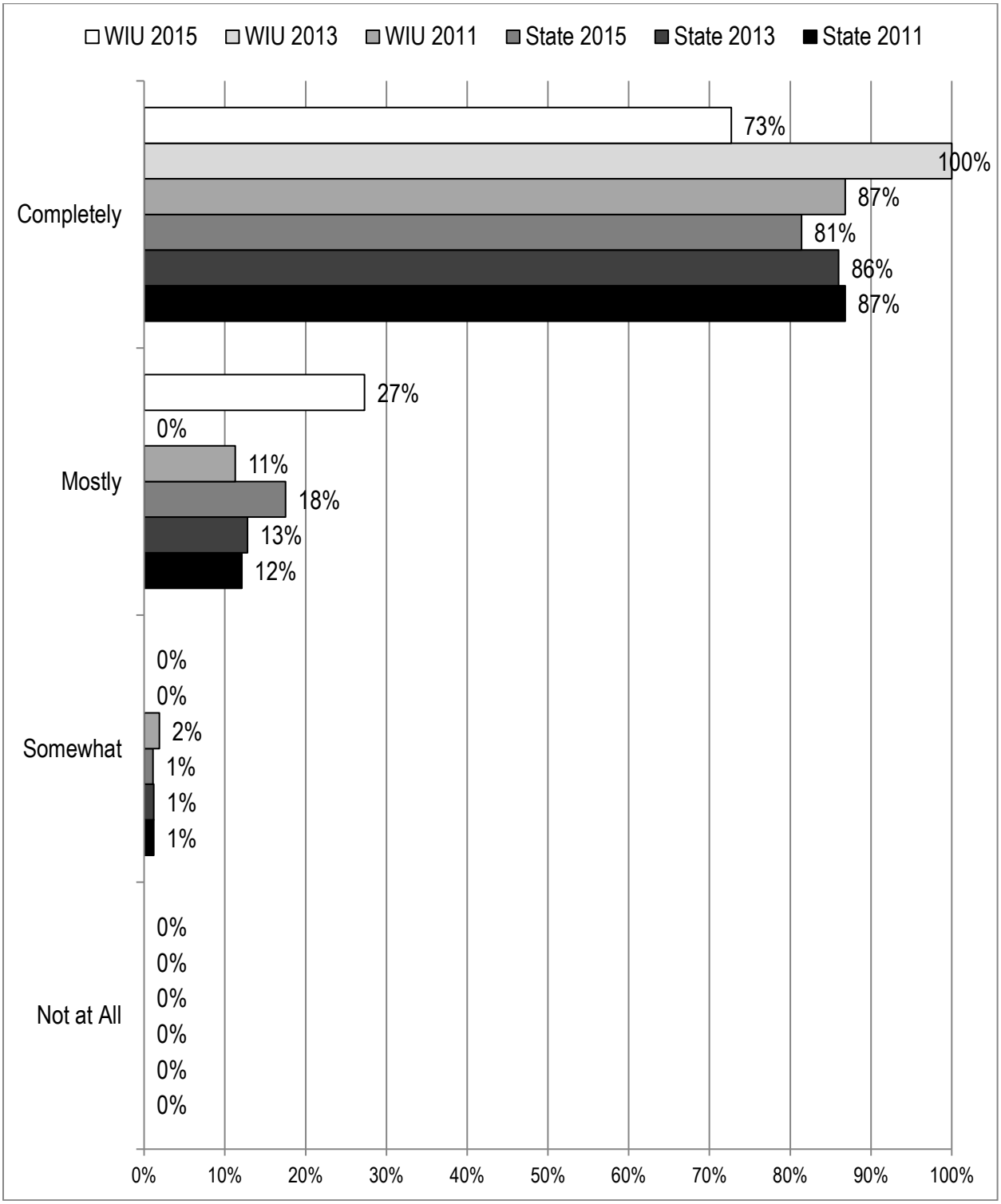
Question 33e1:
To what extent do you <u>understand</u> the following Illinois Leadership Standard? "5 – Acting with integrity, fairness, and in an ethical manner." (Illinois n = 188, WIU n = 23)



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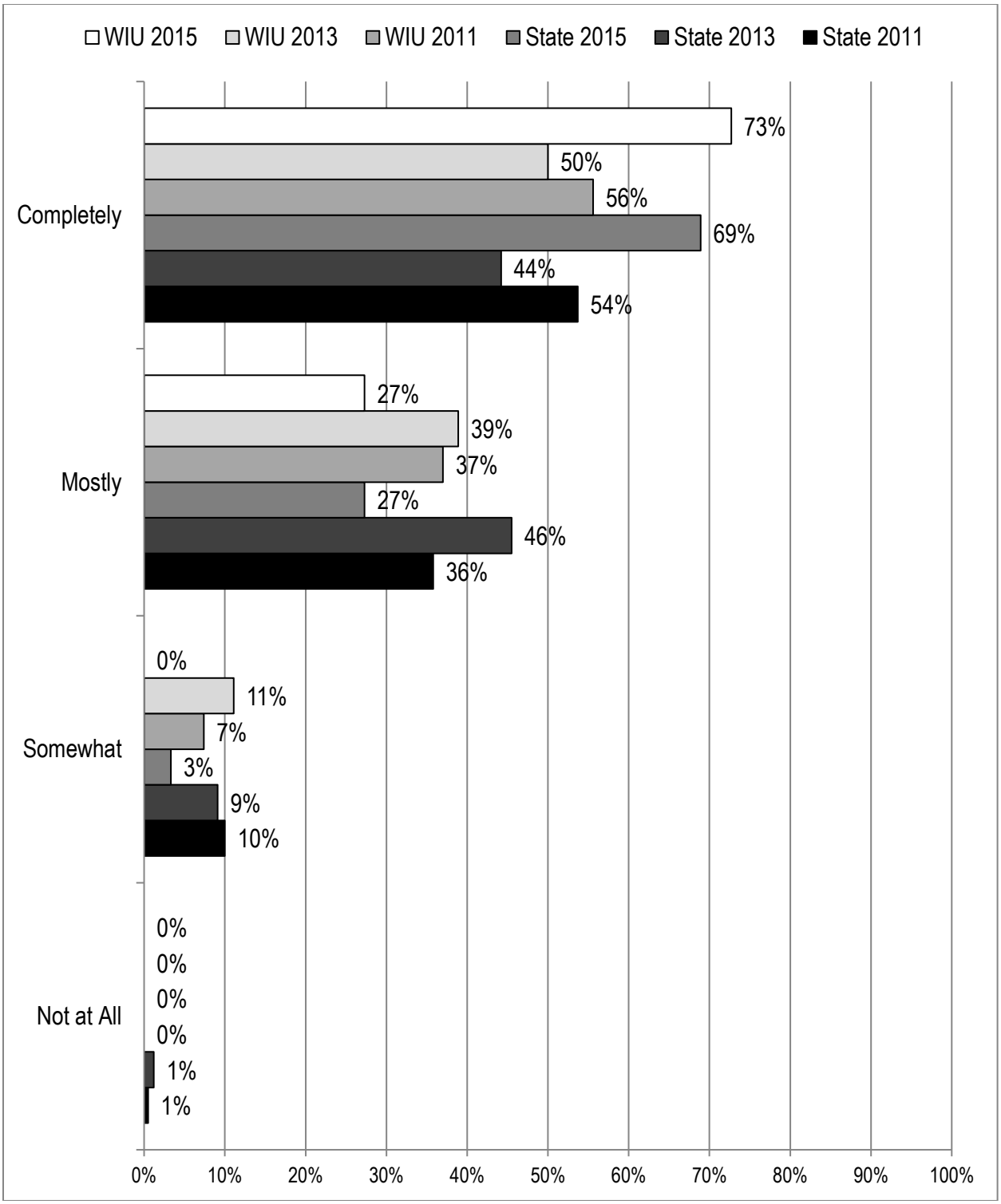
Question 33f1:
To what extent do you <u>understand</u> the following Illinois Leadership Standard? "6 – Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context." (Illinois n = 188, WIU n = 23)



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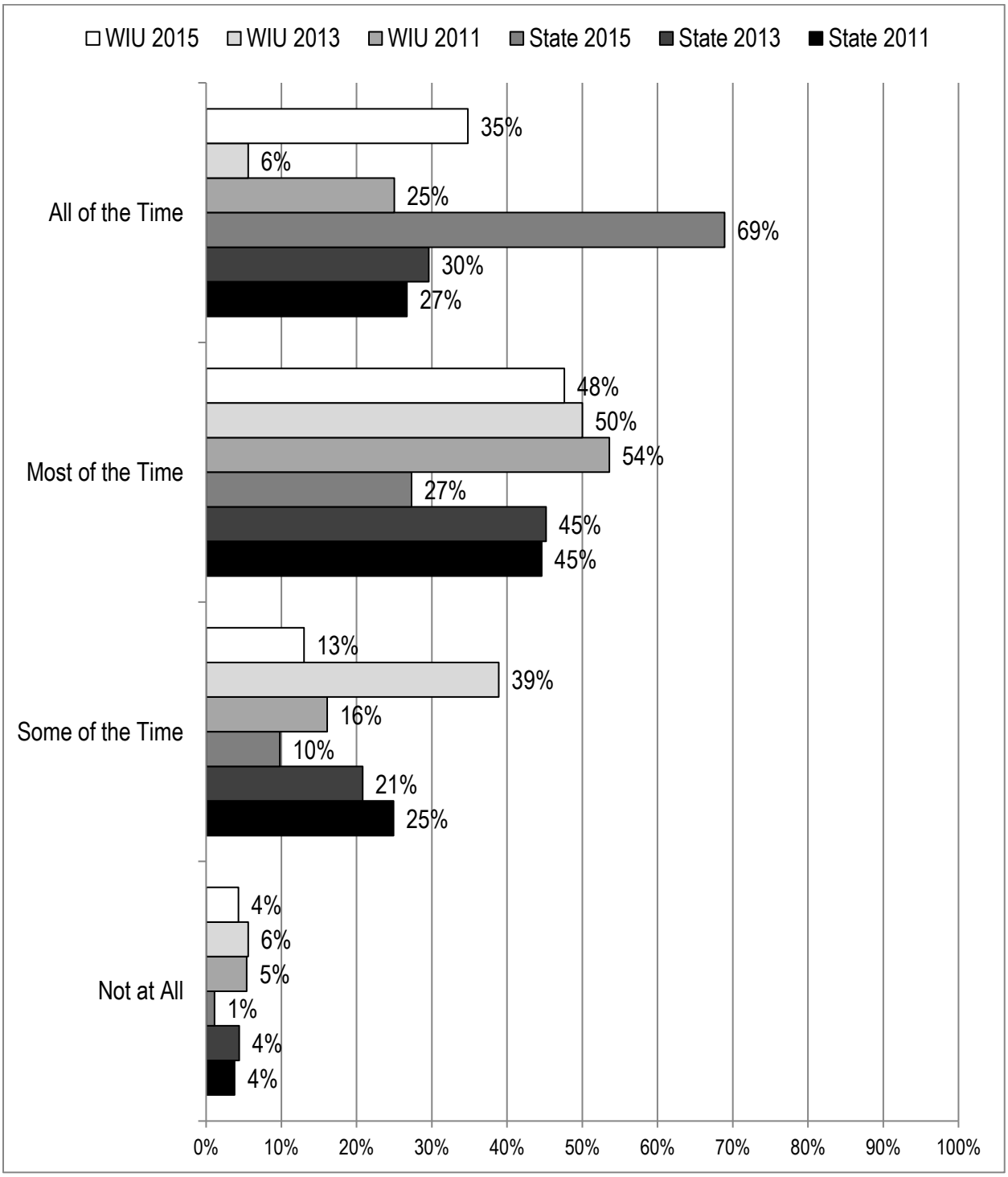
Question 33a2:
To what extent do you <u>use or practice</u> the following Illinois Leadership Standard? "1 – Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community."
(Illinois n = 188, WIU n = 23)



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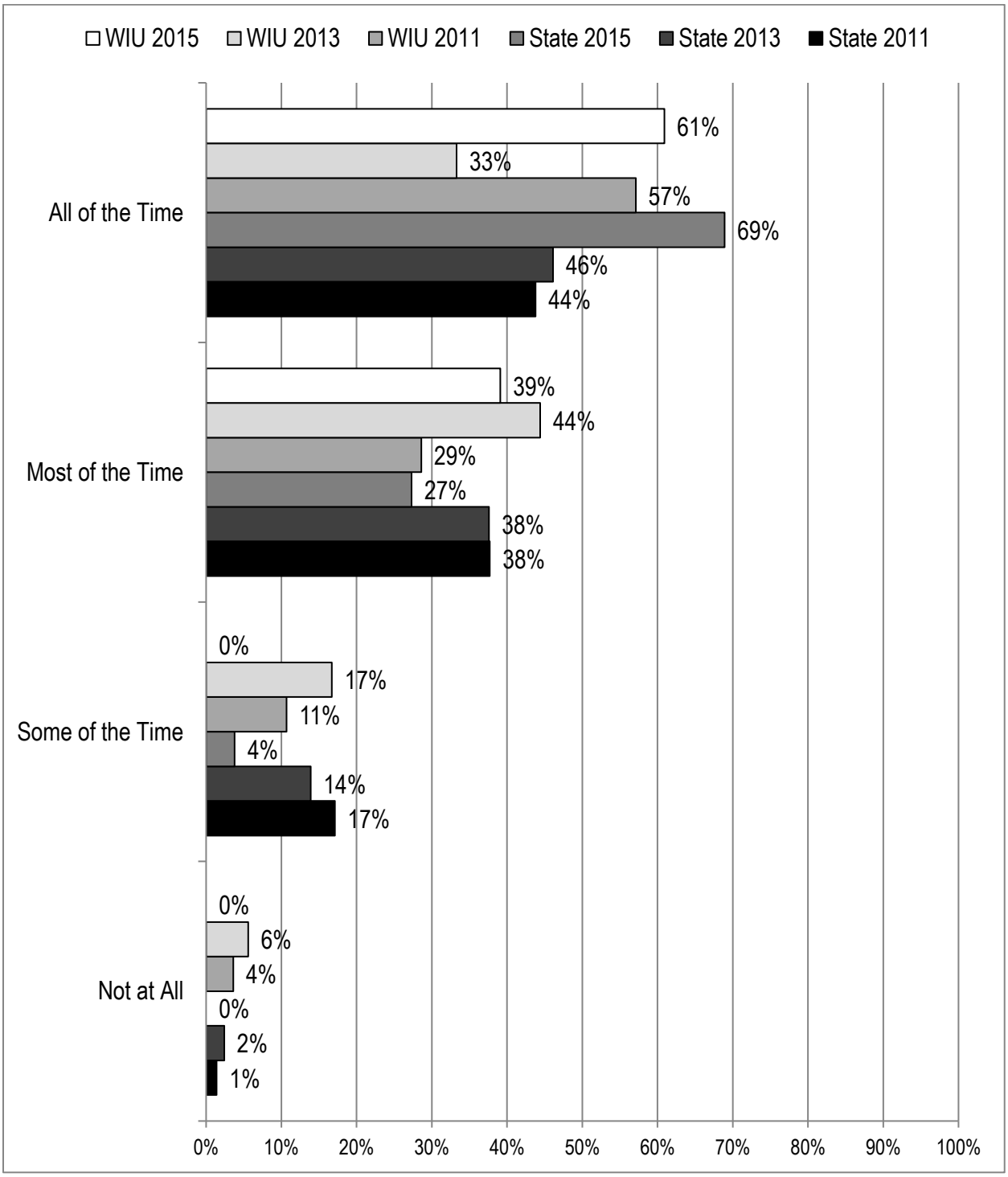
Question 33b2:
To what extent do you <u>use or practice</u> the following Illinois Leadership Standard? "2 – Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and the staff's professional growth."
(Illinois n = 188, WIU n = 23)



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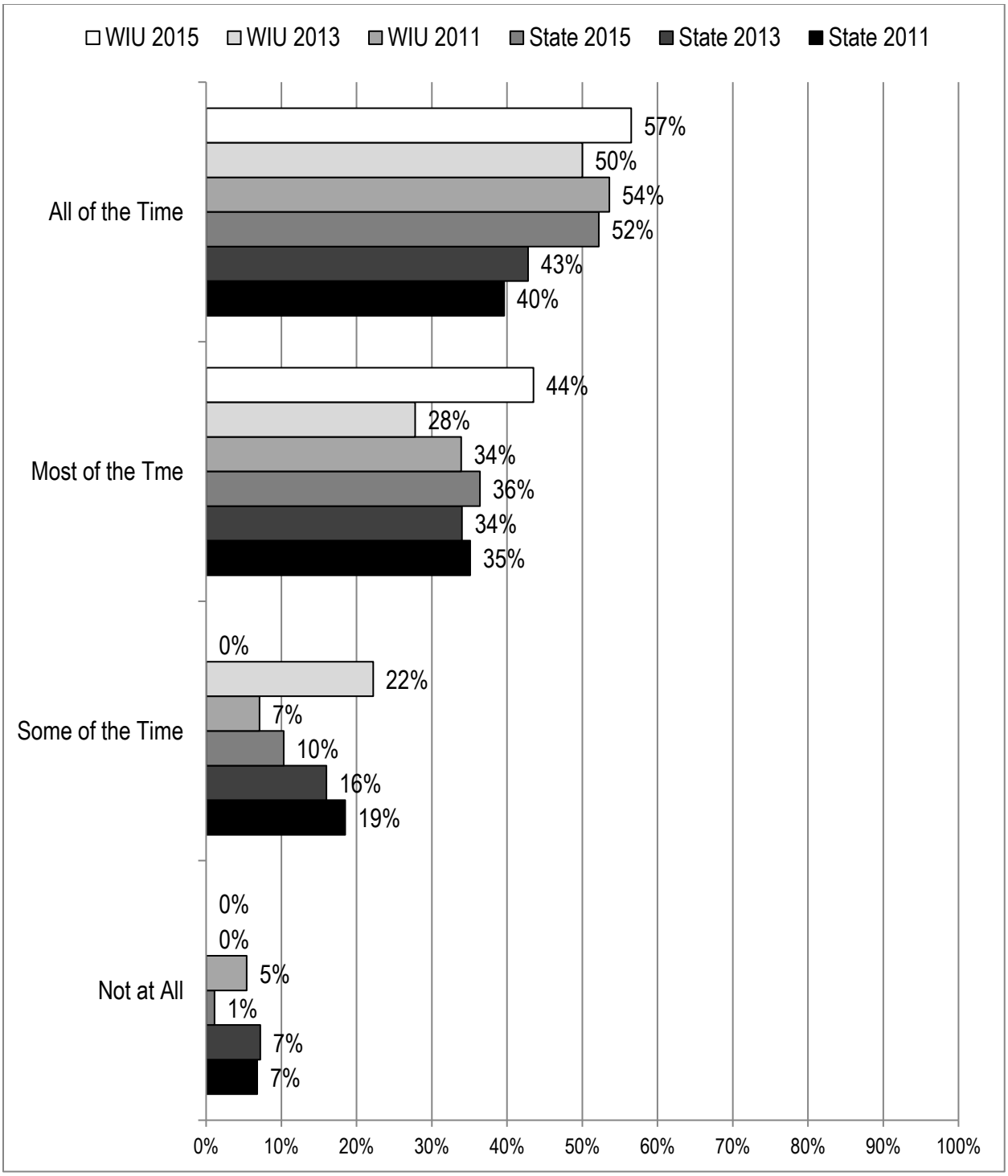
Question 33c2:
To what extent do you <u>use or practice</u> the following Illinois Leadership Standard? "3 – Ensuring Management of the organization, operations, and resources for a safe, efficient, and effective learning environment." (Illinois n = 188, WIU n = 23)



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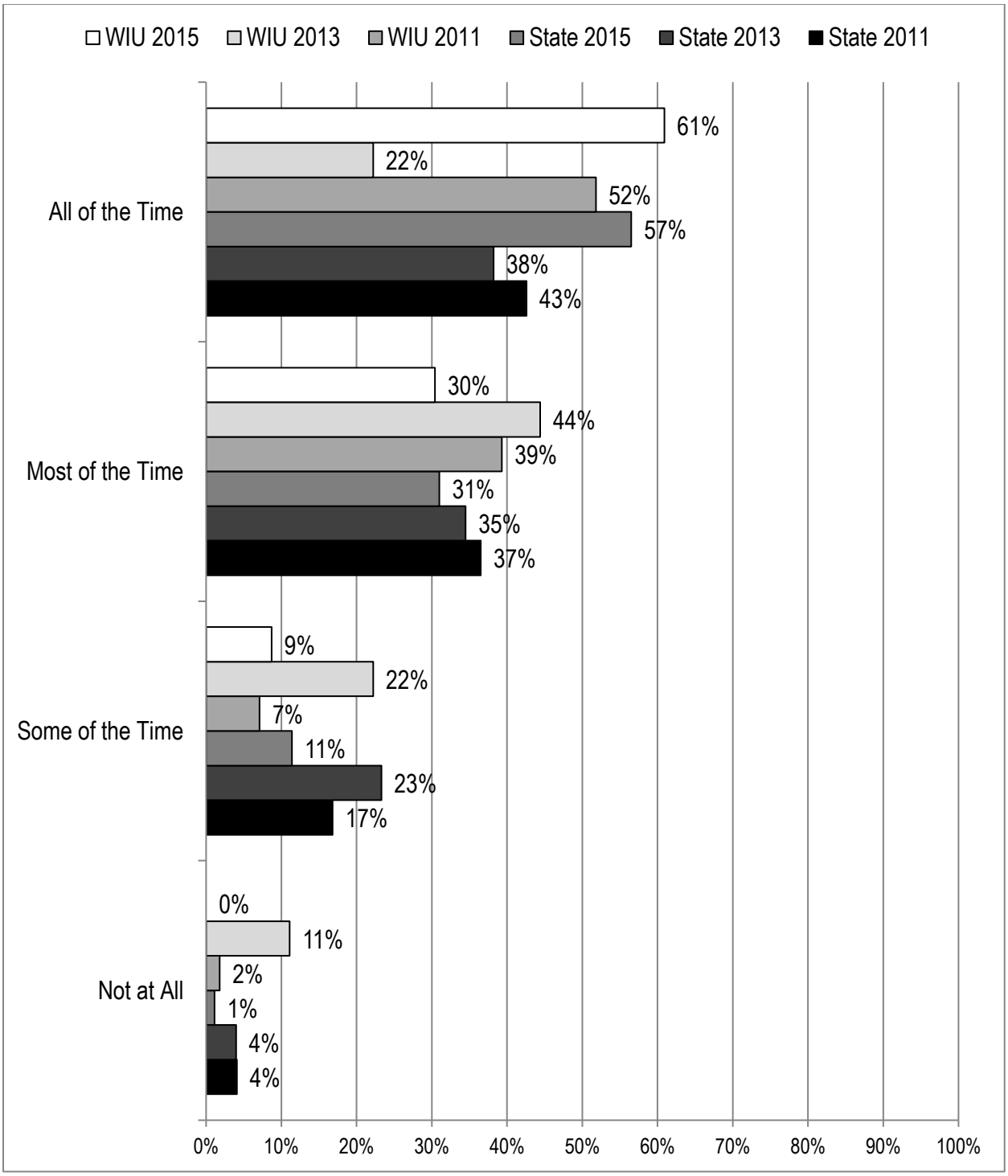
Question 33d2:
To what extent do you <u>use or practice</u> the following Illinois Leadership Standard? "4 – Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources." (Illinois n = 188, WIU n = 23)



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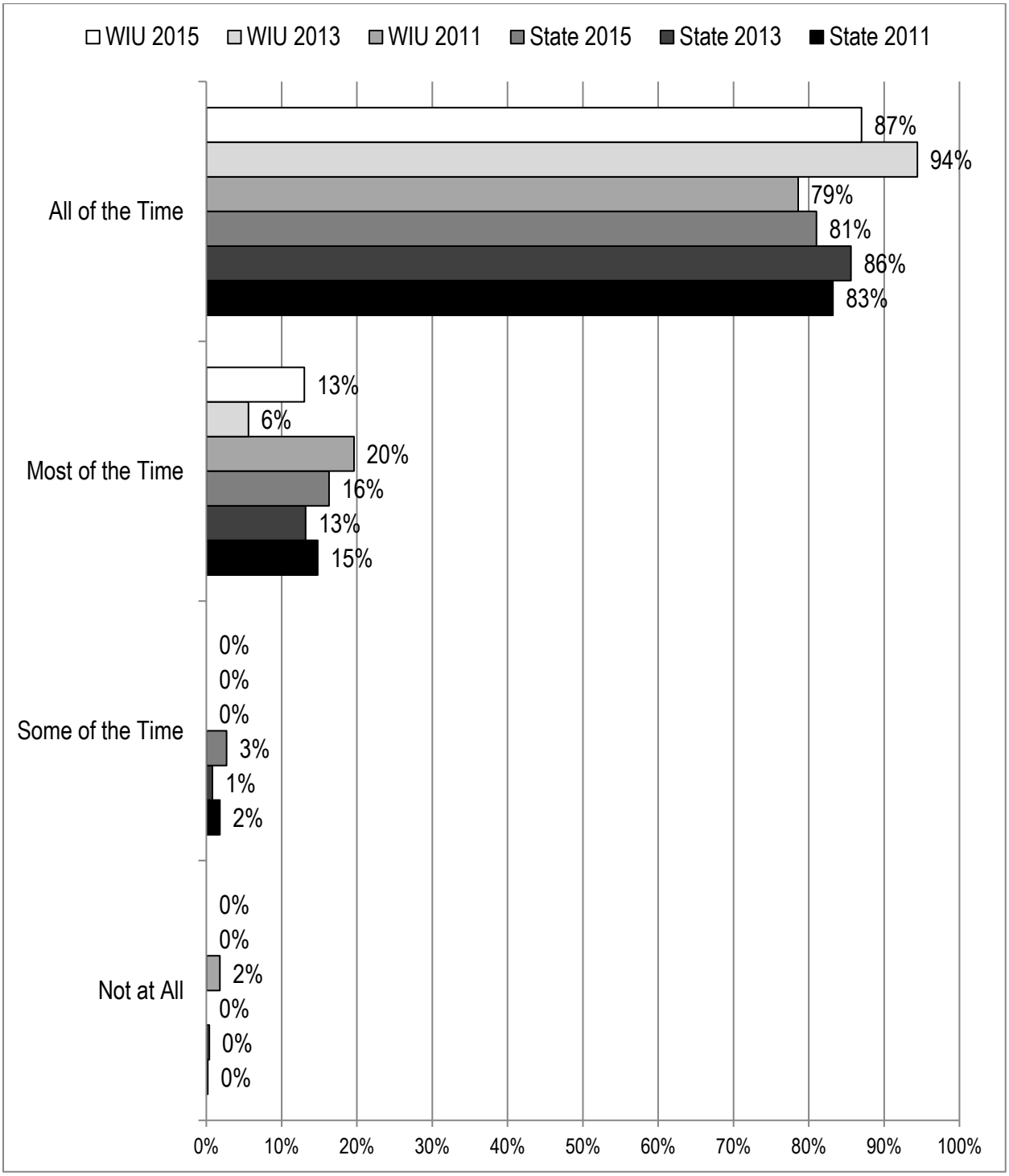
Question 33e2:
To what extent do you <u>use or practice</u> the following Illinois Leadership Standard? "5 – Acting with integrity, fairness, and in an ethical manner." (Illinois n = 188, WIU n = 23)



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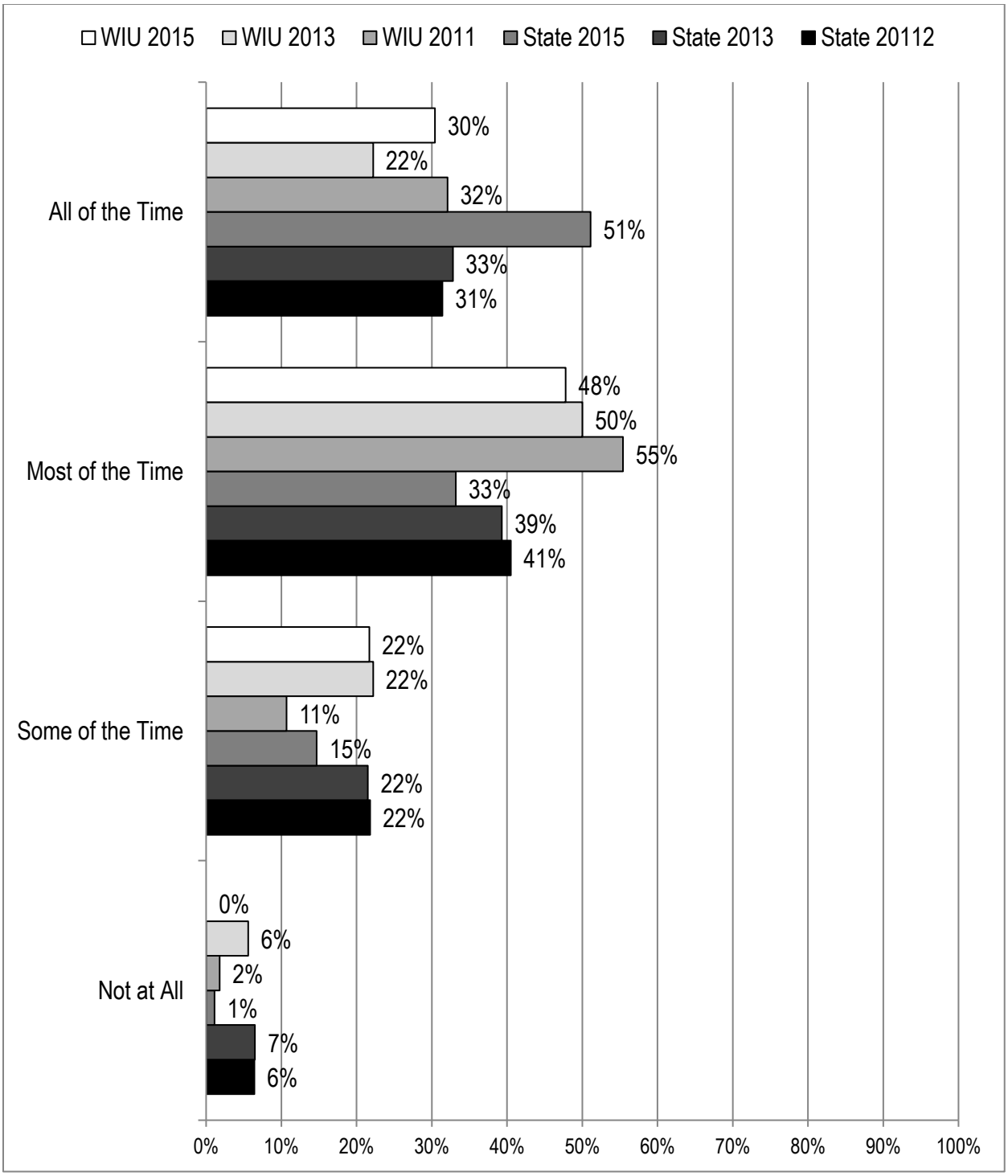
Question 33f2:
To what extent do you <u>use or practice</u> the following Illinois Leadership Standard? "6 – Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context." (Illinois n = 188, WIU n = 23)



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Graduates' Readiness to Apply Leadership Skills

- Question 34 – Foundations of Education – To what extent did your educational administration certification program prepare you to apply the following as a school leader? (pages 111-117)

- Question 35 – Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? (pages 118-130)

- Question 36 – Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? (pages 131-138)

- Question 37 – Evaluation, Assessment, and Data Skills – To what extent did your educational administration certification program prepare you to apply the following as a school leader? (pages 139-145)

- Question 38 – School and Community – To what extent did your educational administration certification program prepare you to apply the following as a school leader? (pages 146-151)

- Question 39 – Law and Finance – To what extent did your educational administration certification program prepare you to apply the following as a school leader? (pages 152-157)

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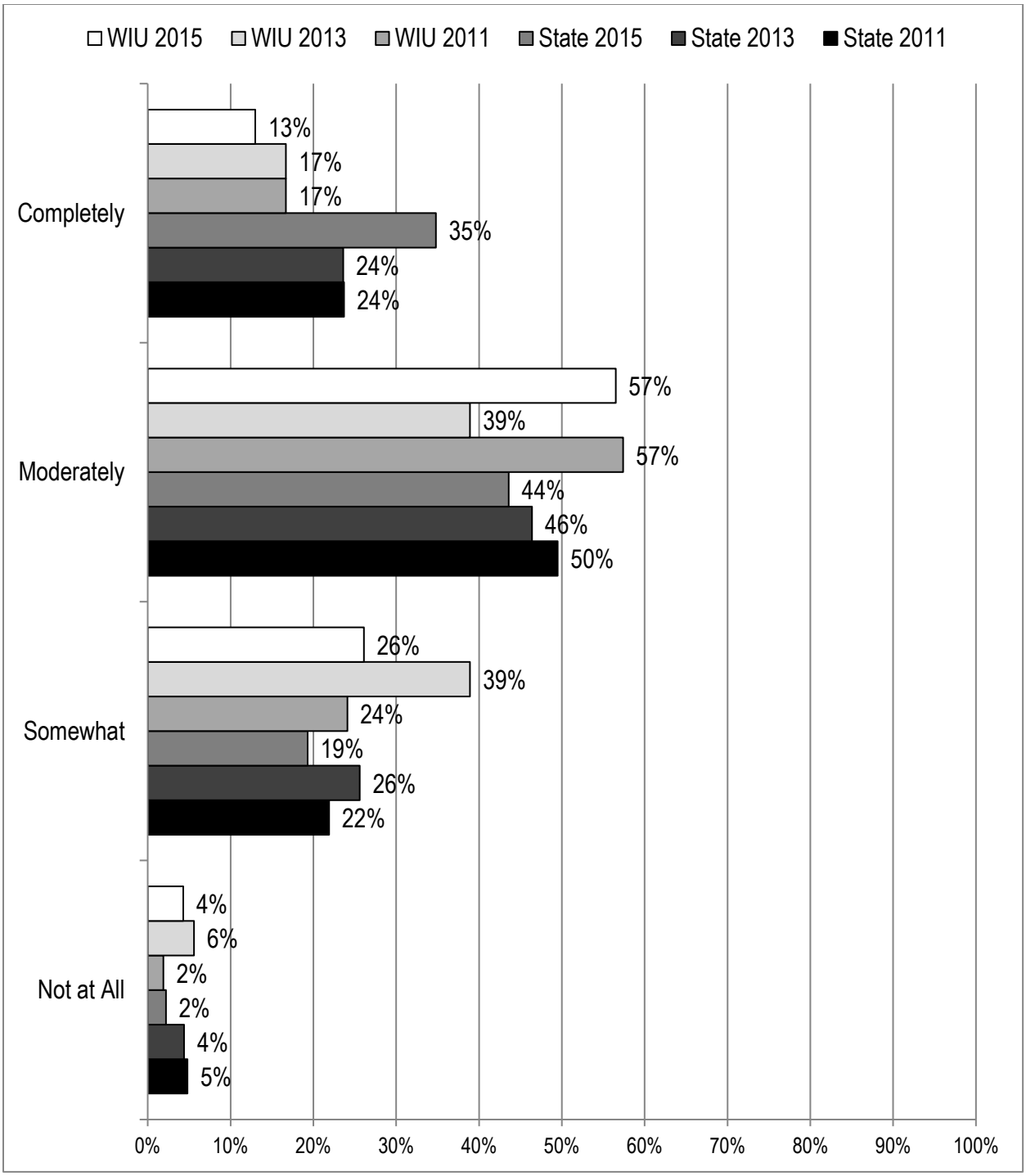
Question 34a:
Foundations of Education – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Principles of representative governance undergirding American schools." (Illinois n = 188, WIU n = 23)



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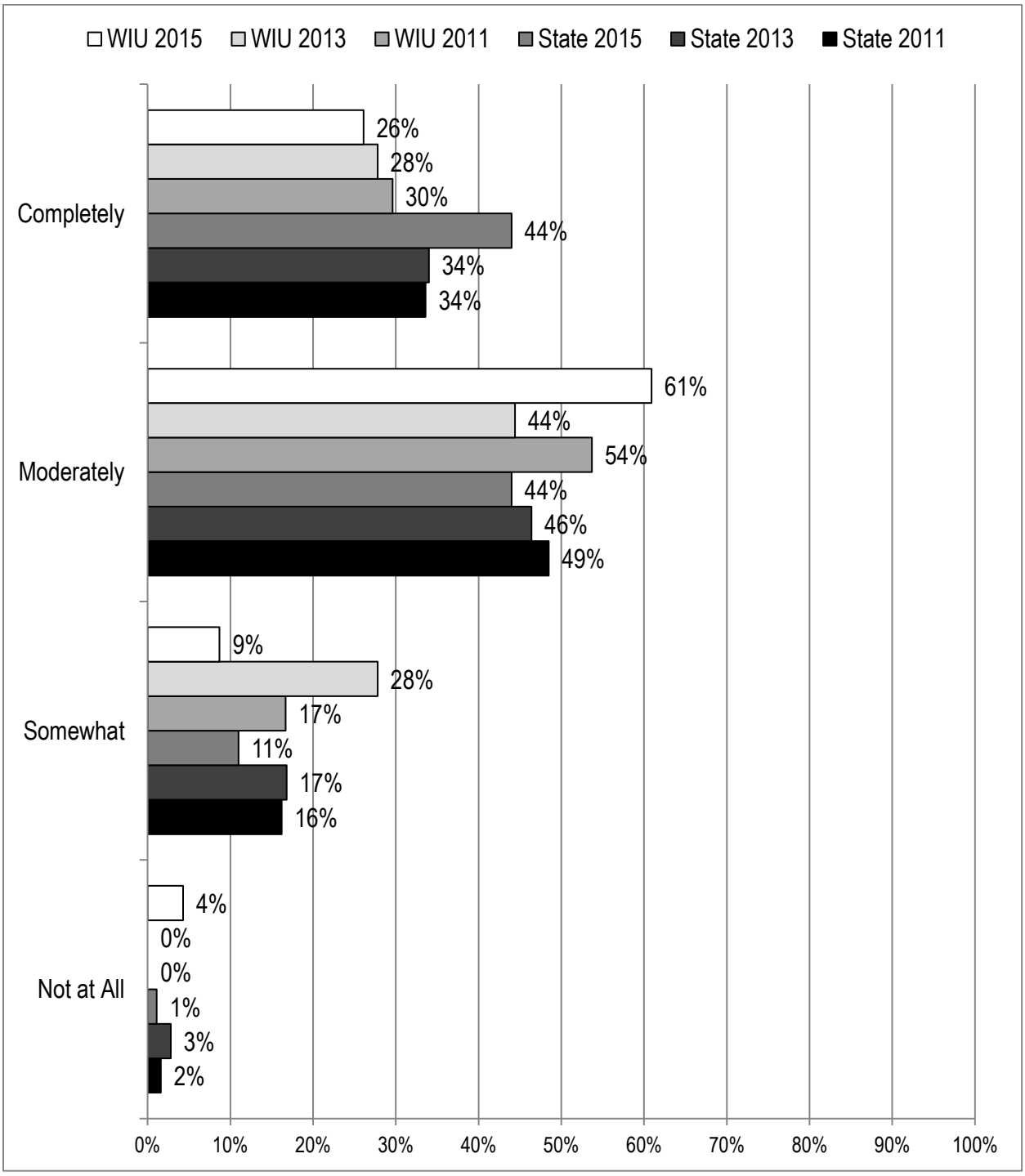
Question 34b:
Foundations of Education – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Critical perspectives on the role of public education in a democratic society."
(Illinois n = 188, WIU n = 23)



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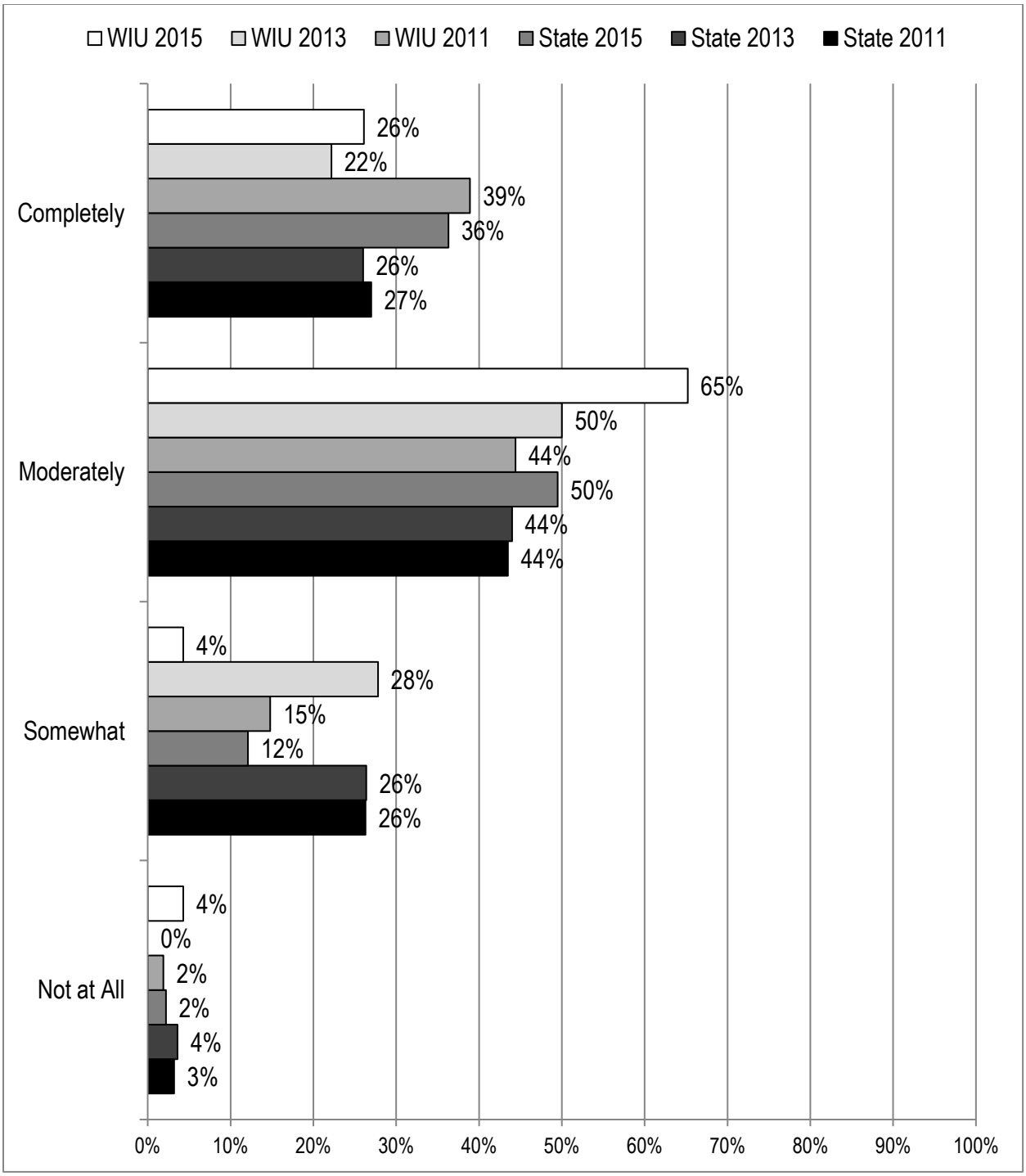
Question 34c:
Foundations of Education – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Financial systems supporting schools." (Illinois n = 188, WIU n = 23)



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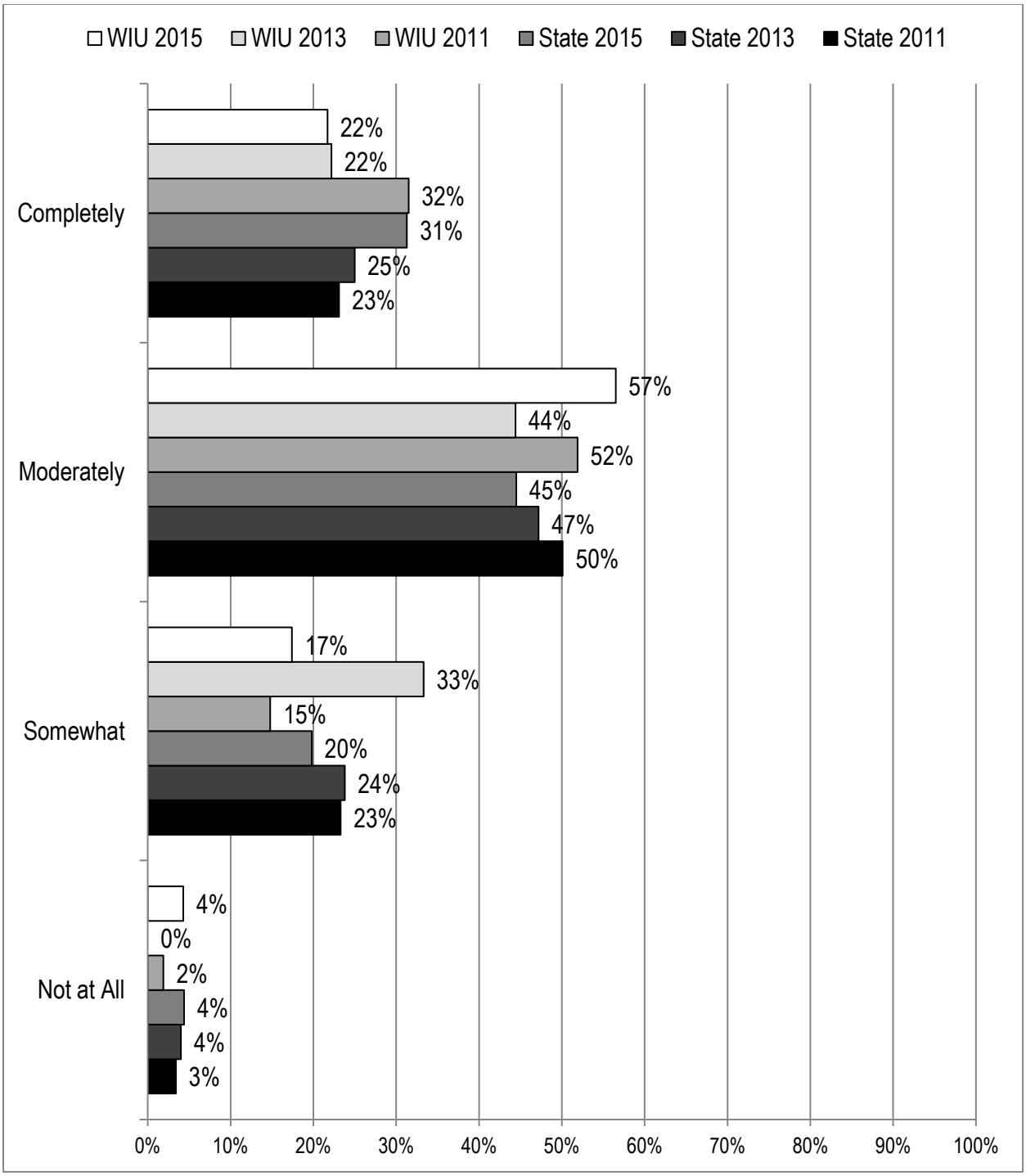
Question 34d:
Foundations of Education – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Global issues influencing schools." (Illinois n = 188, WIU n = 23)



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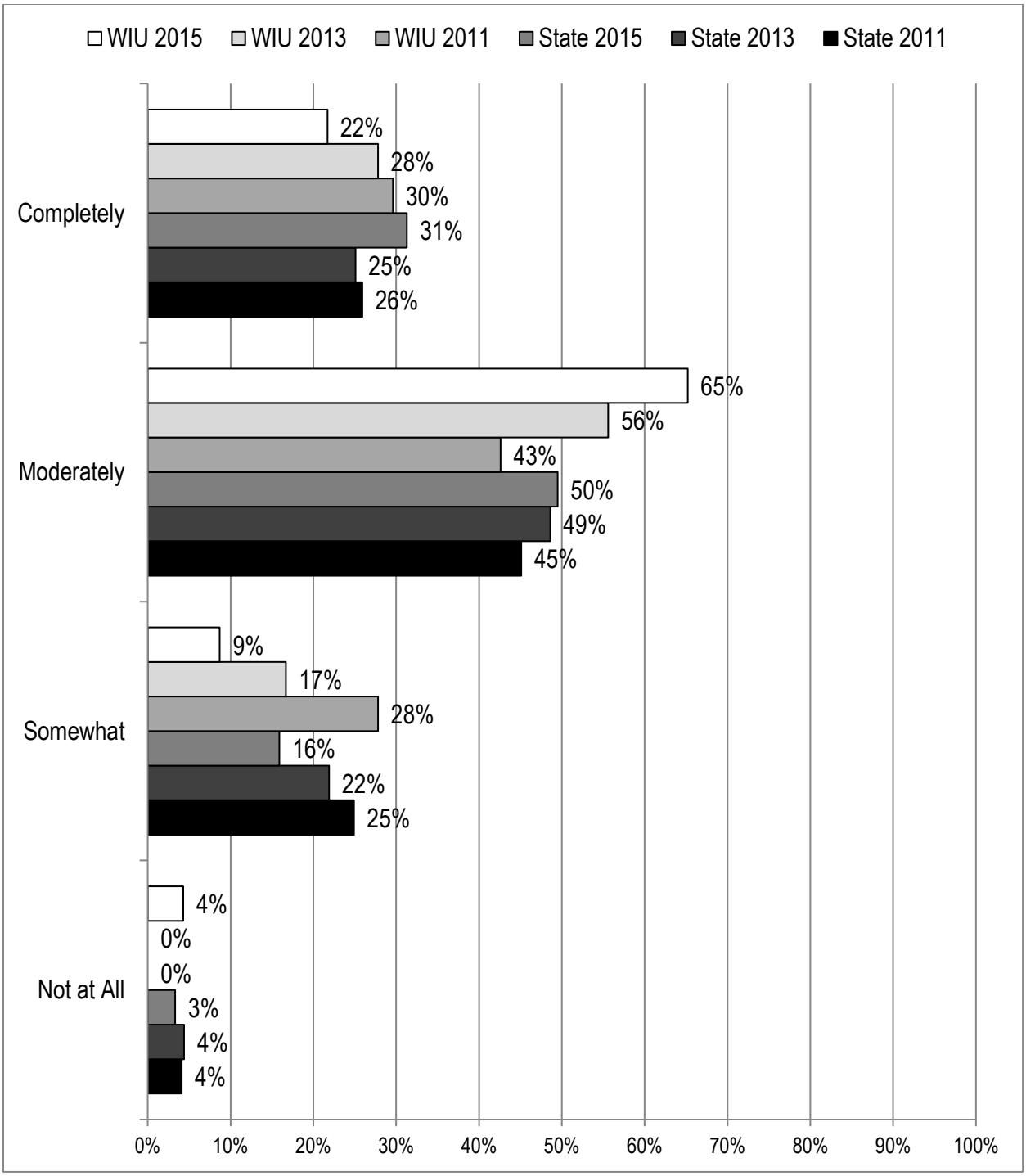
Question 34e:
Foundations of Education – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Policy development at the state level." (Illinois n = 188, WIU n = 23)



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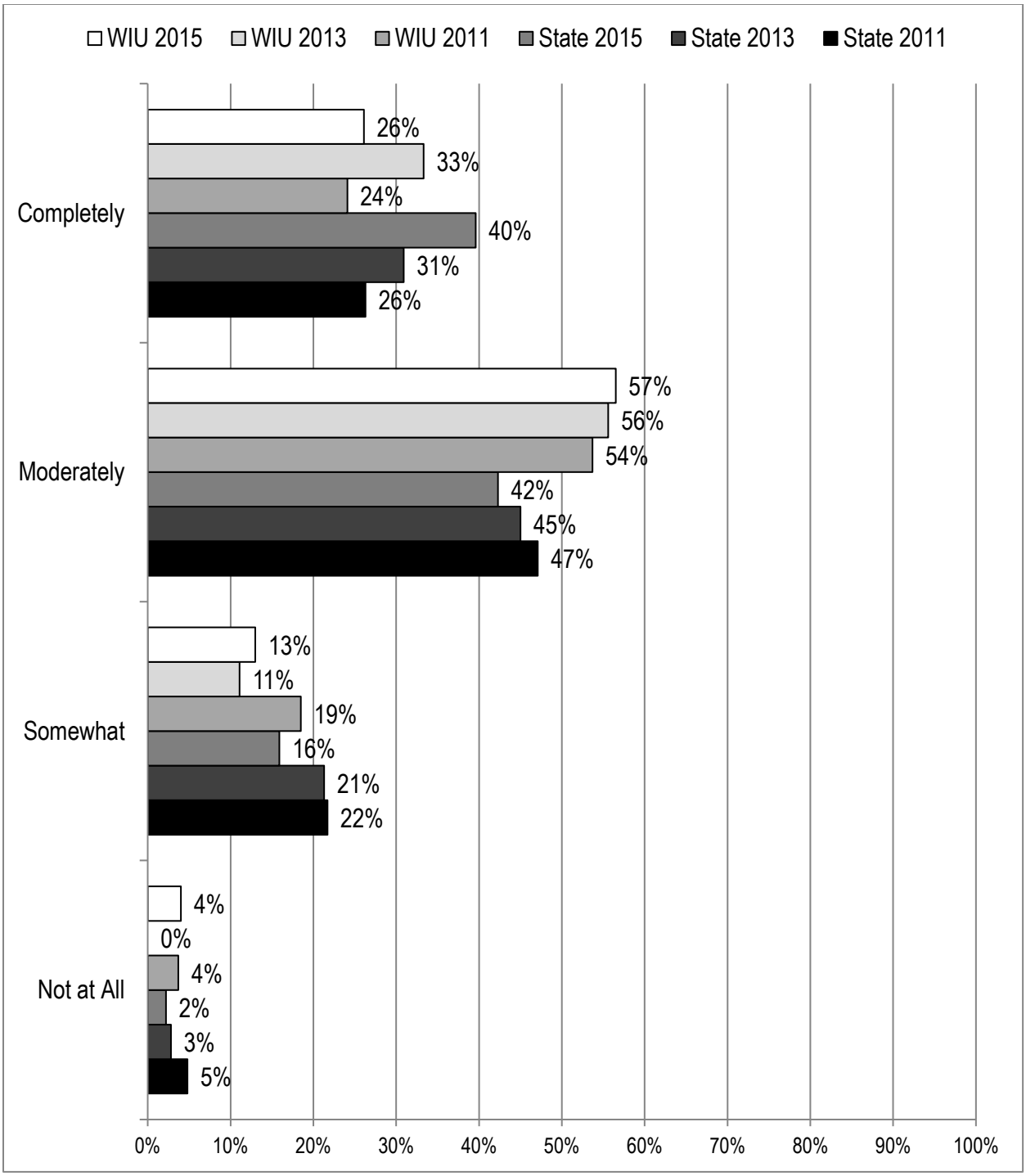
Question 34f:
Foundations of Education – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Policy development at the local level." (Illinois n = 188, WIU n = 23)



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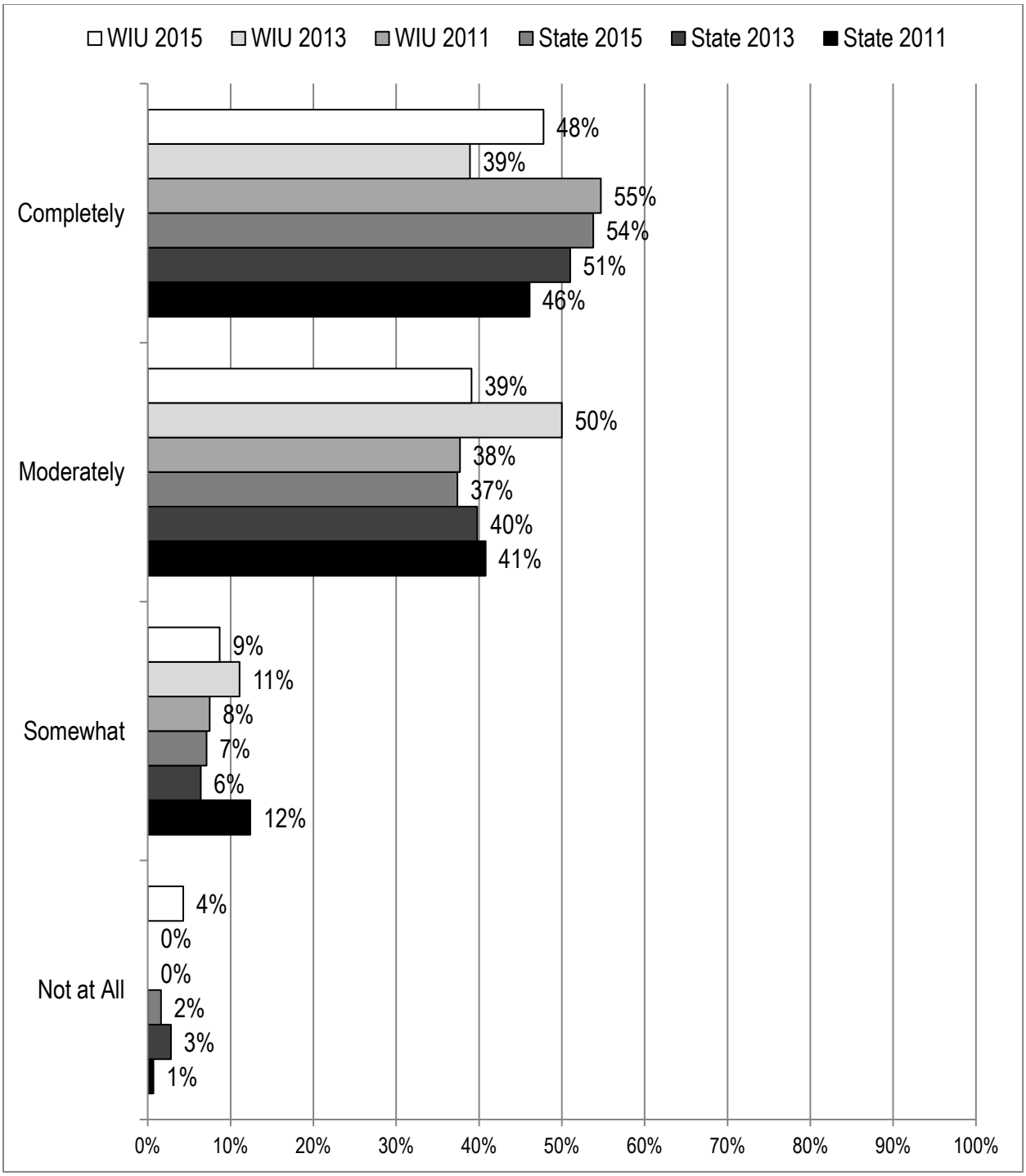
Question 34g:
Foundations of Education – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Importance of equity and access for diverse students." (Illinois n = 188, WIU n = 23)



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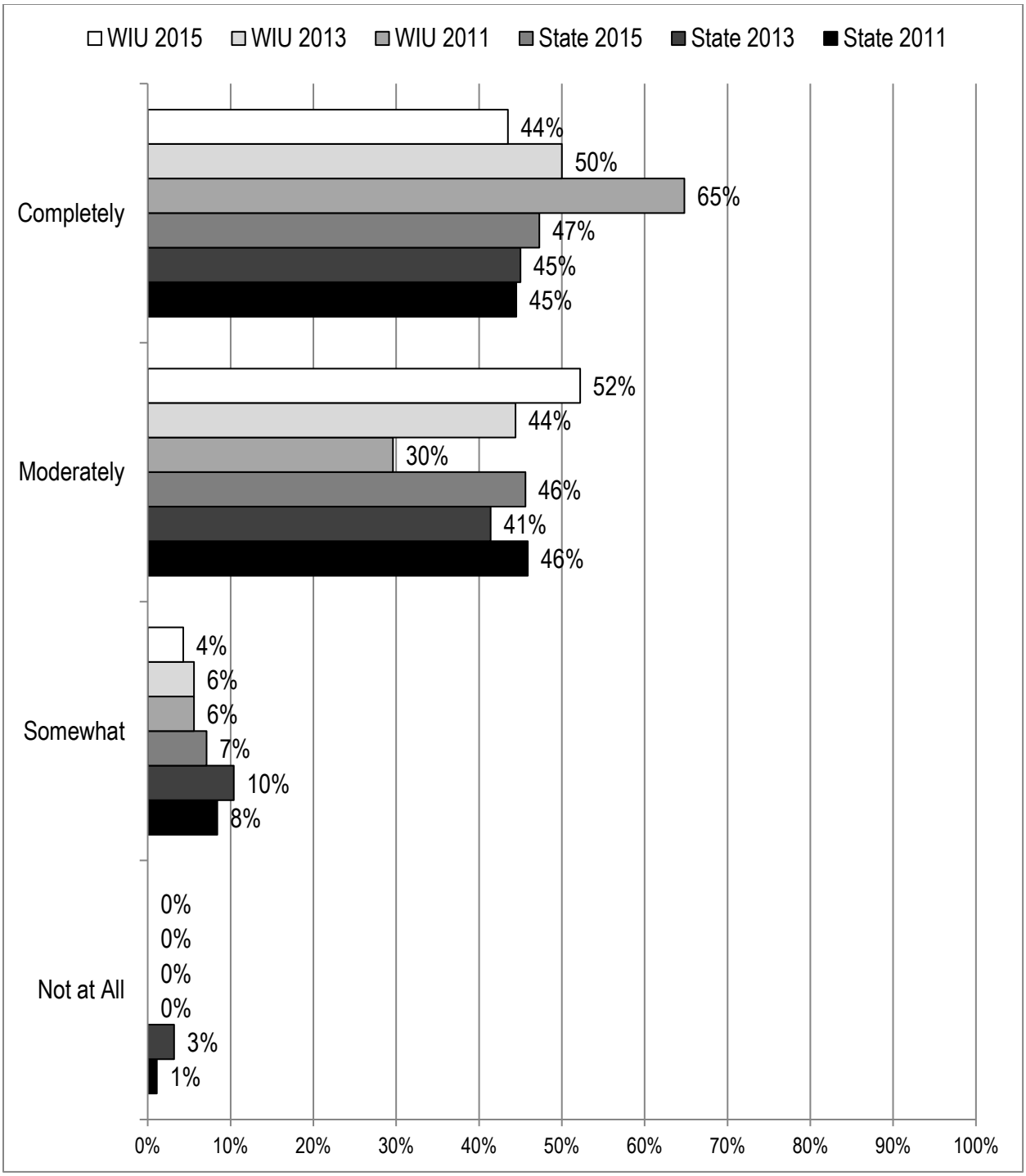
Question 35a:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Principles of long-term planning." (Illinois n = 188, WIU n = 23)



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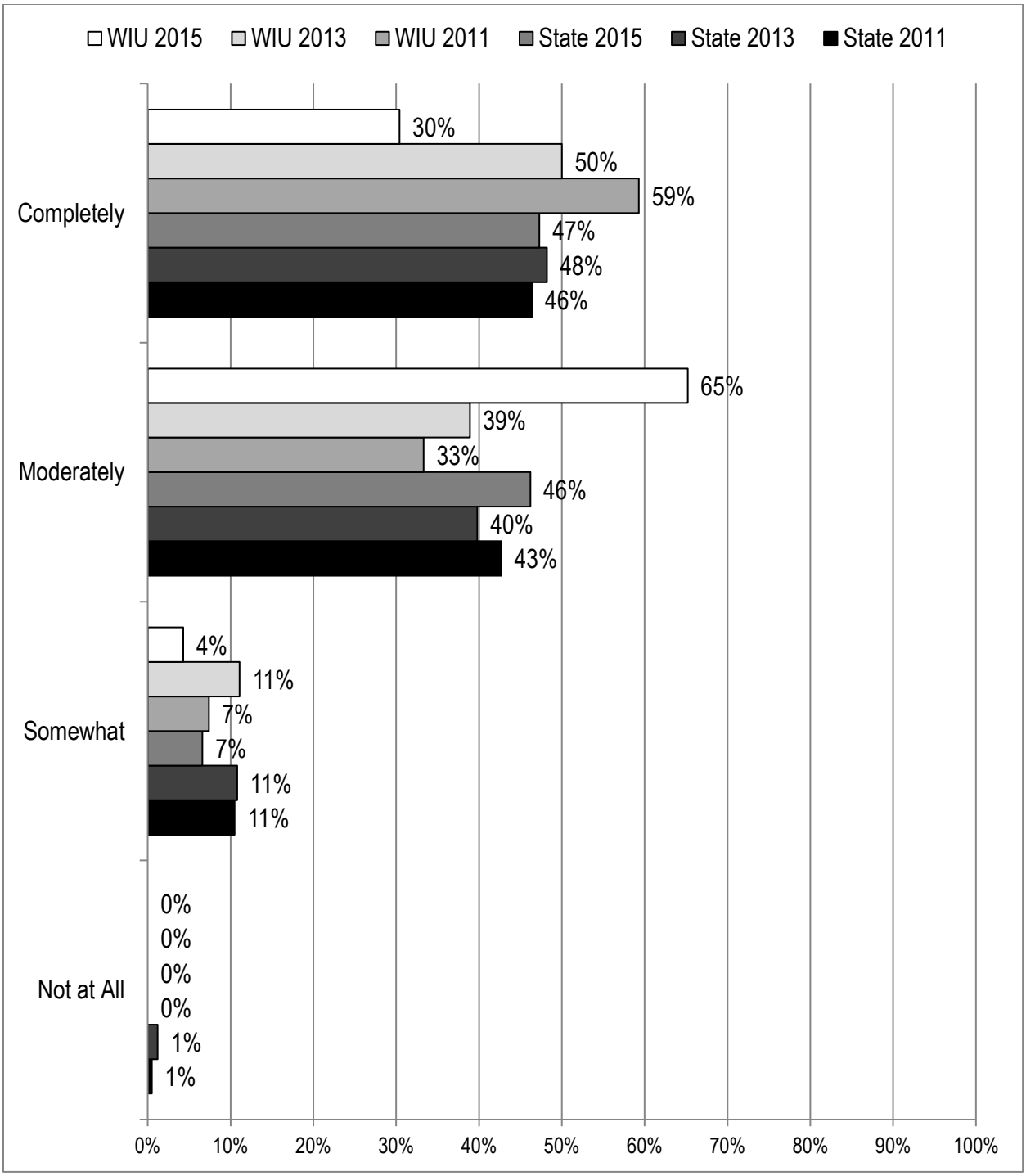
Question 35b:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Organizational theory and practices." (Illinois n = 188, WIU n = 23)



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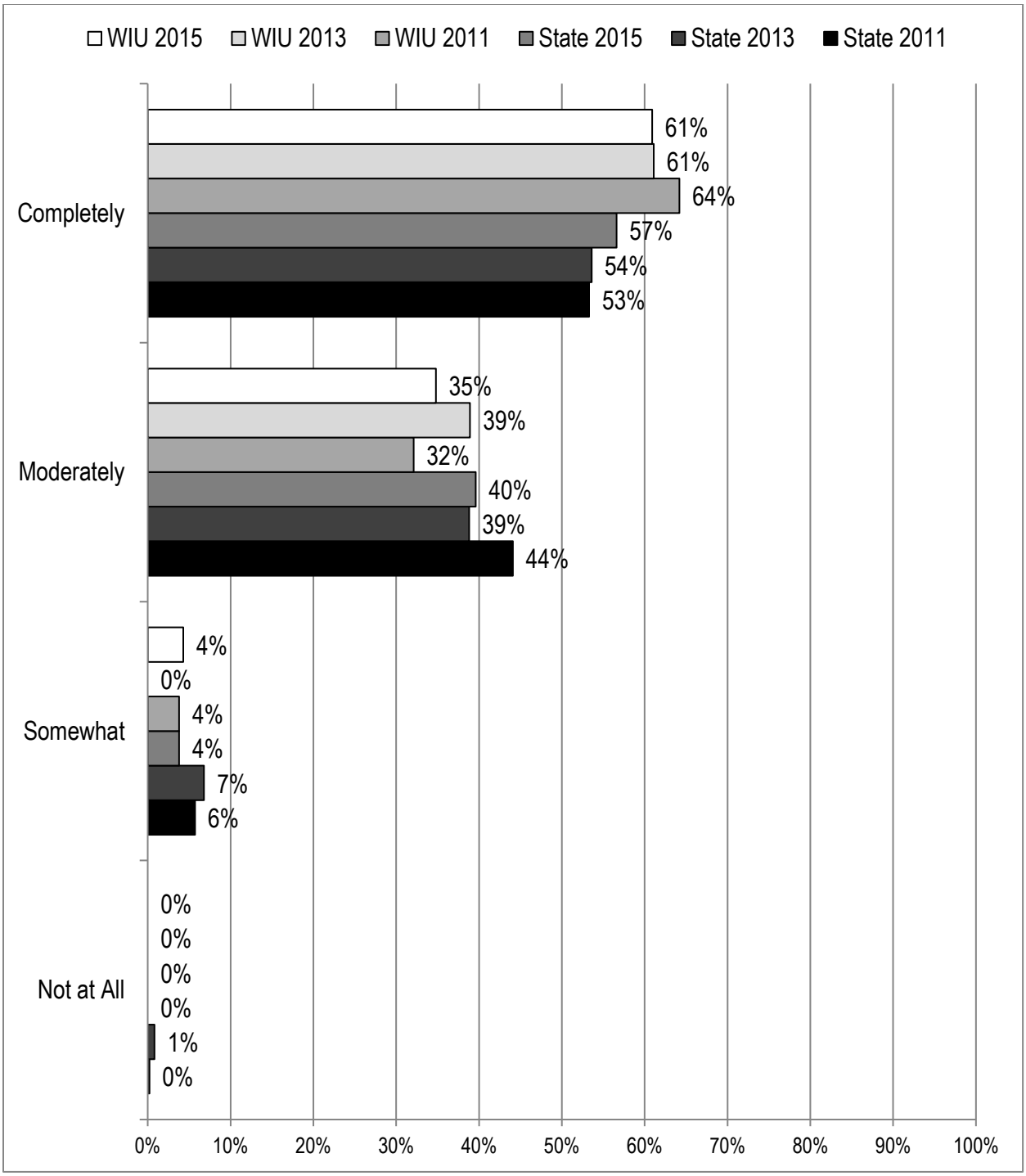
Question 35c:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "School organization." (Illinois n = 188, WIU n = 23)



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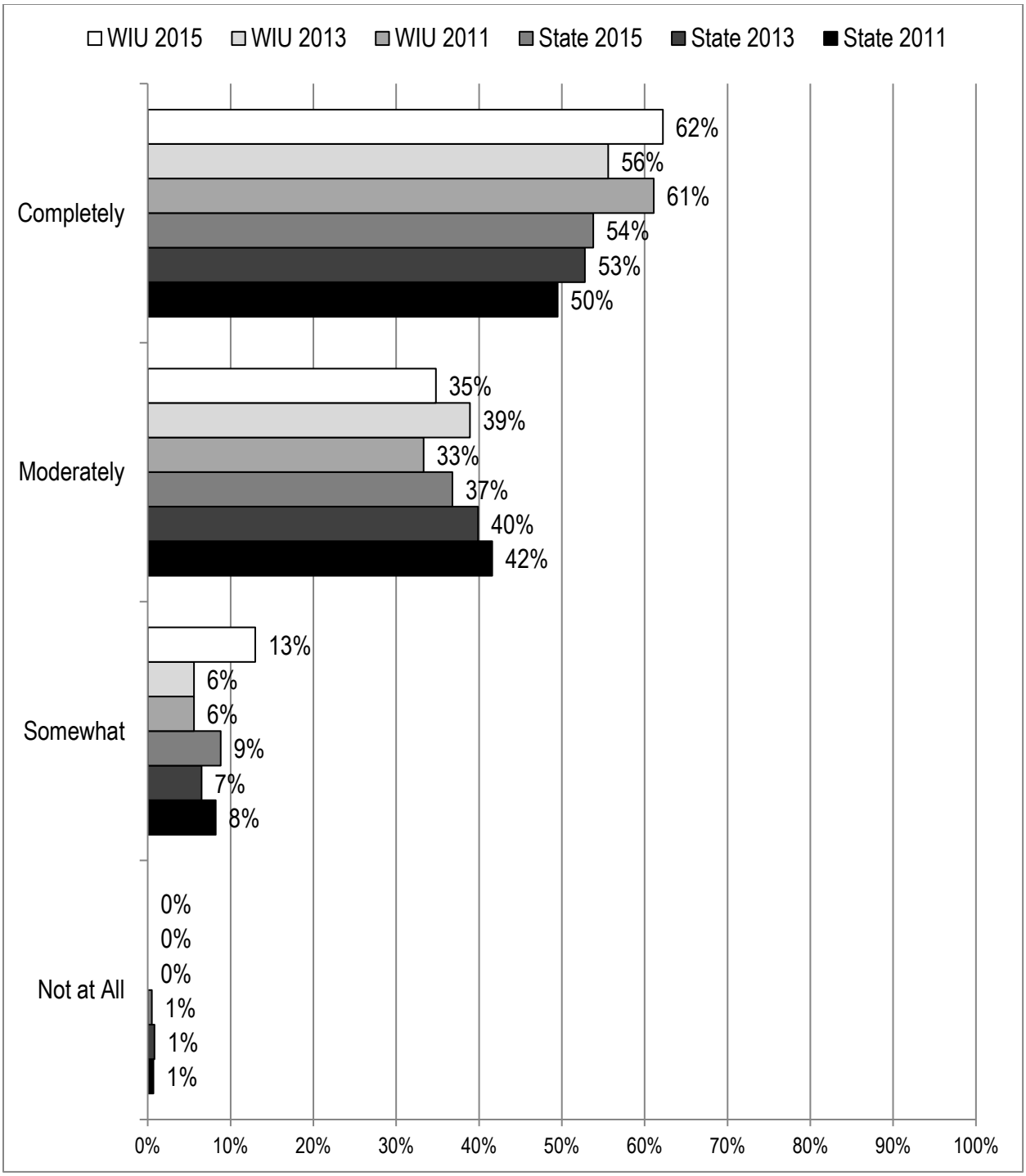
Question 35d:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Consensus-building and interpersonal skills." (Illinois n = 188, WIU n = 23)



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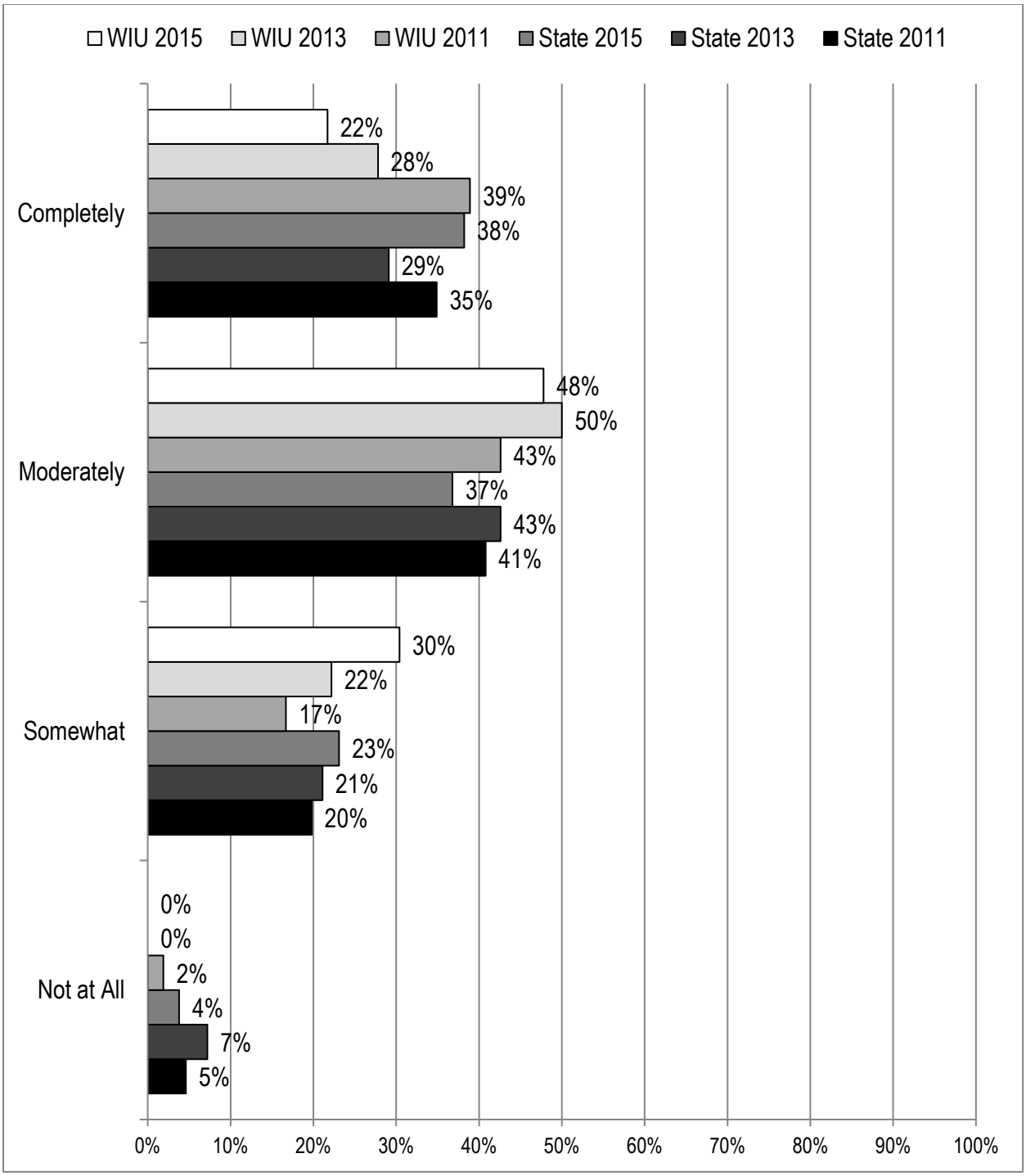
Question 35e:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Supervision of noncertified personnel." (Illinois n = 188, WIU n = 23)



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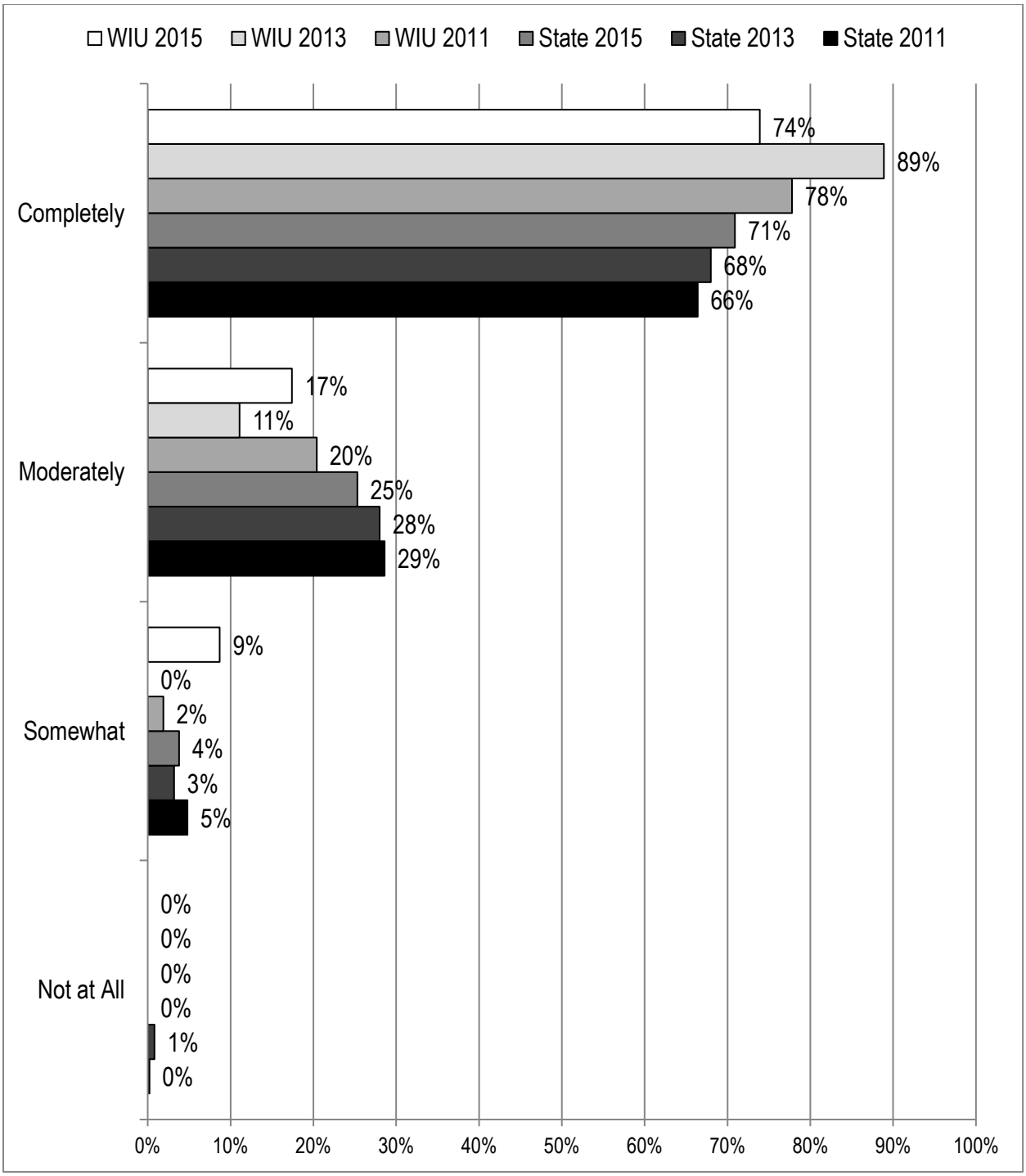
Question 35f:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Professional integrity." (Illinois n = 188, WIU n = 23)



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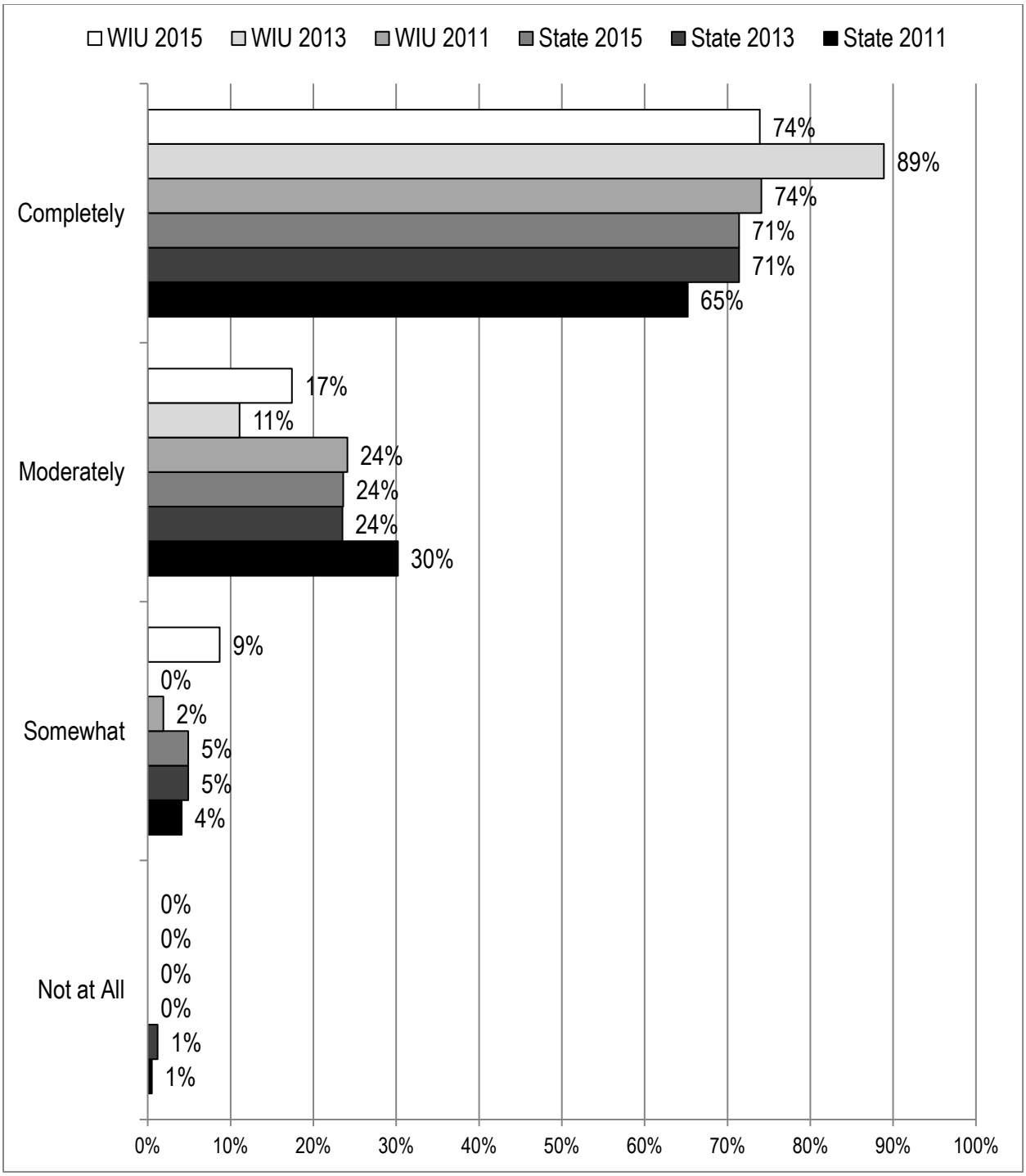
Question 35g:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Professional code of ethics." (Illinois n = 188, WIU n = 23)



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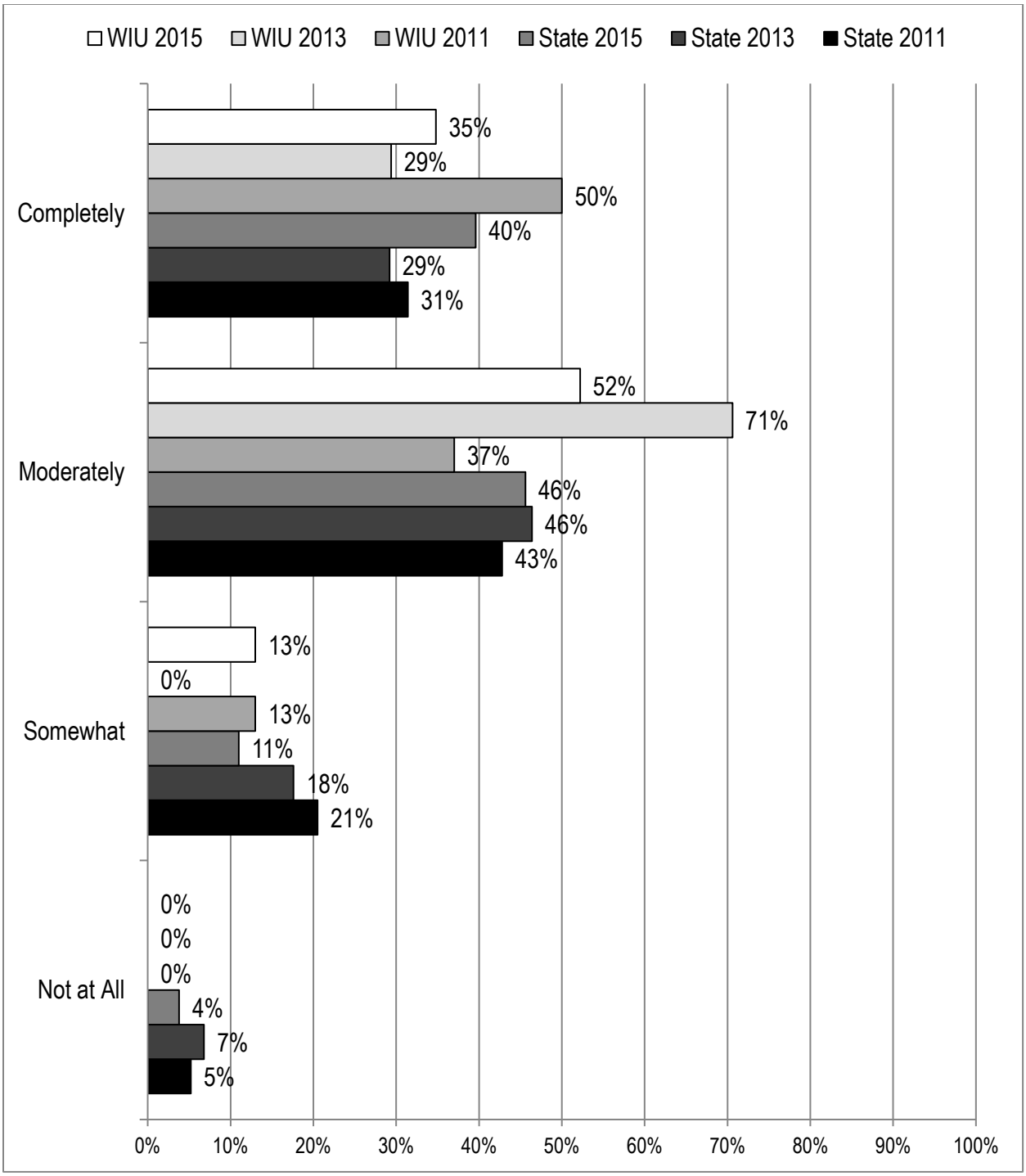
Question 35h:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Technology to support school management functions." (Illinois n = 188, WIU n = 23)



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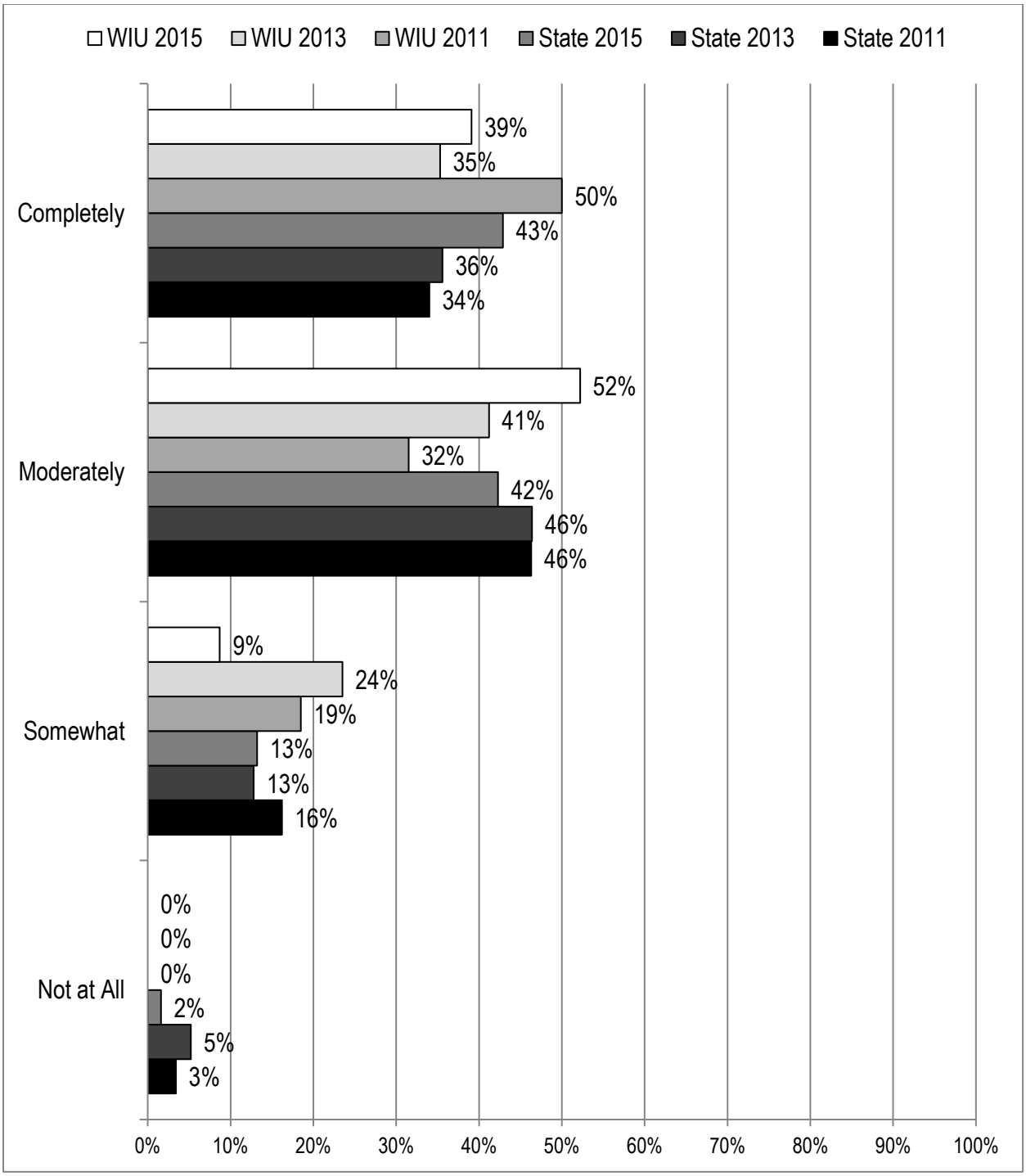
Question 35i:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Human resource management best practices." (Illinois n = 188, WIU n = 23)



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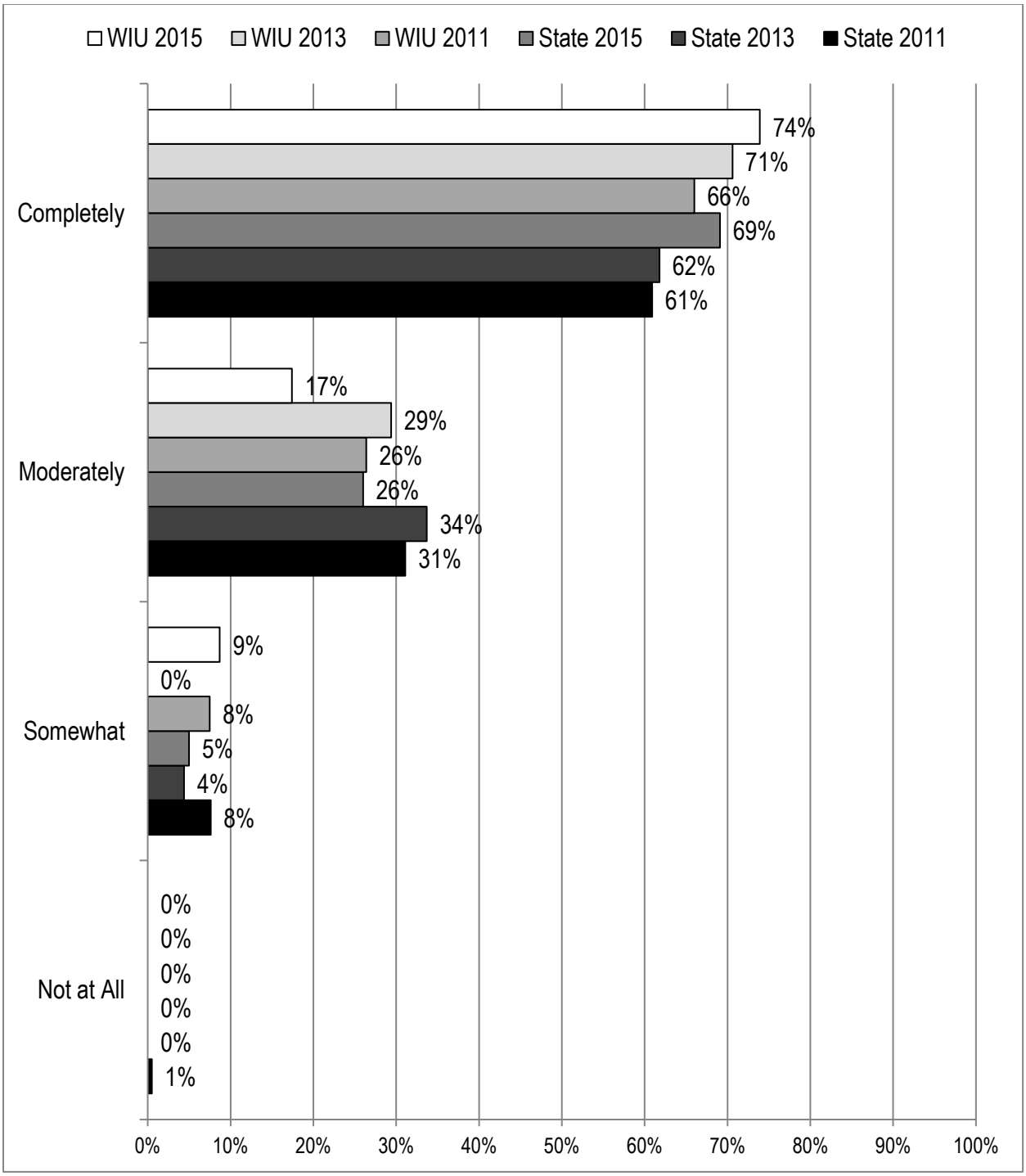
Question 35j:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Development of positive school culture and climate." (Illinois n = 188, WIU n = 23)



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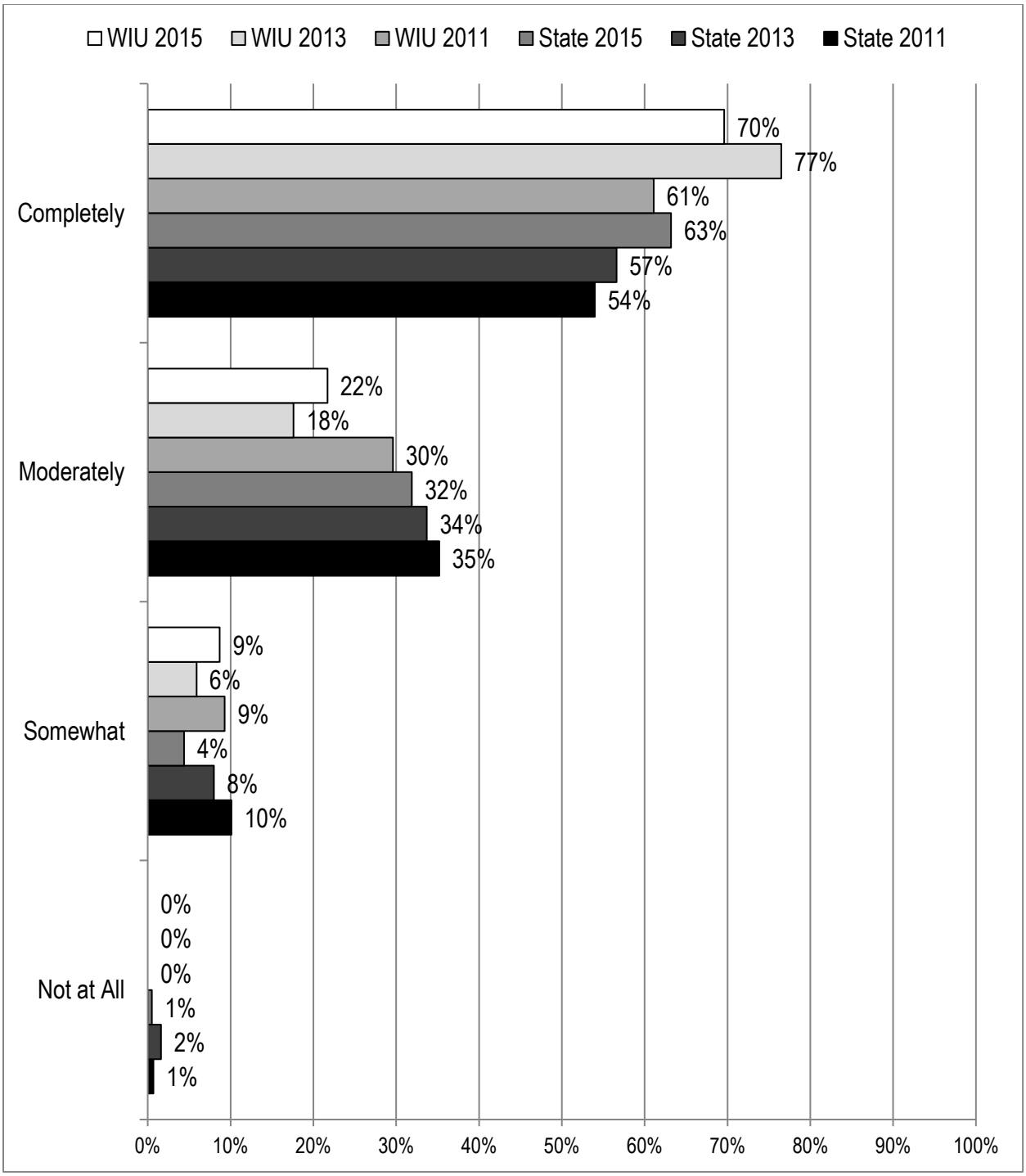
Question 35k:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Creating a culture of distributed leadership." (Illinois n = 188, WIU n = 23)



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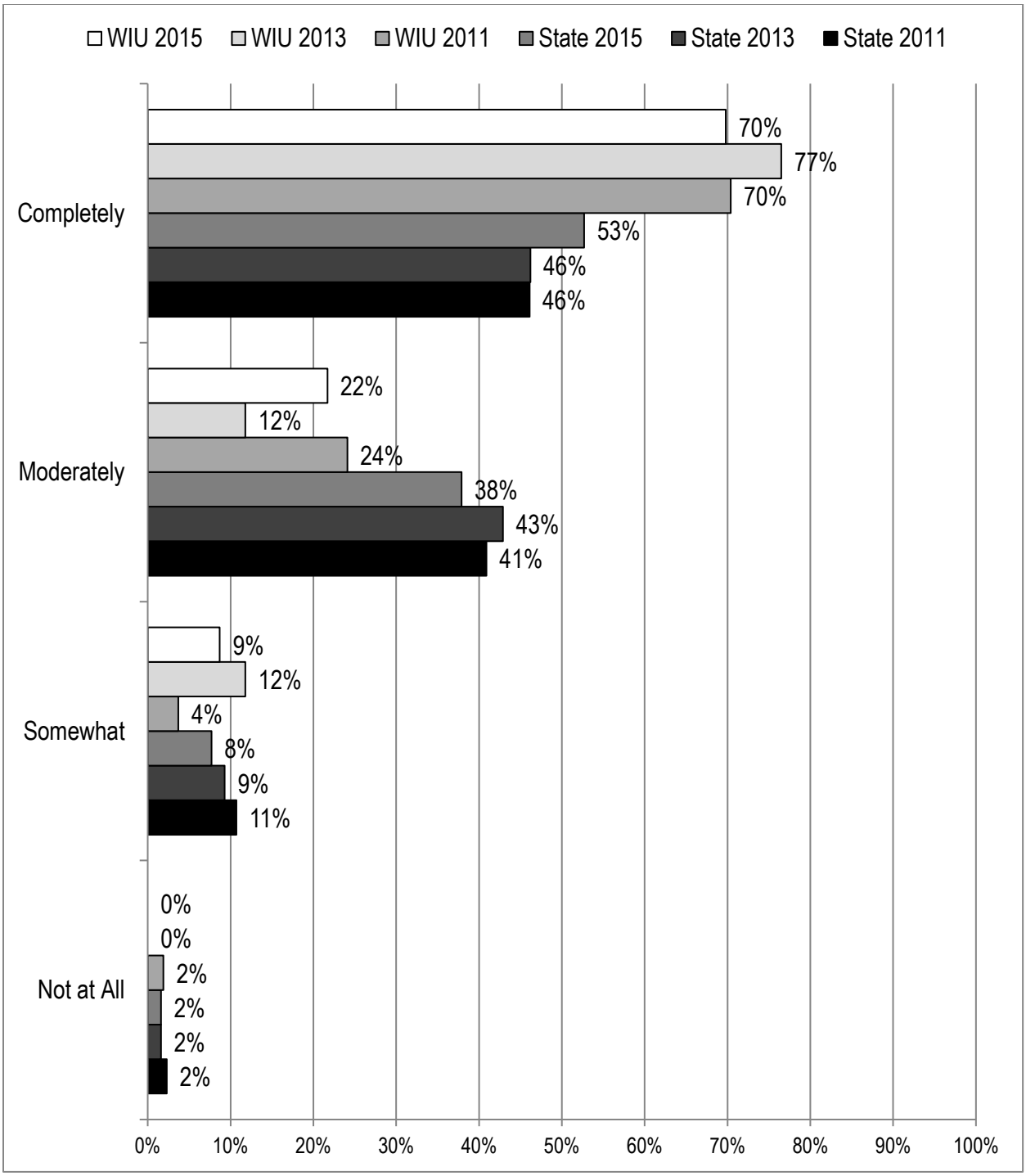
Question 35l:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Serving as a change agent." (Illinois n = 188, WIU n = 23)



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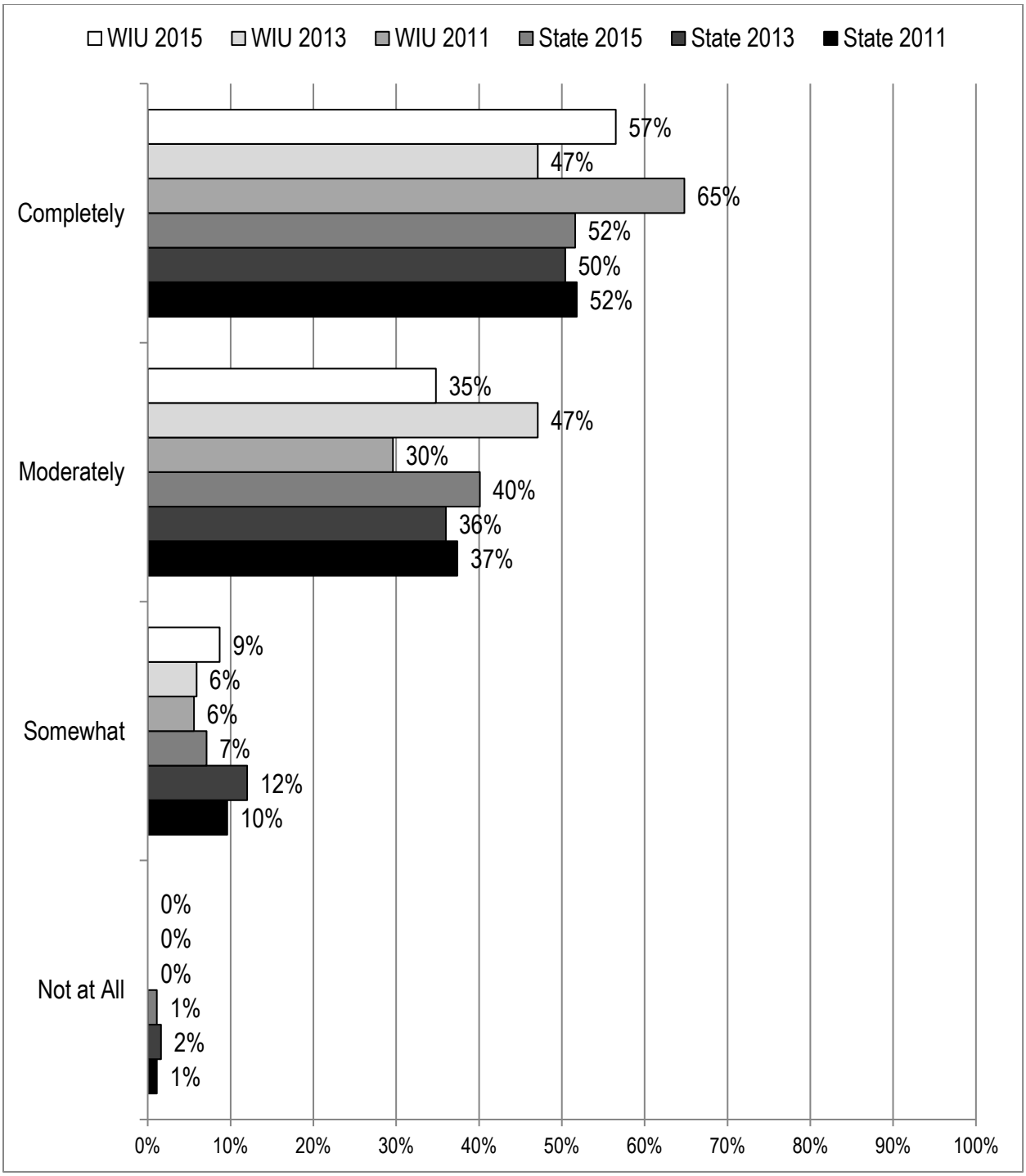
Question 35m:
Organizational Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Rewarding teacher and student accomplishments." (Illinois n = 188, WIU n = 23)



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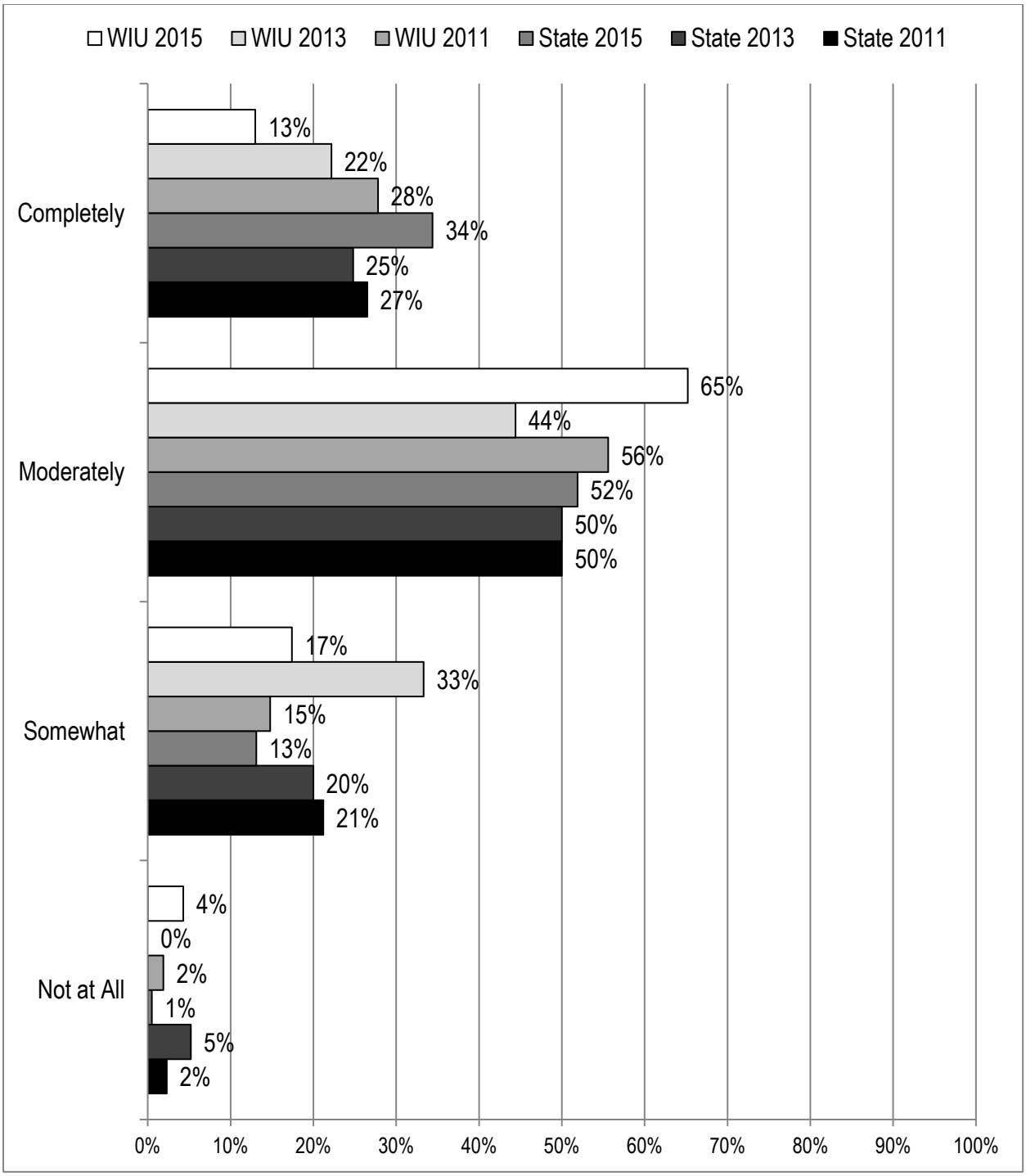
Question 36a:
Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Applied learning theory." (Illinois n = 188, WIU n = 23)



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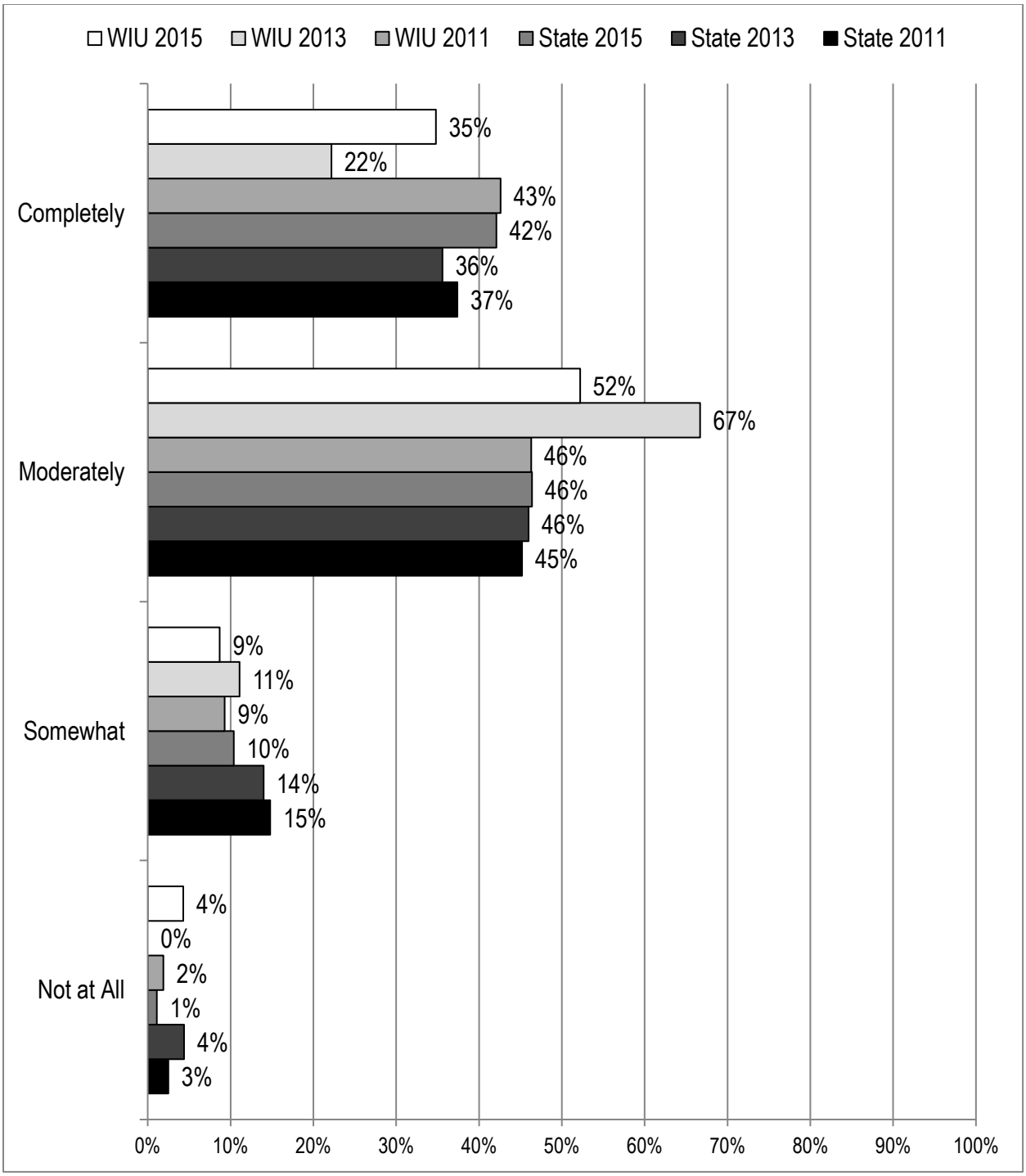
Question 36b:
Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Curriculum evaluation." (Illinois n = 188, WIU n = 23)



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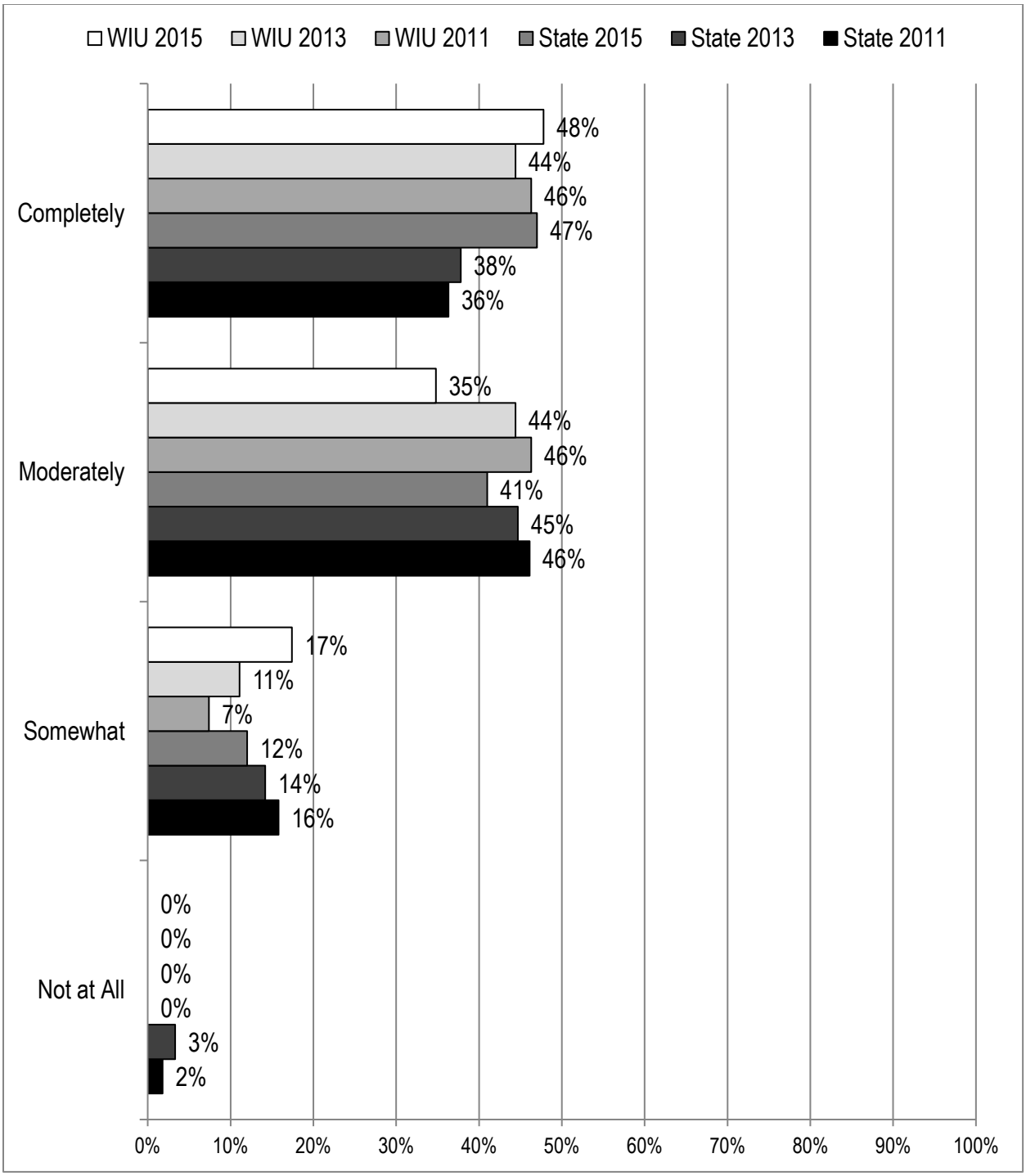
Question 36c:
Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Diverse/differentiated instructional strategies." (Illinois n = 188, WIU n = 23)



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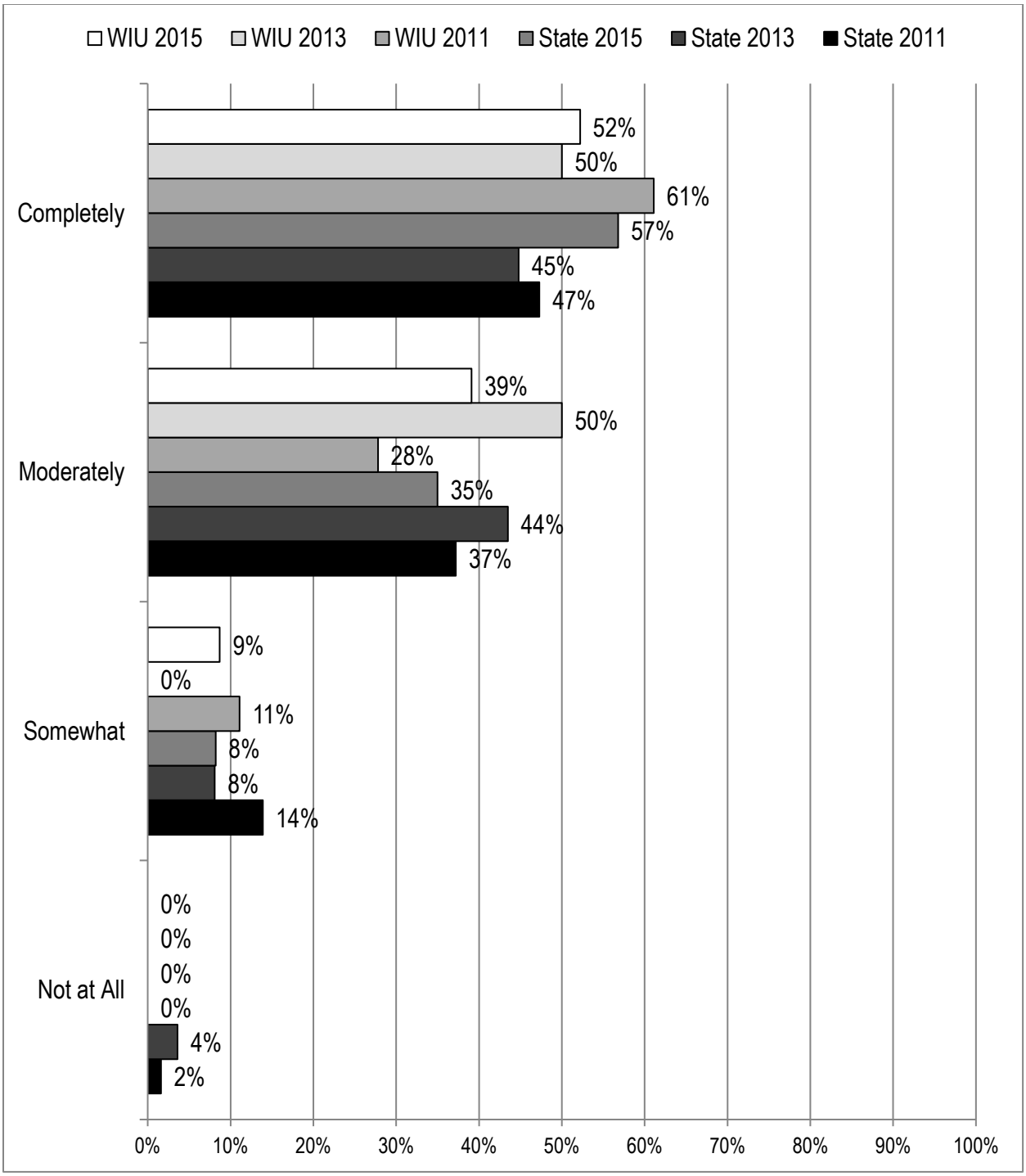
Question 36d:
Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Teacher management of overall learning environment." (Illinois n = 188, WIU n = 23)



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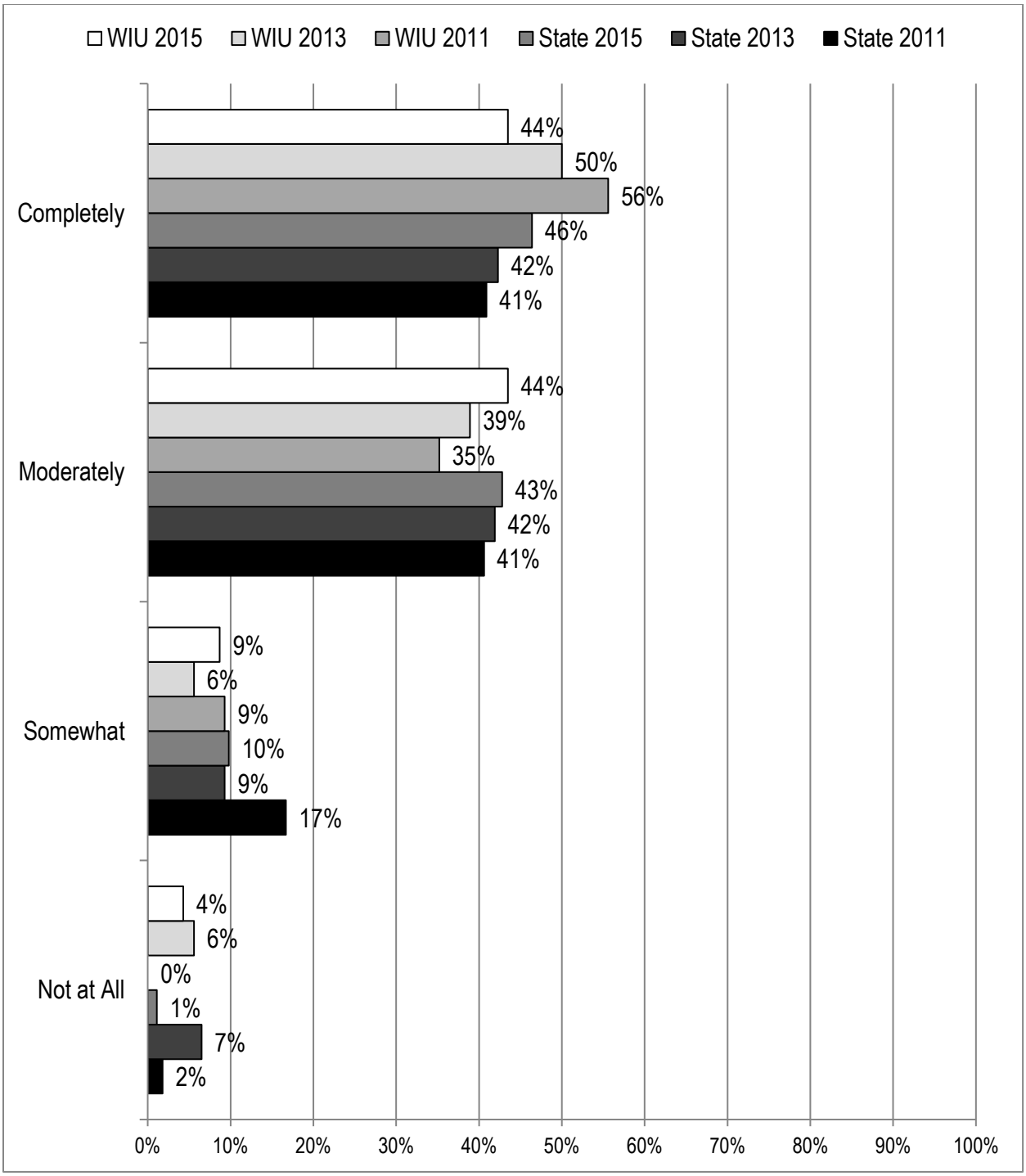
Question 36e:
Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Teacher management of student behavior." (Illinois n = 188, WIU n = 23)



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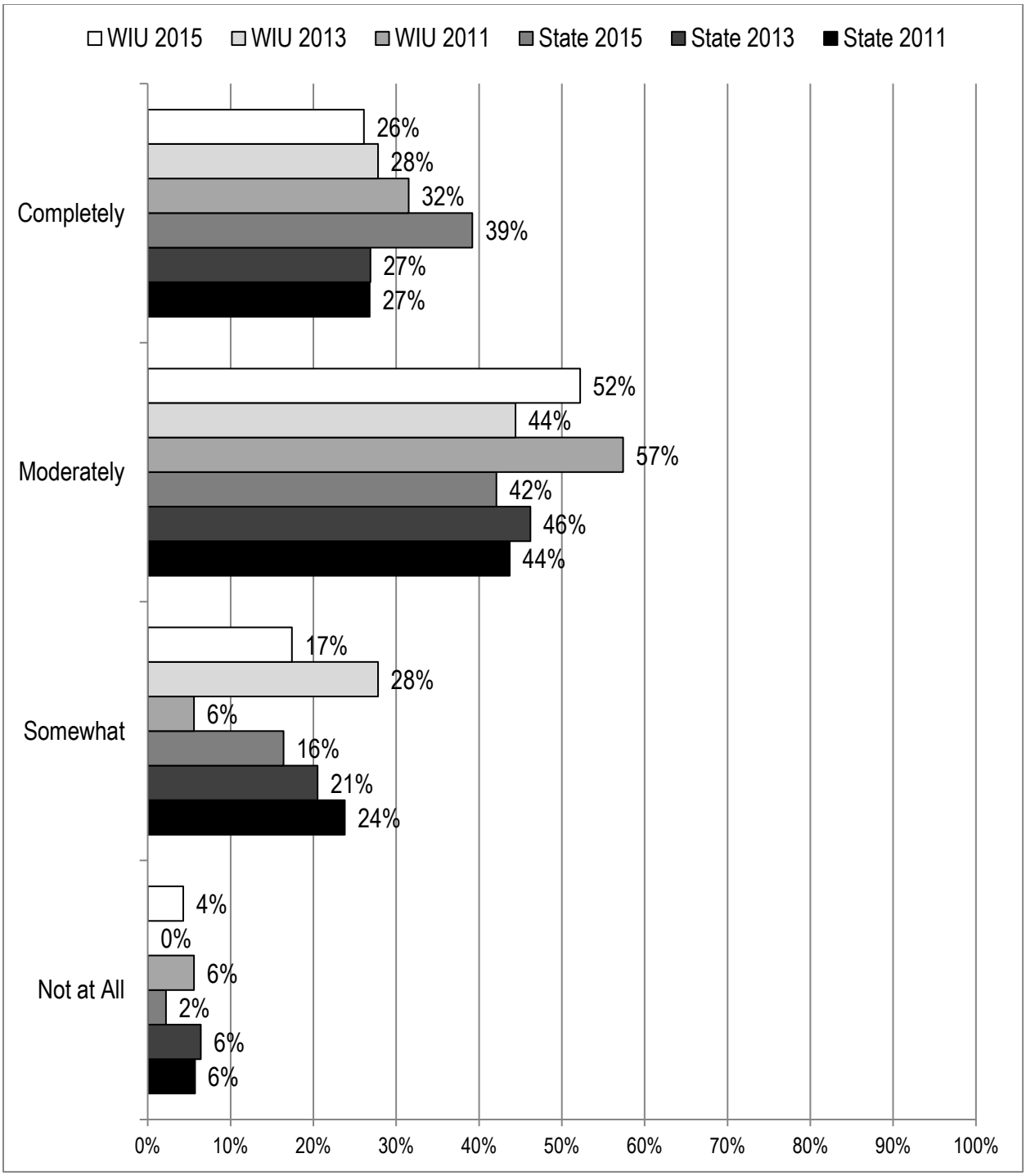
Question 36f:
Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Improving opportunities for special education students." (Illinois n = 188, WIU n = 23)



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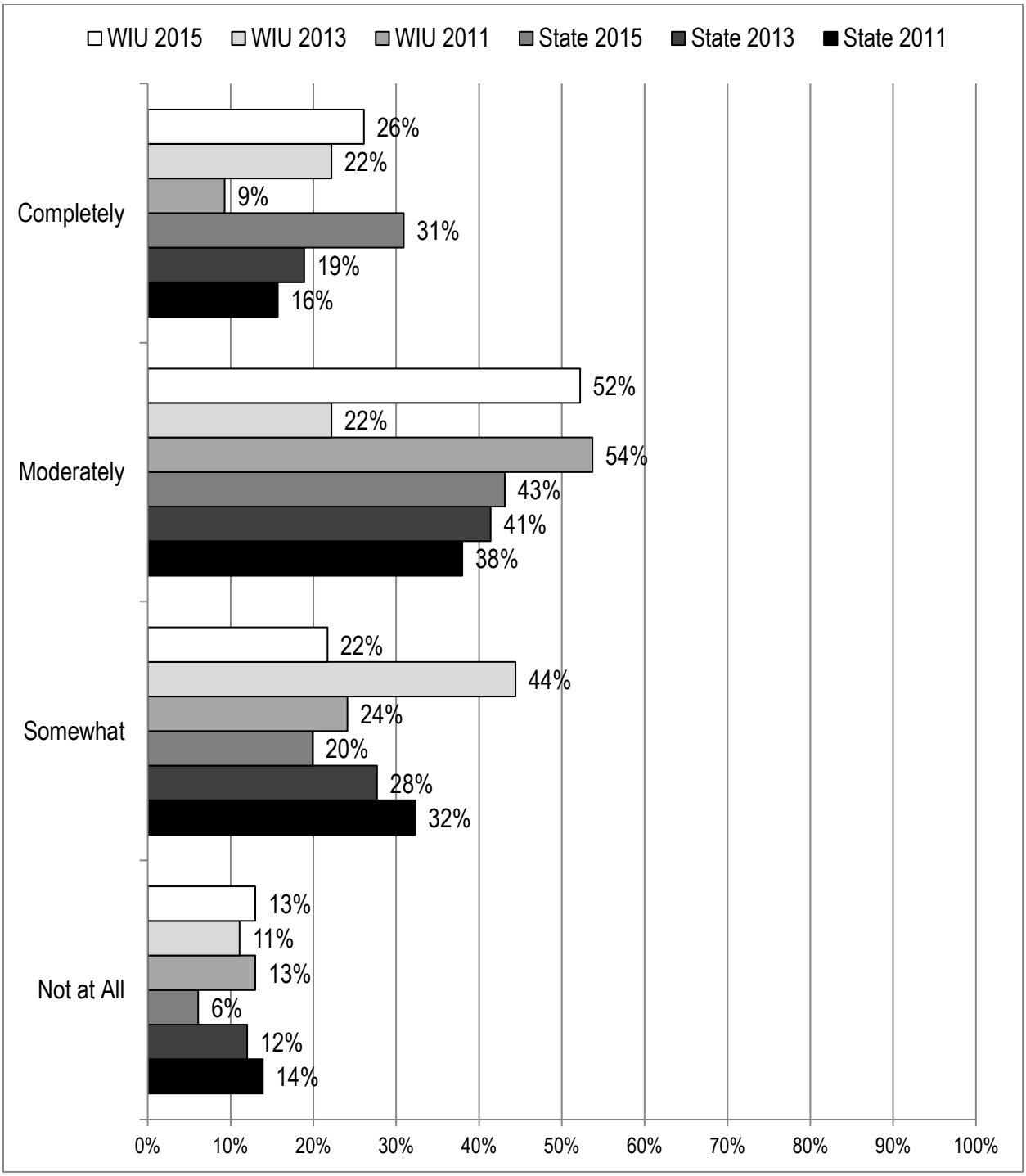
Question 36g:
Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Improving opportunities for English language learners." (Illinois n = 188, WIU n = 23)



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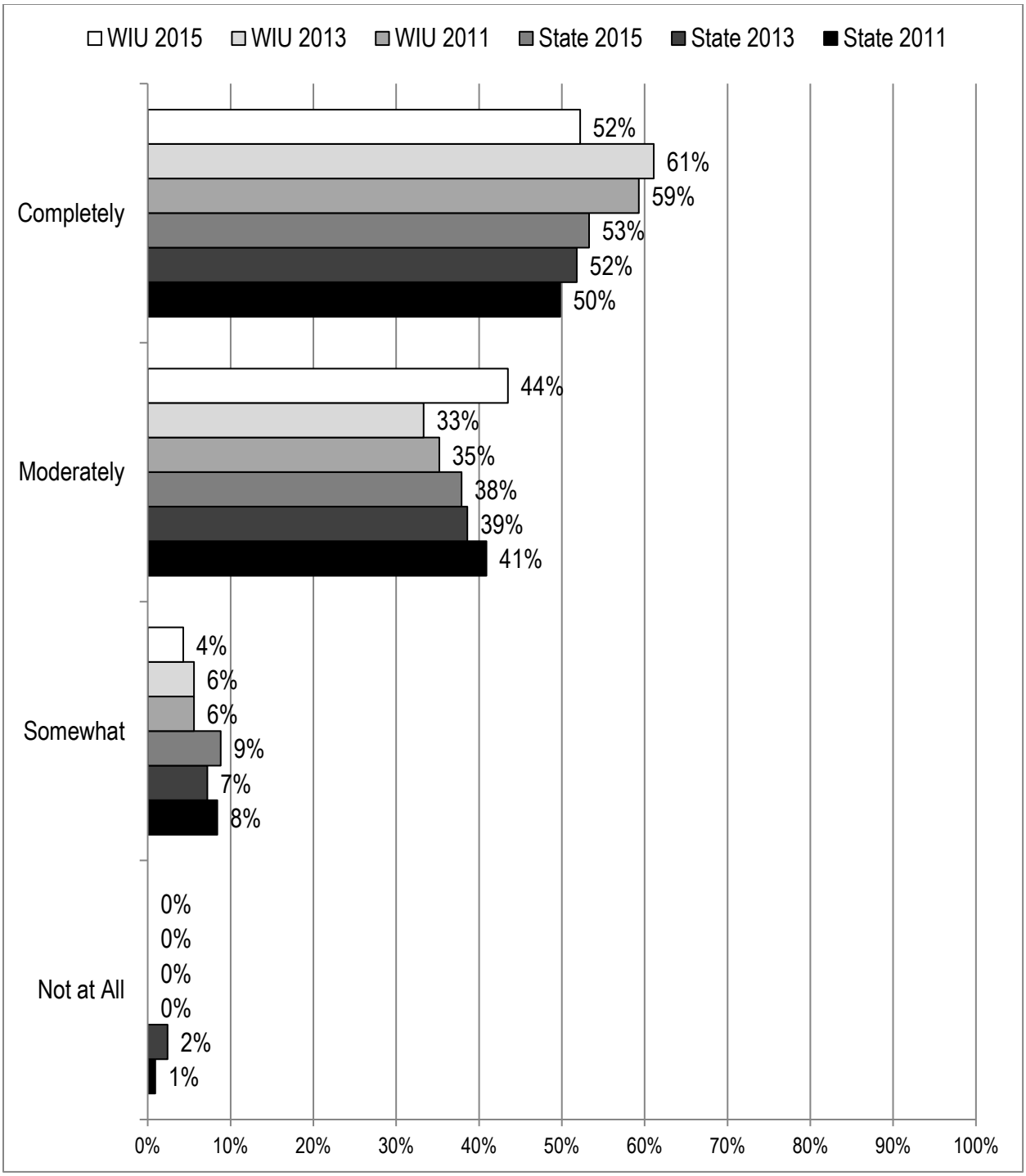
Question 36h:
Instructional Leadership – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Instructional supervision." (Illinois n = 188, WIU n = 23)



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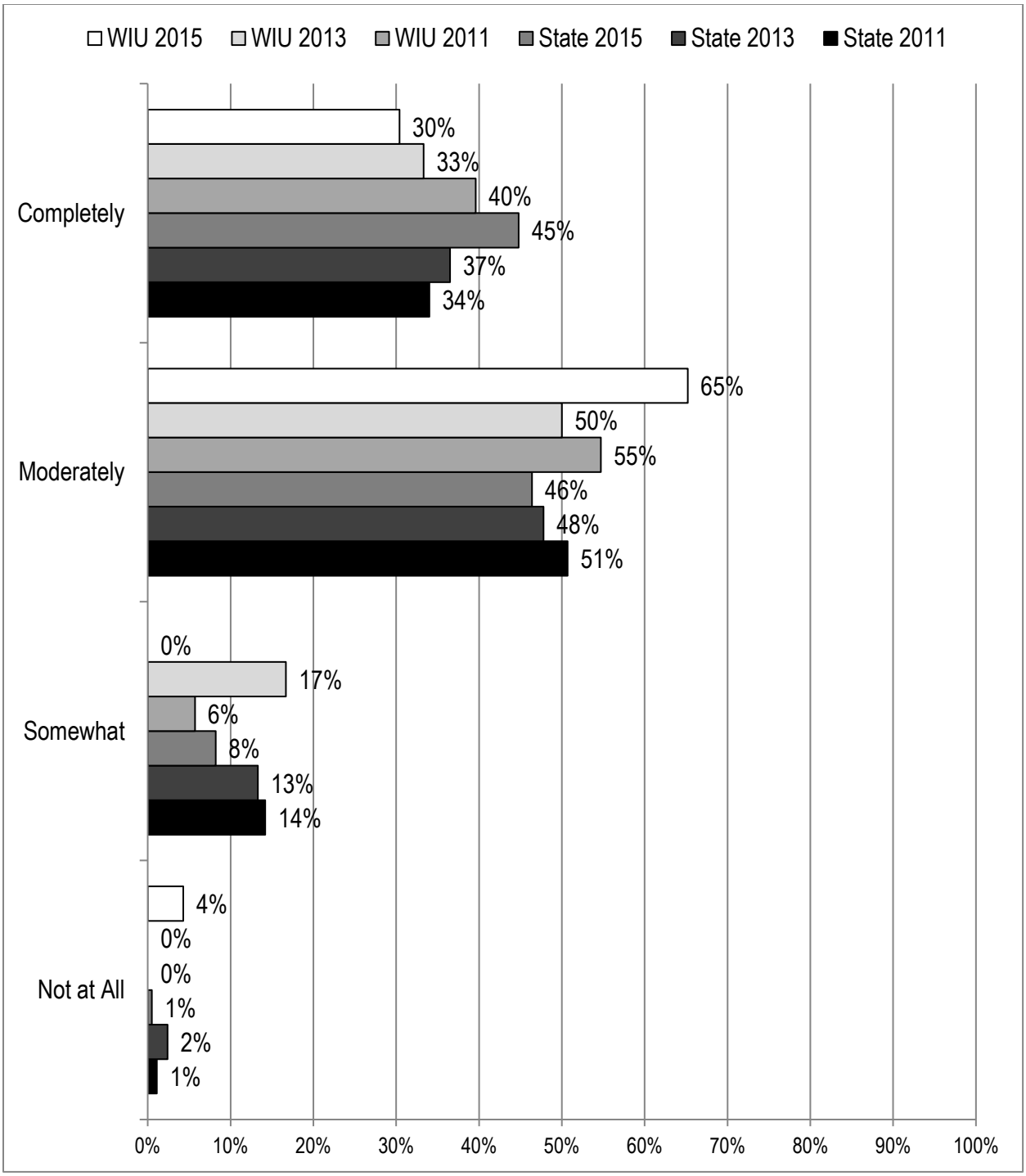
Question 37a:
Evaluation, Assessment, and Data Skills – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Information resources for school leadership." (Illinois n = 188, WIU n = 23)



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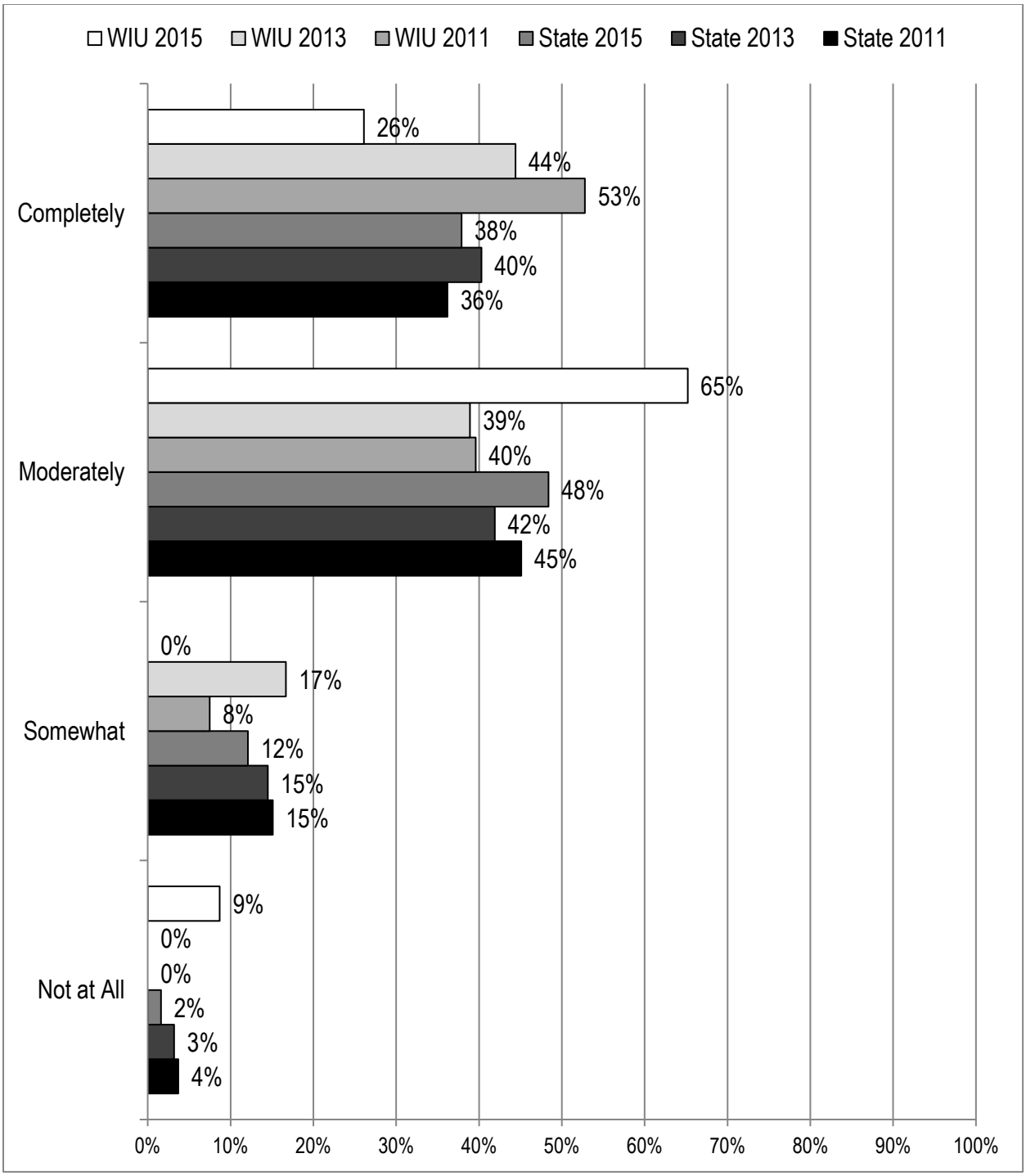
Question 37b:
Evaluation, Assessment, and Data Skills – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Strategies for data collection." (Illinois n = 188, WIU n = 23)



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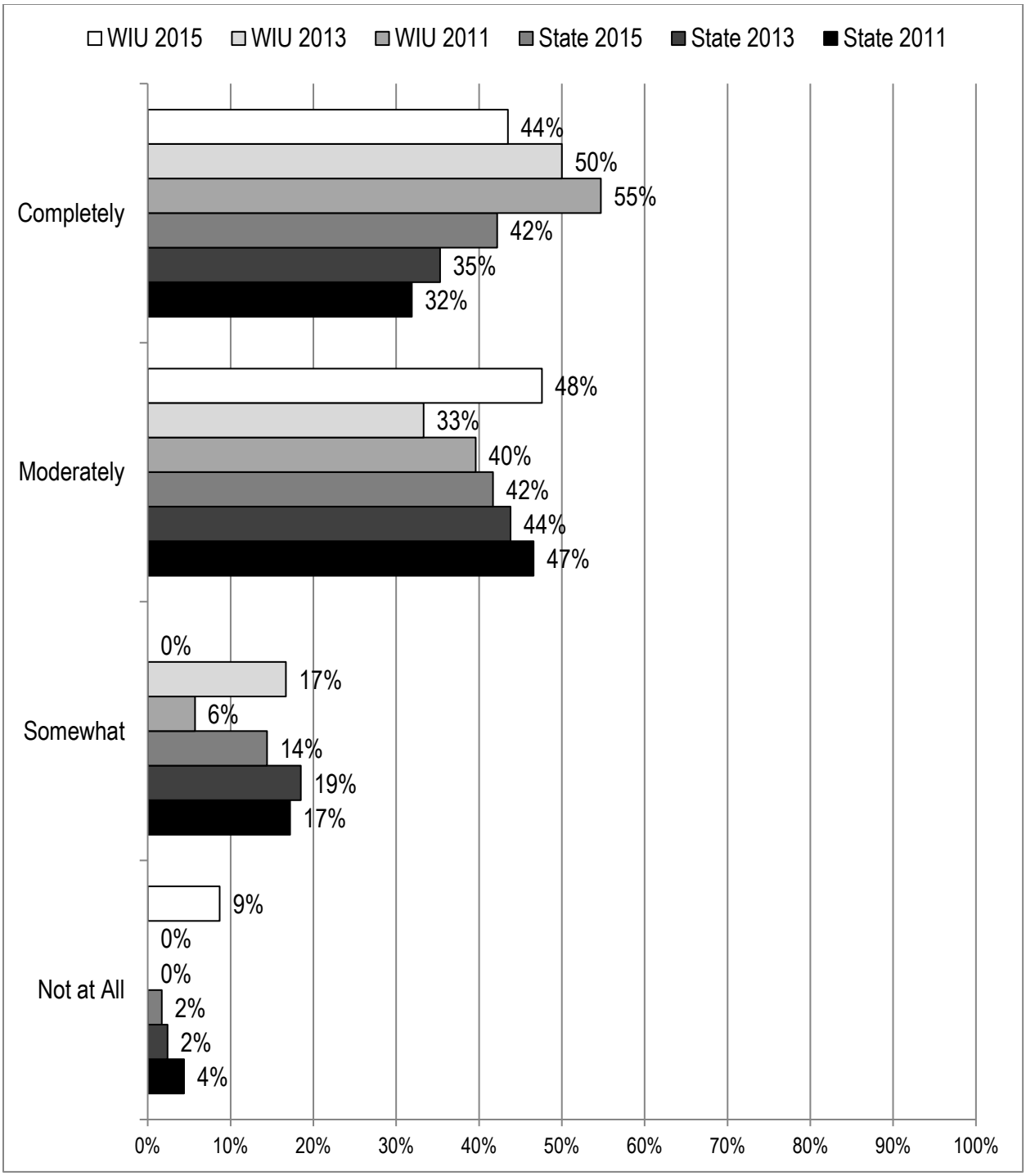
Question 37c:
Evaluation, Assessment, and Data Skills – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Data analysis skills." (Illinois n = 188, WIU n = 23)



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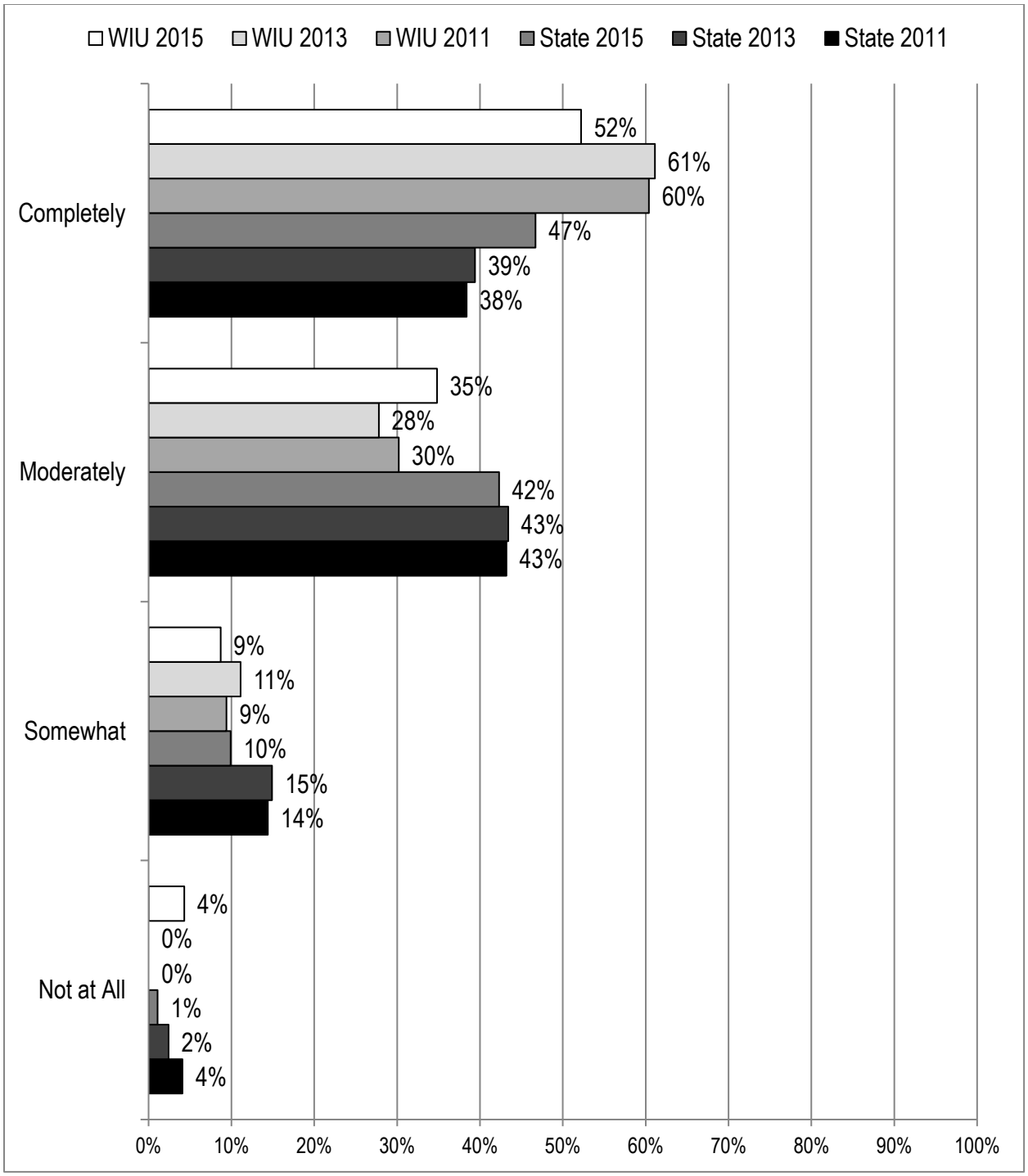
Question 37d:
Evaluation, Assessment, and Data Skills – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Strategies for effective use of data in decision-making." (Illinois n = 188, WIU n = 23)



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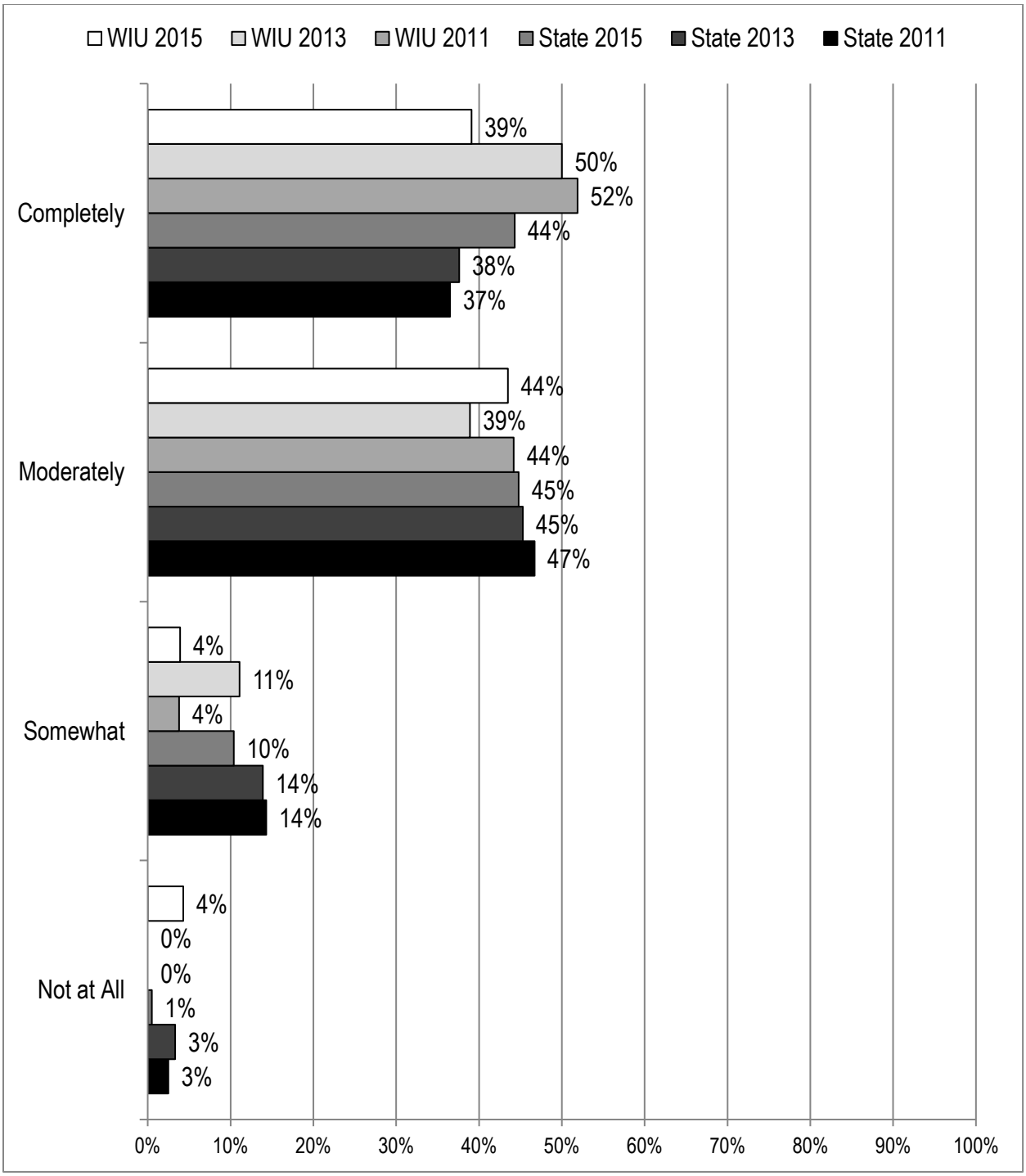
Question 37e:
Evaluation, Assessment, and Data Skills – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Assessment of student learning outcomes." (Illinois n = 188, WIU n = 23)



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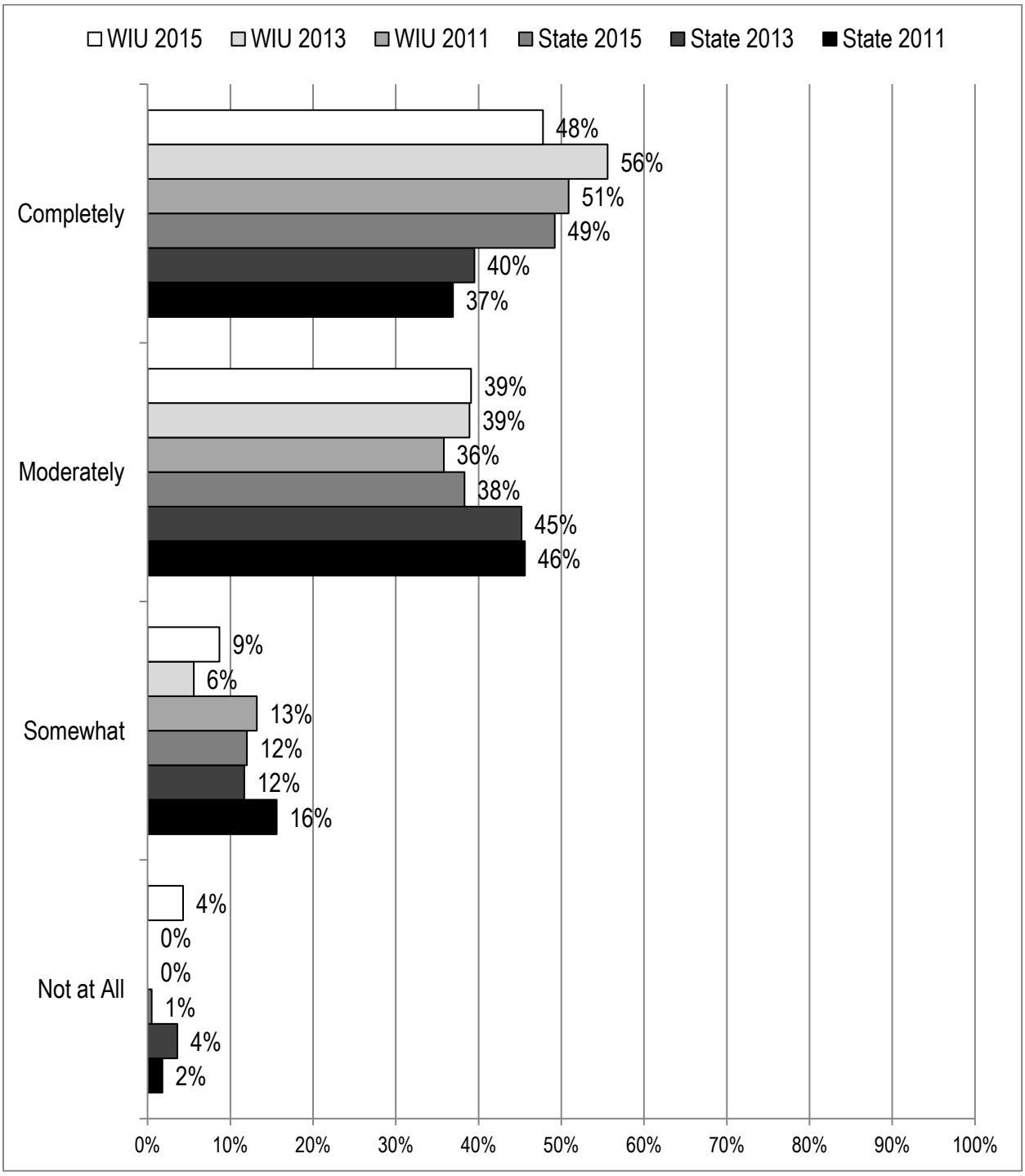
Question 37f:
Evaluation, Assessment, and Data Skills – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Assessment and evaluation to improve instructional practices."
(Illinois n = 188, WIU n = 23)



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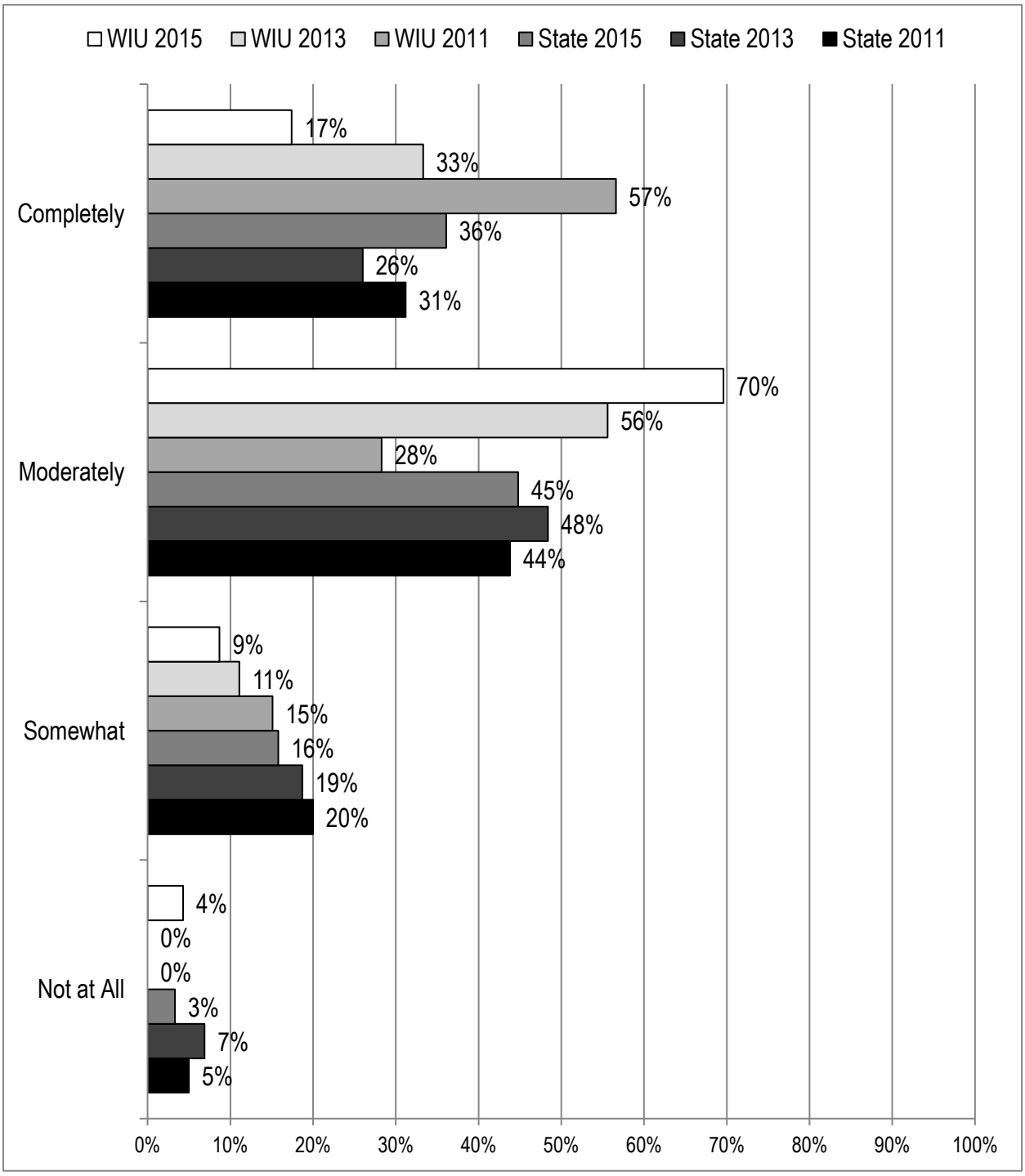
Question 37g:
Evaluation, Assessment, and Data Skills – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Technology applications to support assessment and evaluation efforts."
(Illinois n = 188, WIU n = 23)



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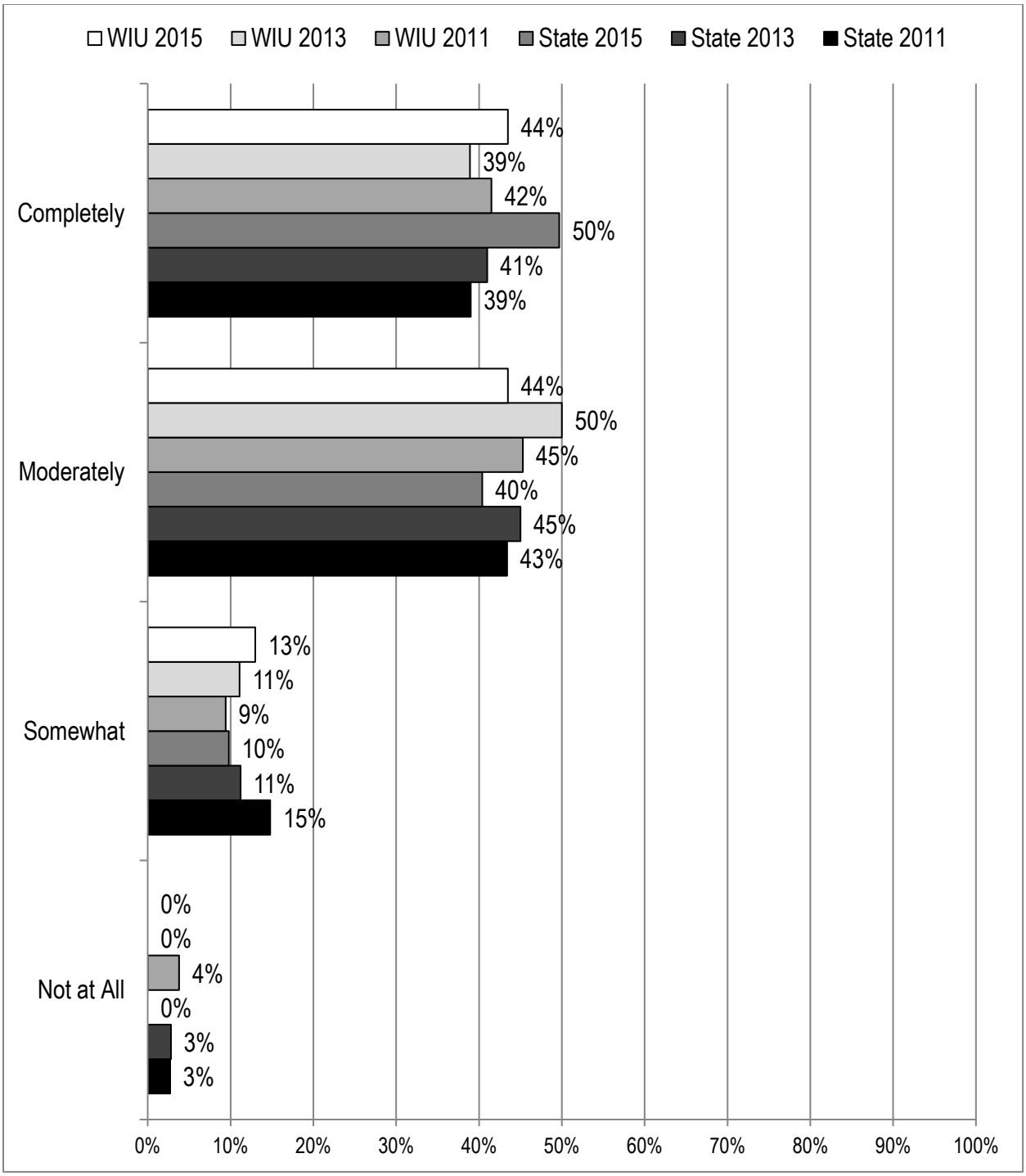
Question 38a:
School and Community – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Working with parents."
(Illinois n = 188, WIU n = 23)



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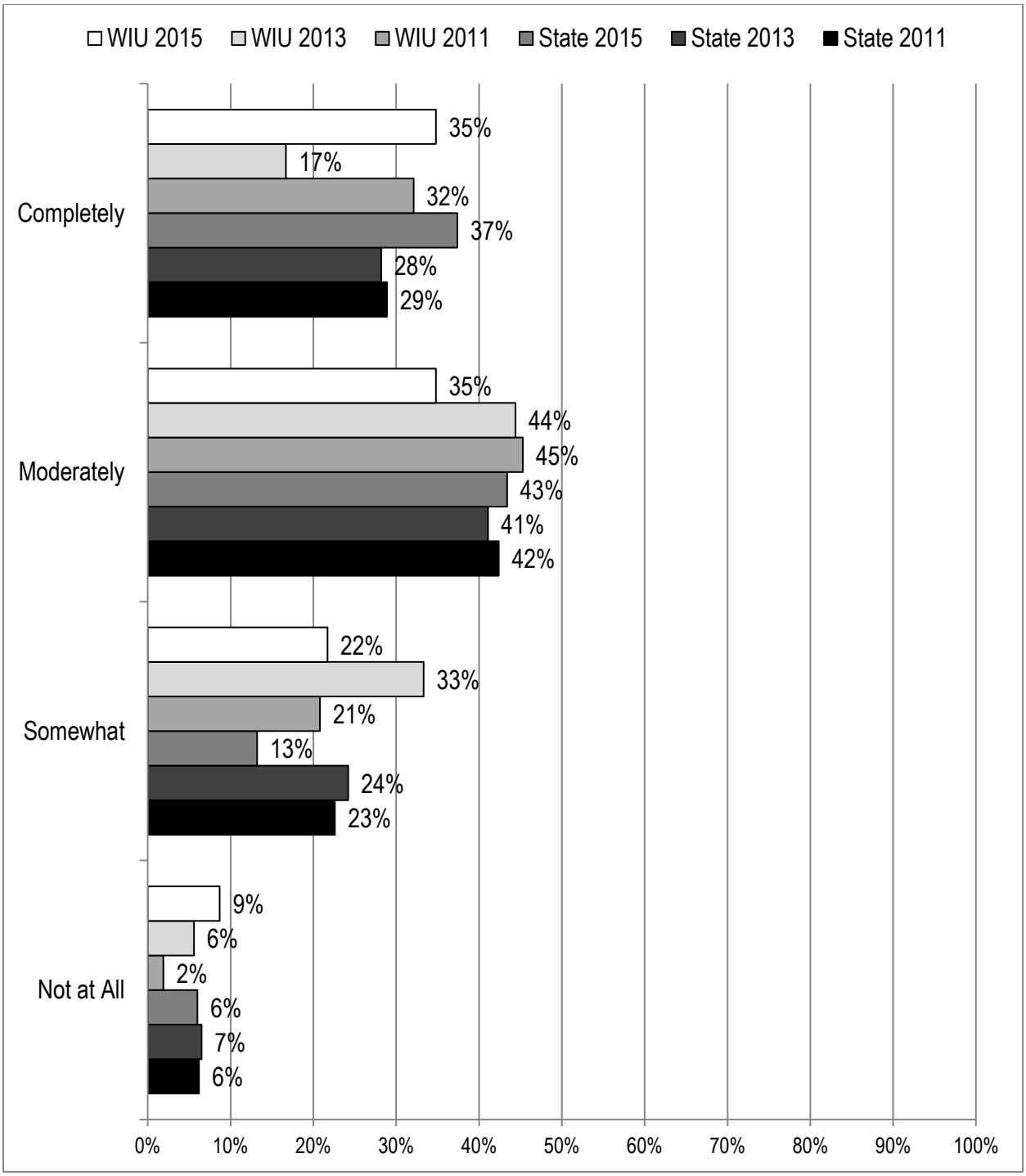
Question 38b:
School and Community – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Working with the business community." (Illinois n = 188, WIU n = 23)



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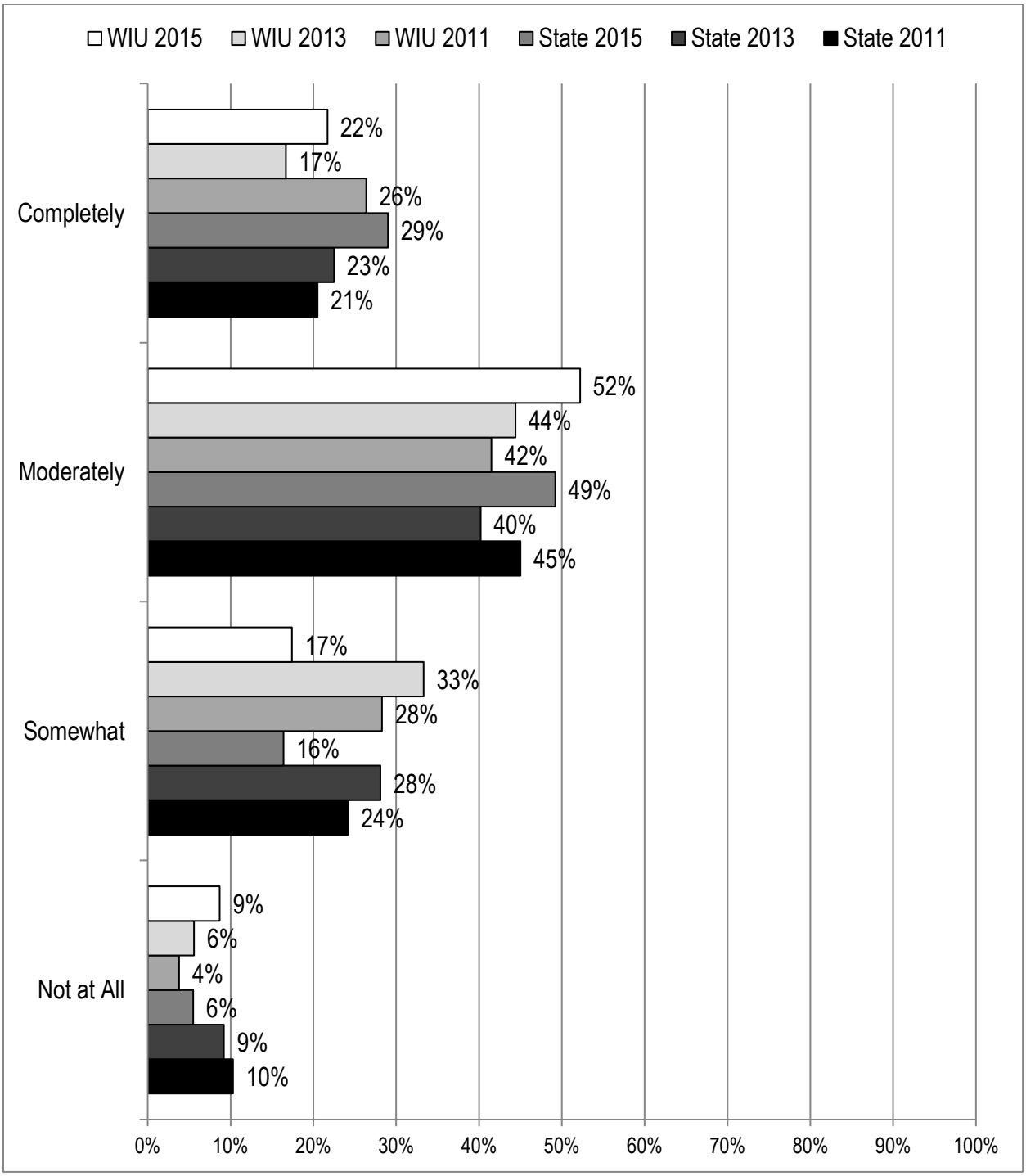
Question 38c:
School and Community – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Working with governmental agencies." (Illinois n = 188, WIU n = 23)



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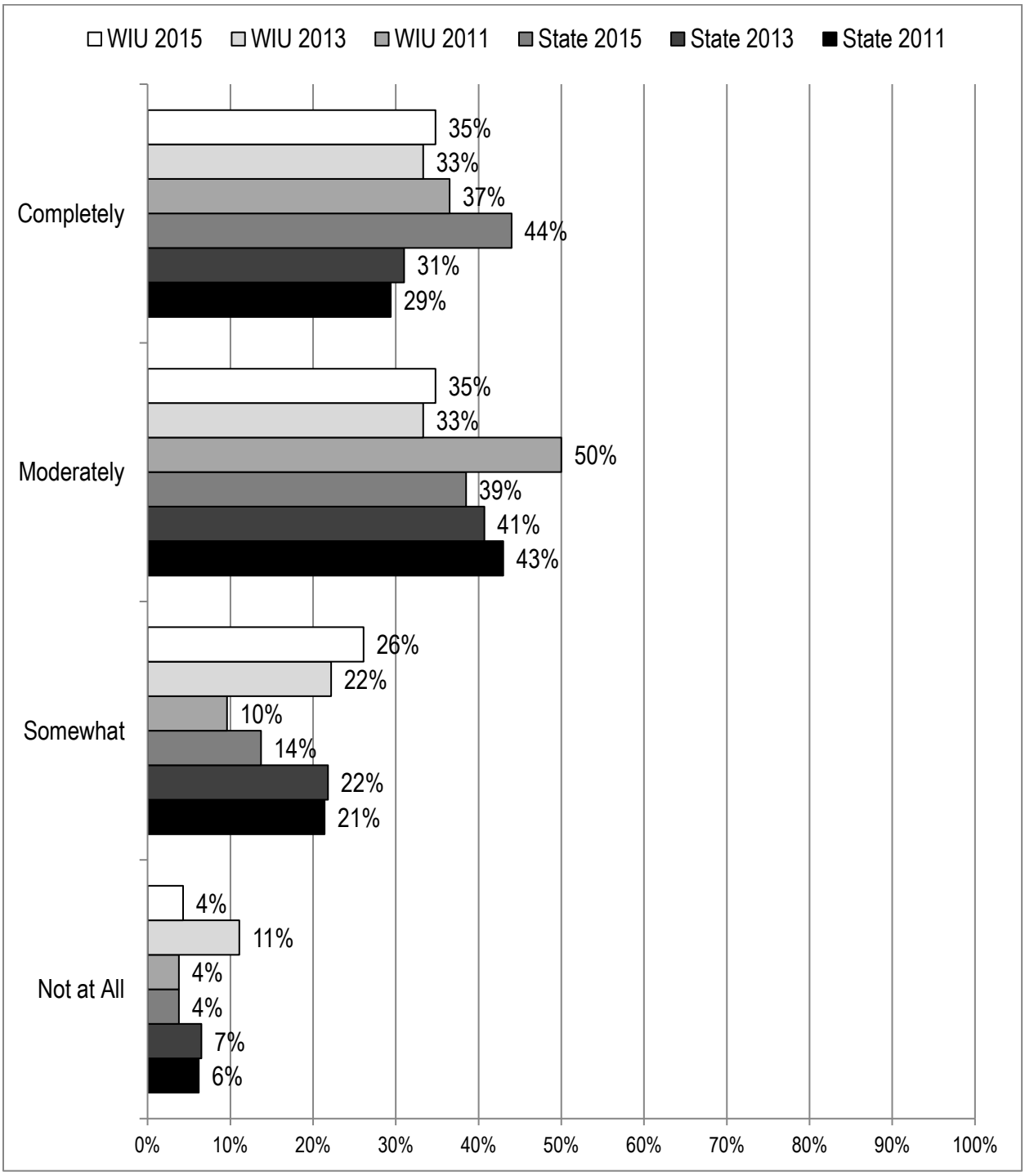
Question 38d:
School and Community – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Partnering with community, social service, and higher education leaders and agencies."
(Illinois n = 188, WIU n = 23)



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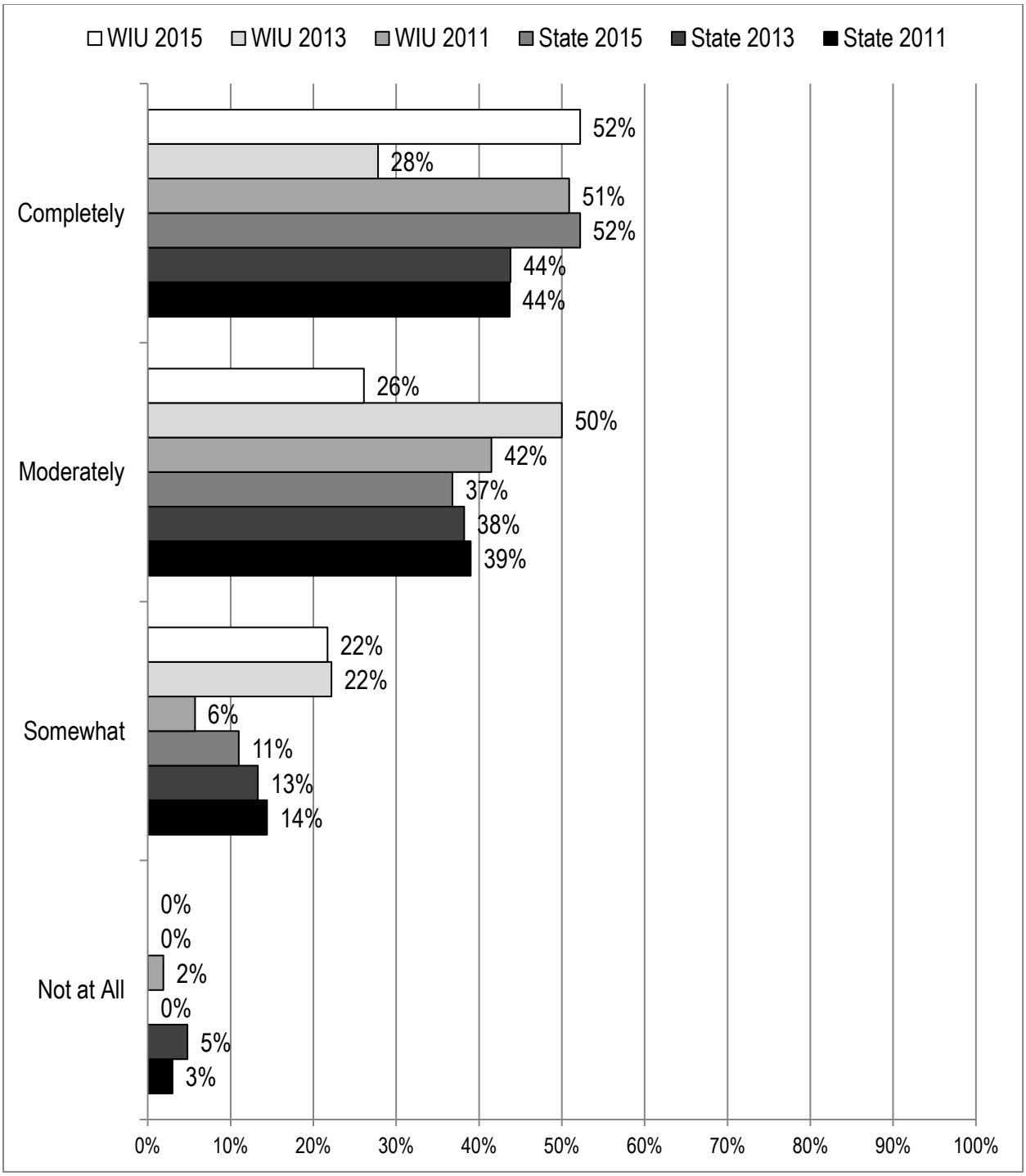
Question 38e:
School and Community – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Strategies for positive community relations." (Illinois n = 188, WIU n = 23)



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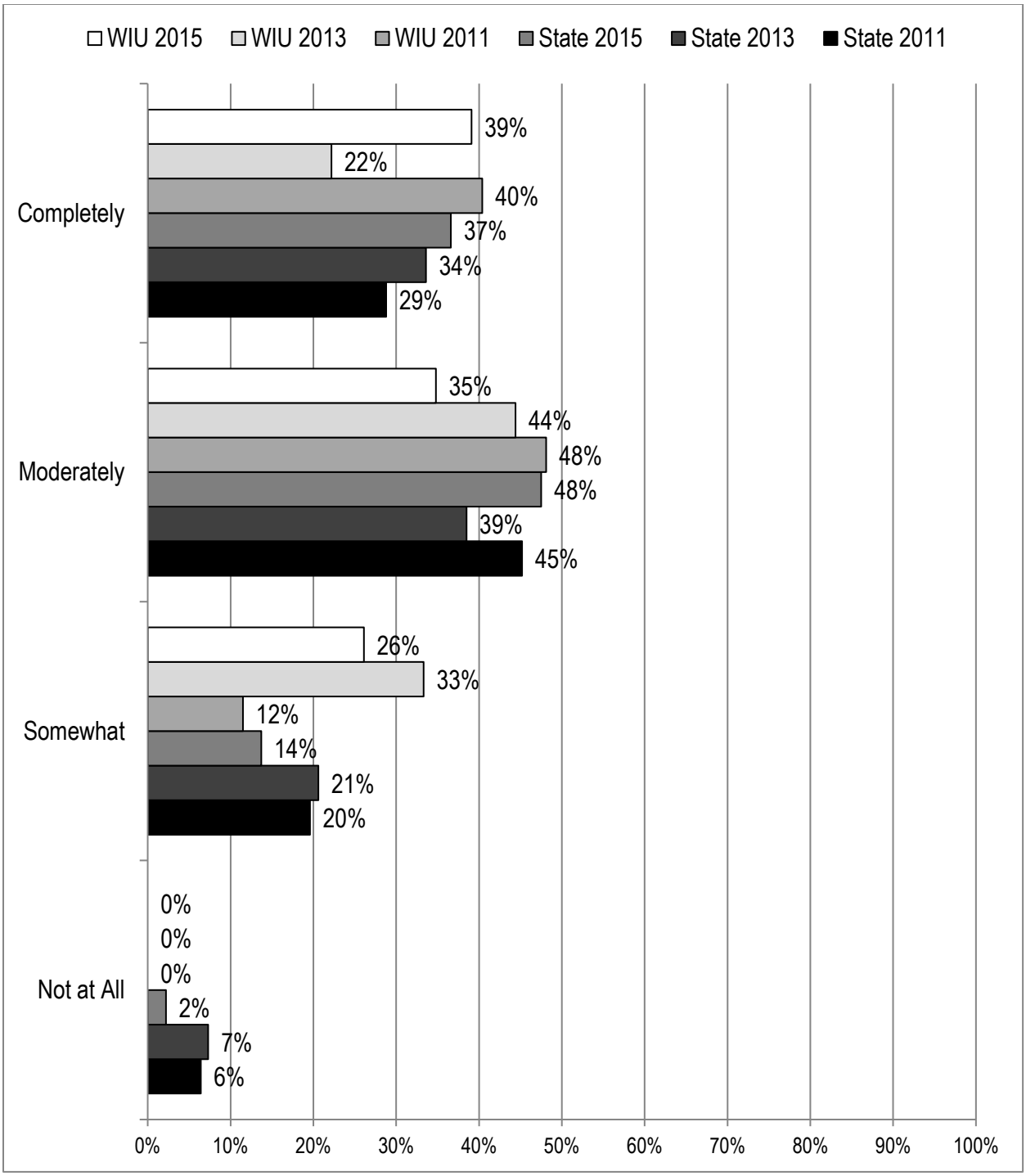
Question 38f:
School and Community – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Marketing, public relations, and media skills." (Illinois n = 188, WIU n = 23)



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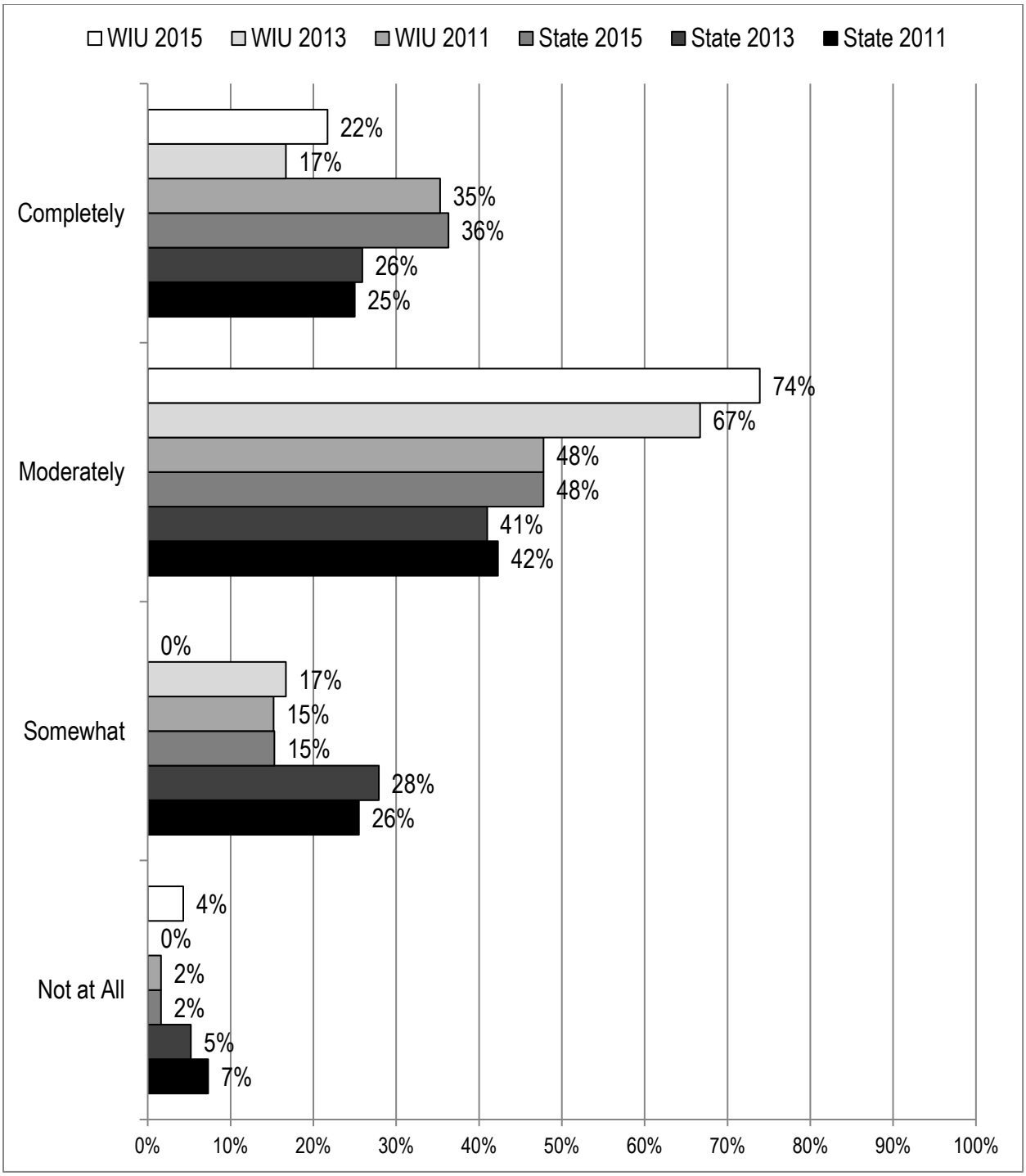
Question 39a:
Law and Finance – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Interpreting a budget."
(Illinois n = 188, WIU n = 23)



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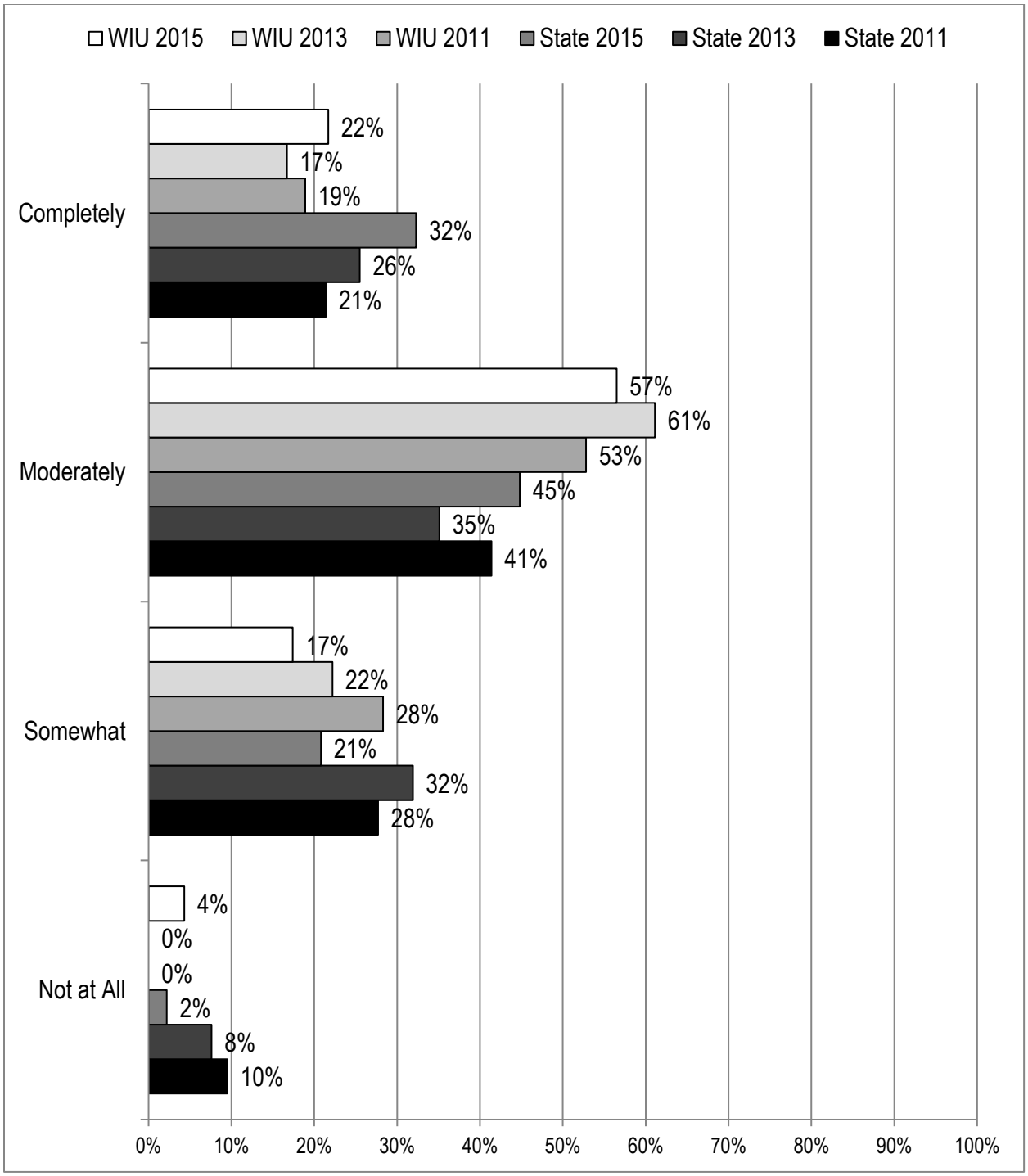
Question 39b:
Law and Finance – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Creating a budget and allocating resources." (Illinois n = 188, WIU n = 23)



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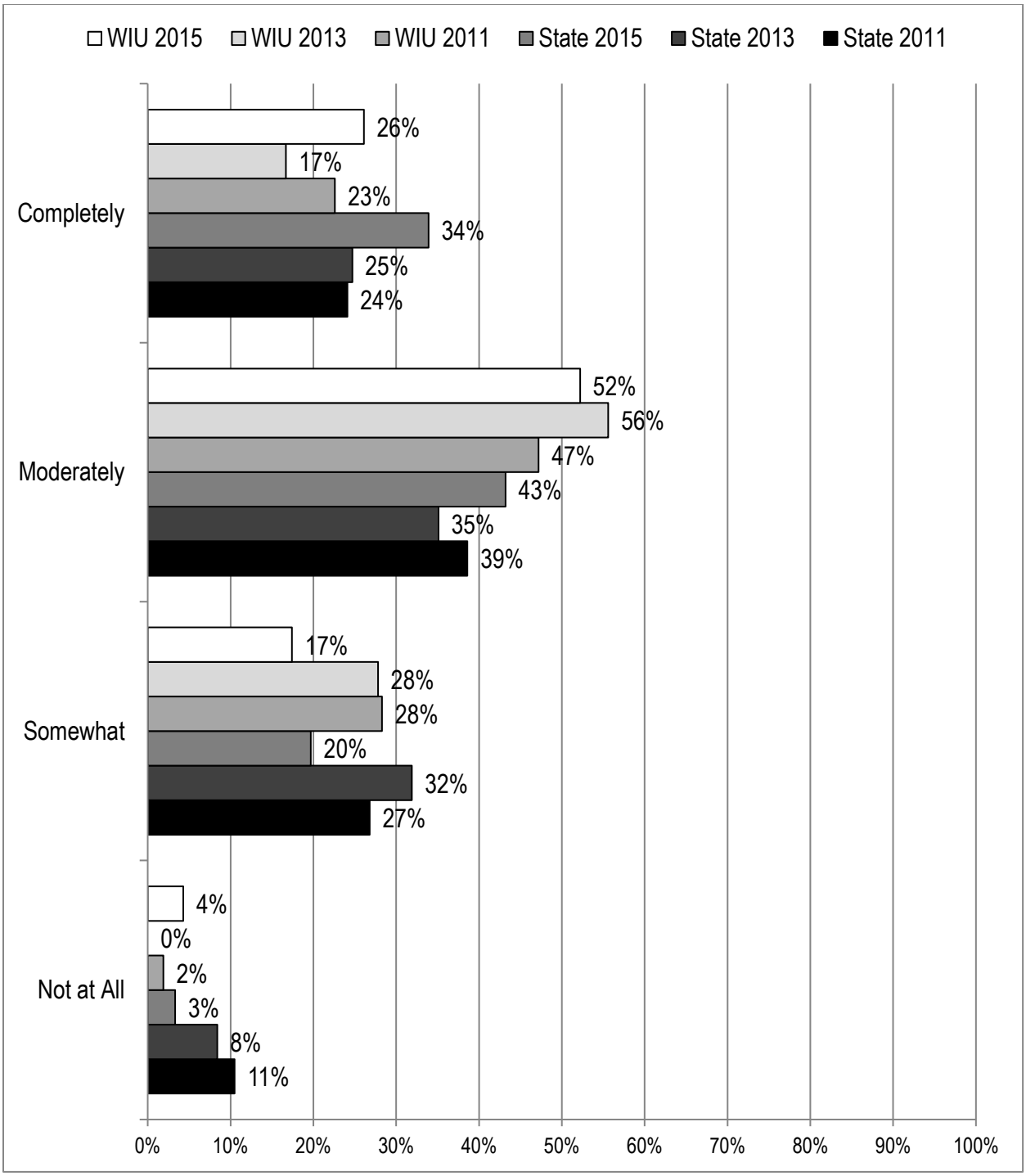
Question 39c:
Law and Finance – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Implementing a budget."
(Illinois n = 188, WIU n = 23)



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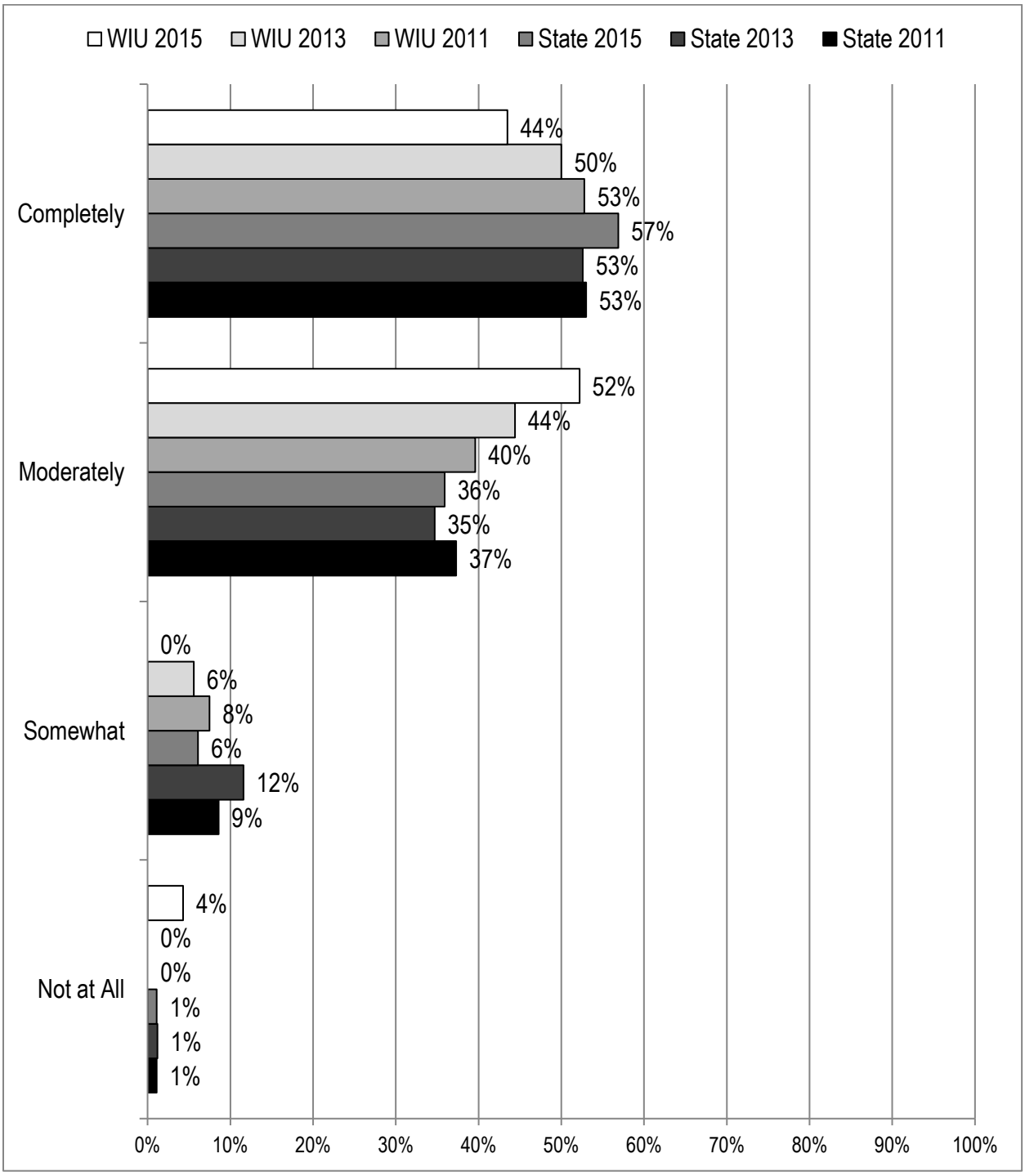
Question 39d:
Law and Finance – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Assuring appropriate student rights at school." (Illinois n = 188, WIU n = 23)



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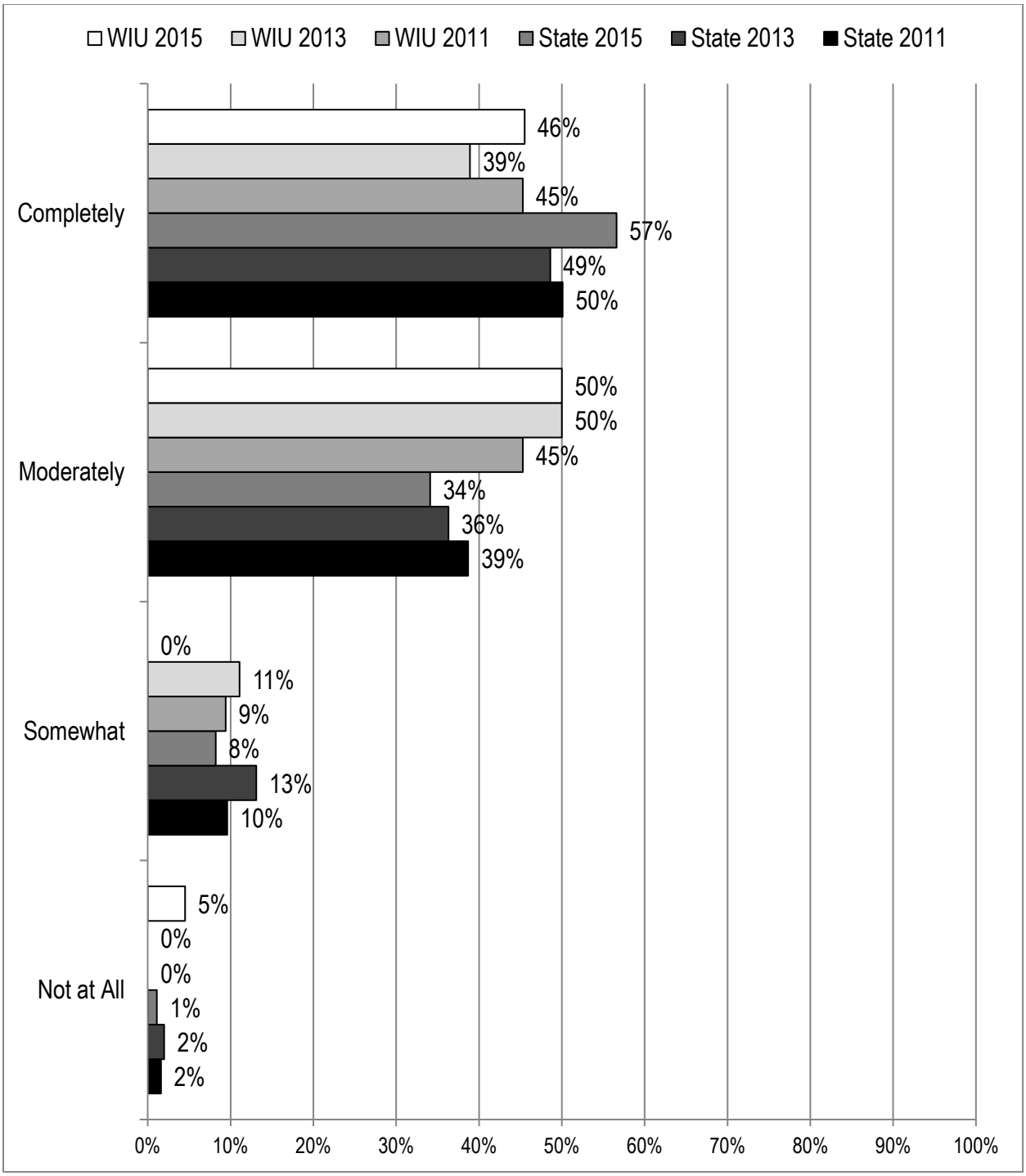
Question 39e:
Law and Finance – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Assuring appropriate employee rights at school." (Illinois n = 188, WIU n = 23)



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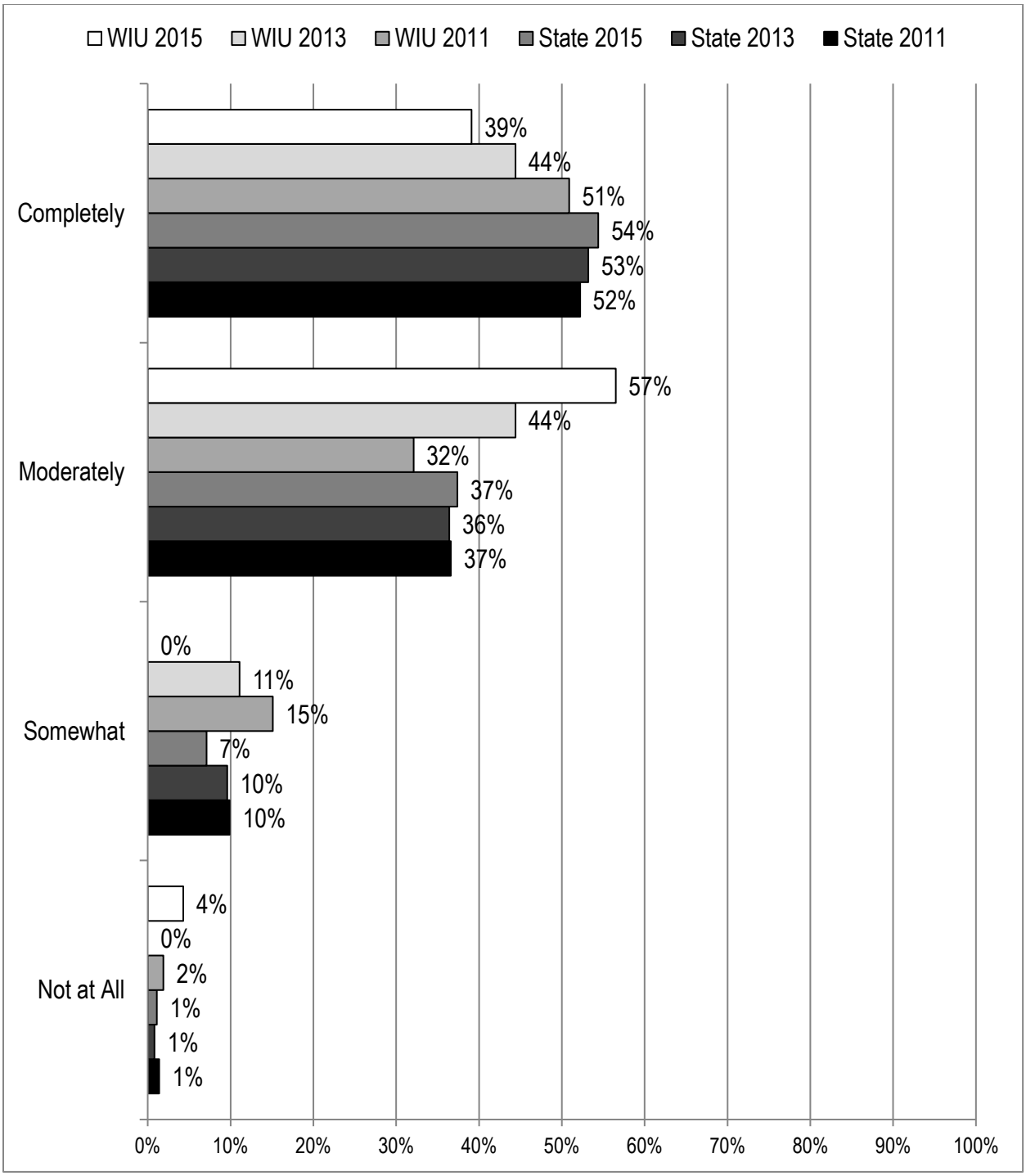
Question 39f:
Law and Finance – To what extent did your educational administration certification program prepare you to apply the following as a school leader? "Interpreting the law as it relates to Illinois schools." (Illinois n = 188, WIU n = 23)



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Educational Administration Supervisor Findings

- Question 1 – Supervisor's current professional position (page 159)
- Question 2 – Supervisor's sex (page 160)
- Question 3 – Supervisor's ethnicity (page 160)
- Question 4 – How many years have you functioned as an administrator? (page 161)
- Question 5 – What is the grade configuration of your school district? (page 162)
- Question 6 – Which of the following best describes the subject of the survey in regard to administrative mentoring in your district? (page 163)
- Question 7 – What is the current professional position of the subject of this survey? (page 164-165)
- Question 8 – Is a Type 75 administrative certificate required for this position? (page 166)
- Question 9 – Which of the following best describes your status as the supervisor of the subject of this survey? (page 167)
- Question 10 – Estimate how many times you have discussed this person's administrative practice in face-to-face conferences: (page 168)
- Question 11a – To what extent does the subject of this survey understand the following Illinois Leadership Standards? (pages 169-174)
- Question 11b – To what extent does the subject of this survey use or practice the following Illinois Leadership standards in his or her current role? (pages 175-180)

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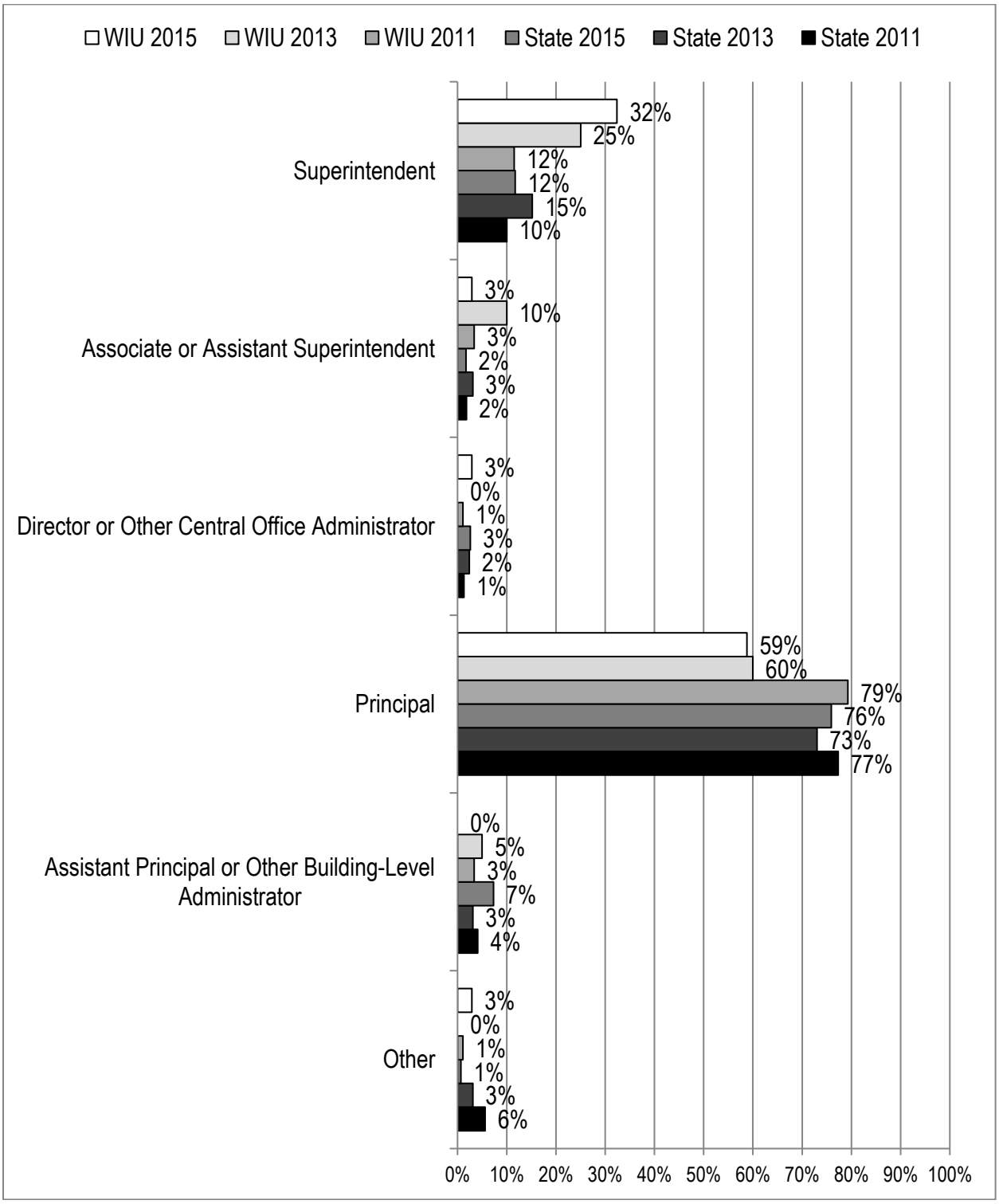
Question 1:
What is your [supervisor's] current professional position? (Illinois n = 274, WIU n = 34)



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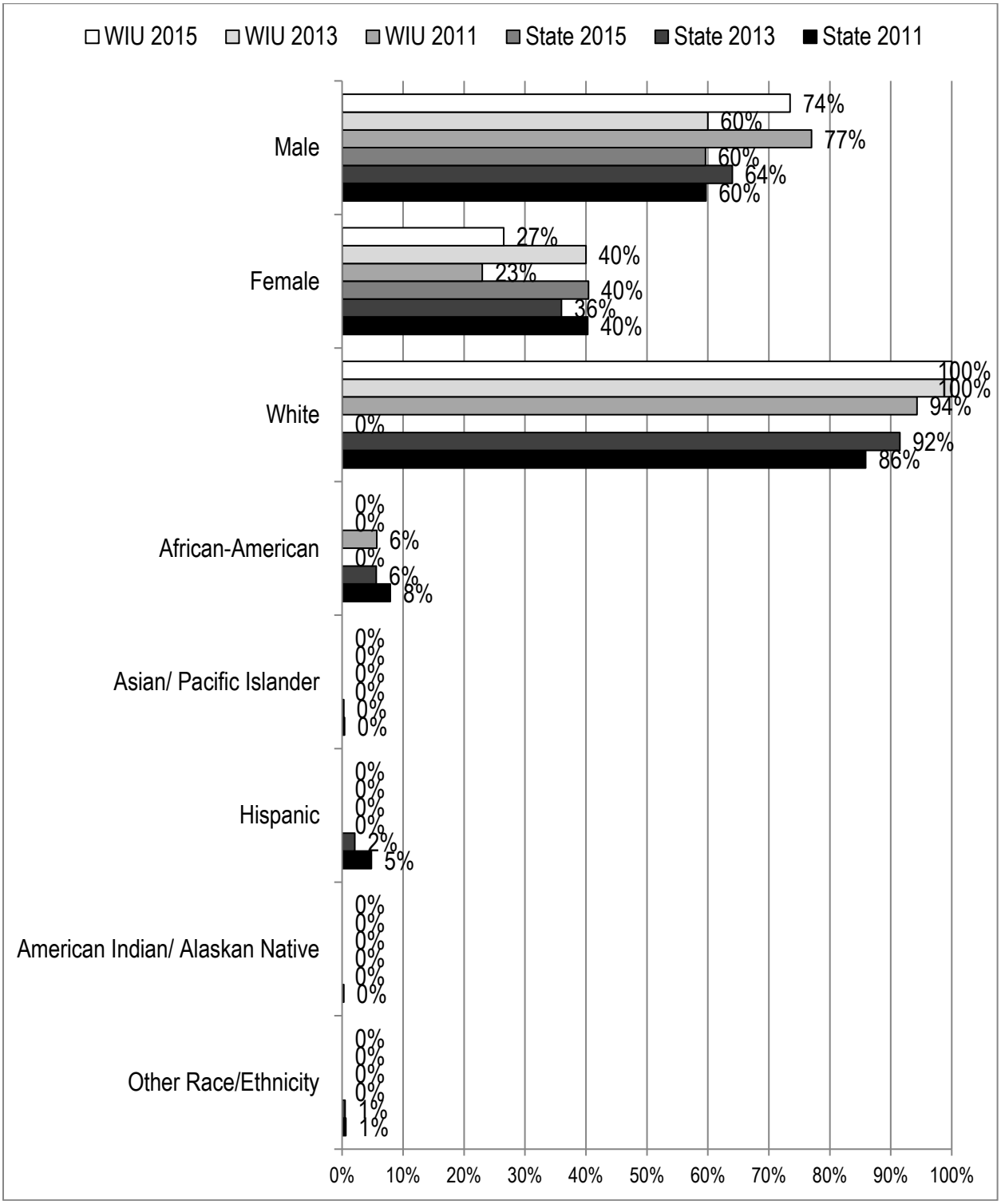
Questions 2 and 3:
What is your [supervisor's] sex? (Illinois n = 274, WIU n = 34)
What is your [supervisor's] race/ethnicity (Illinois n = 274, WIU n = 34)



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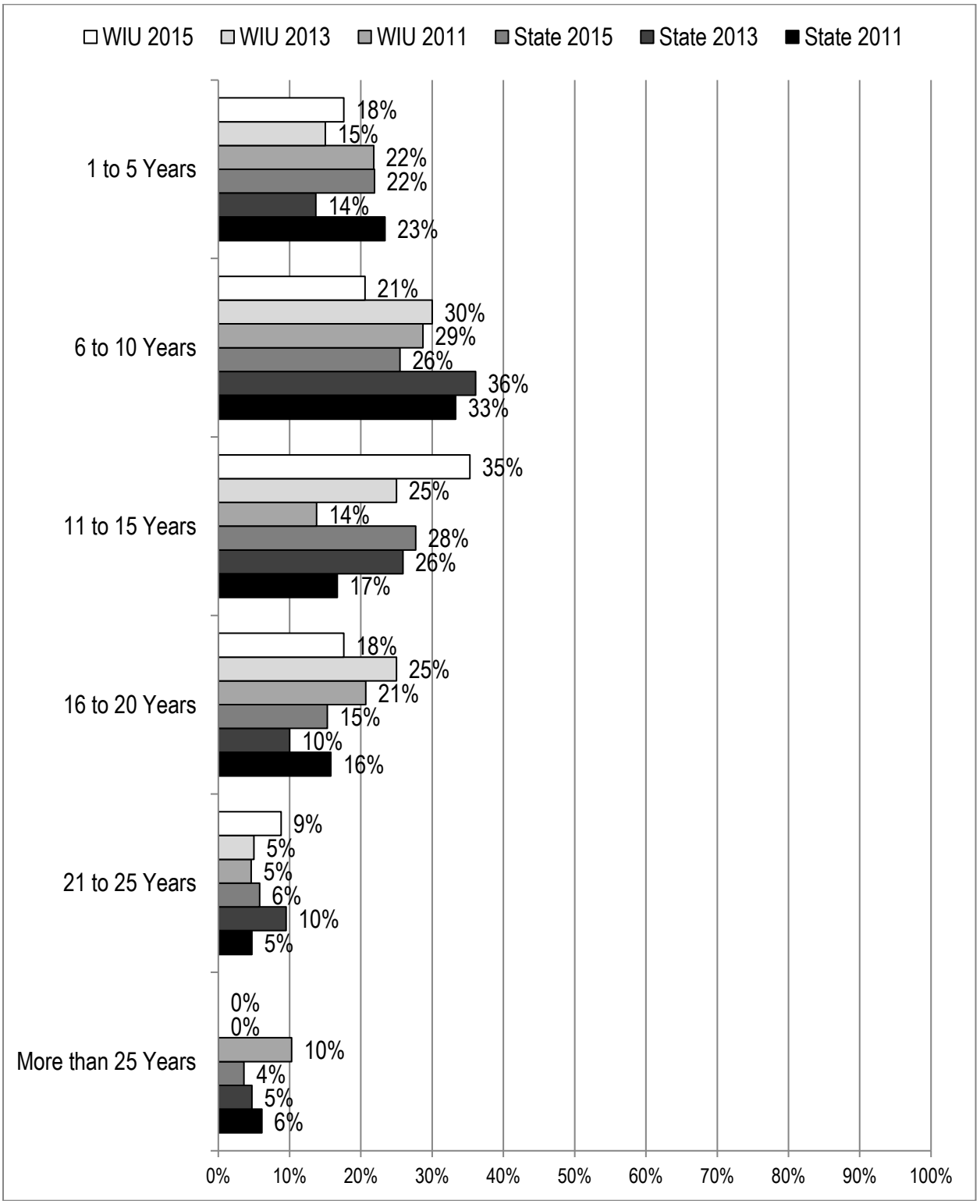
Question 4:
How many years have you functioned as an administrator? (Illinois n = 274, WIU n = 34)



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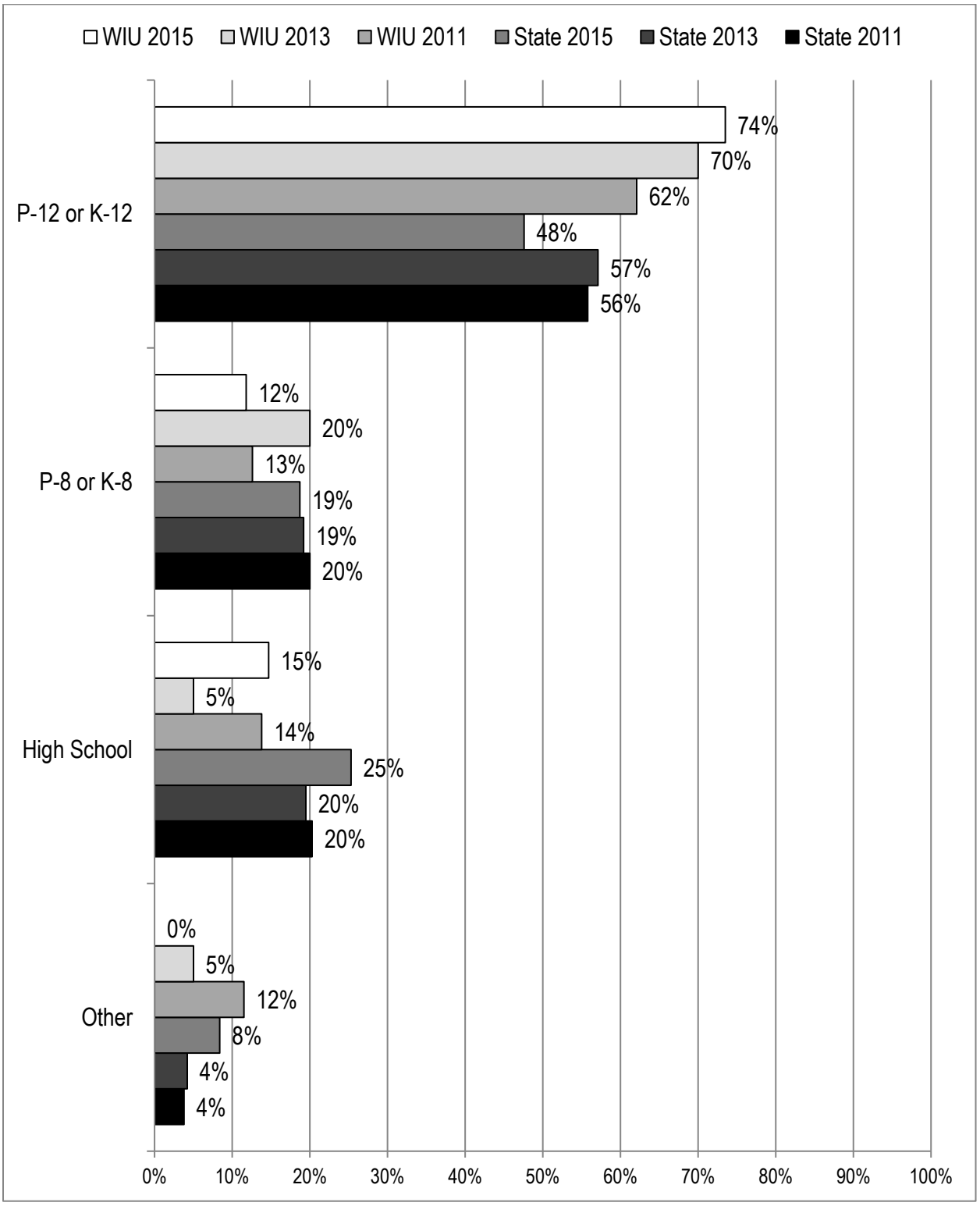
Question 5:
What is the grade configuration of your school district? (Illinois n = 274, WIU n = 34)



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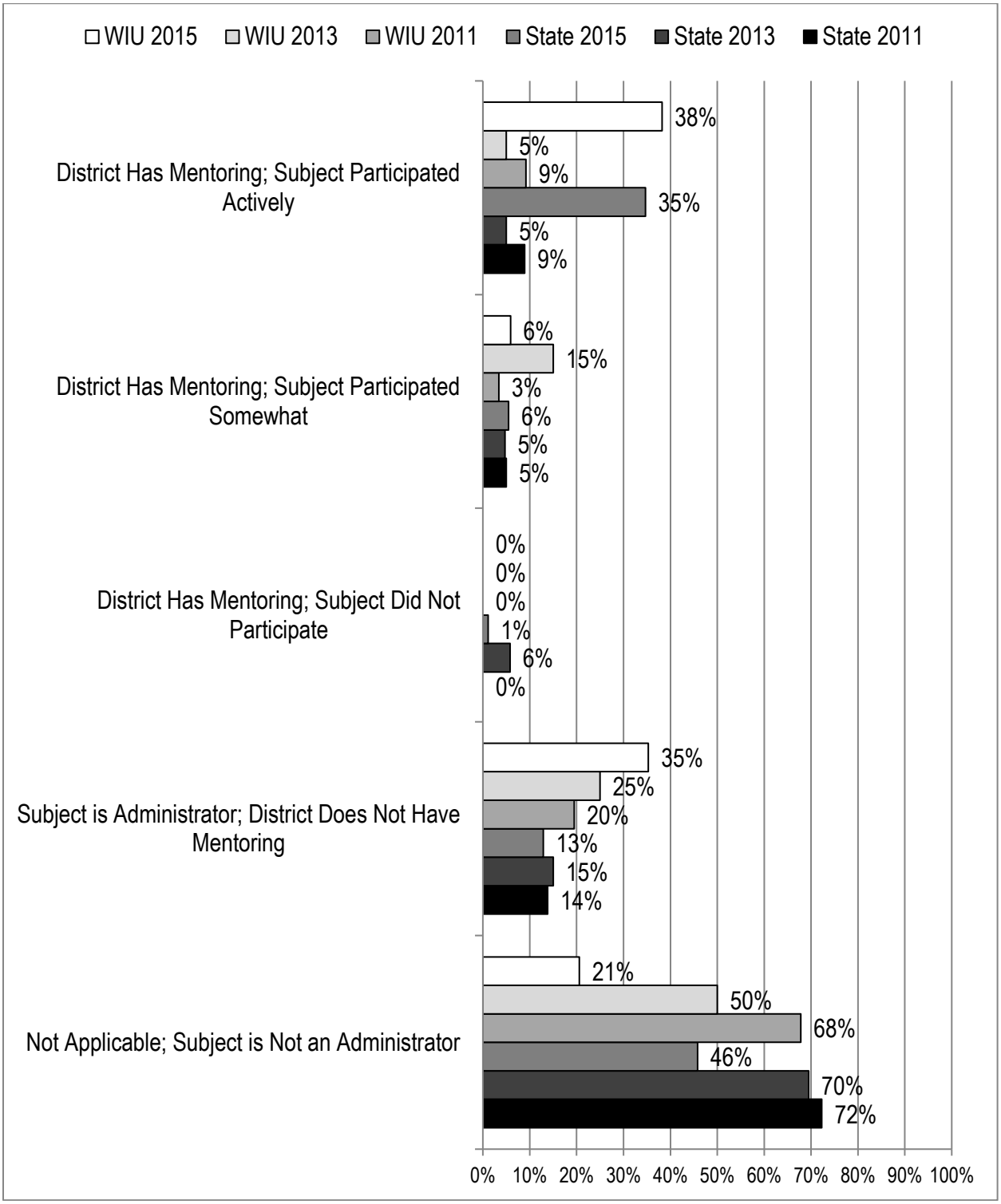
Question 6:
Which of the following best describes the subject of this survey in regard to administrative mentoring in your district? (Illinois n = 274, WIU n = 34)



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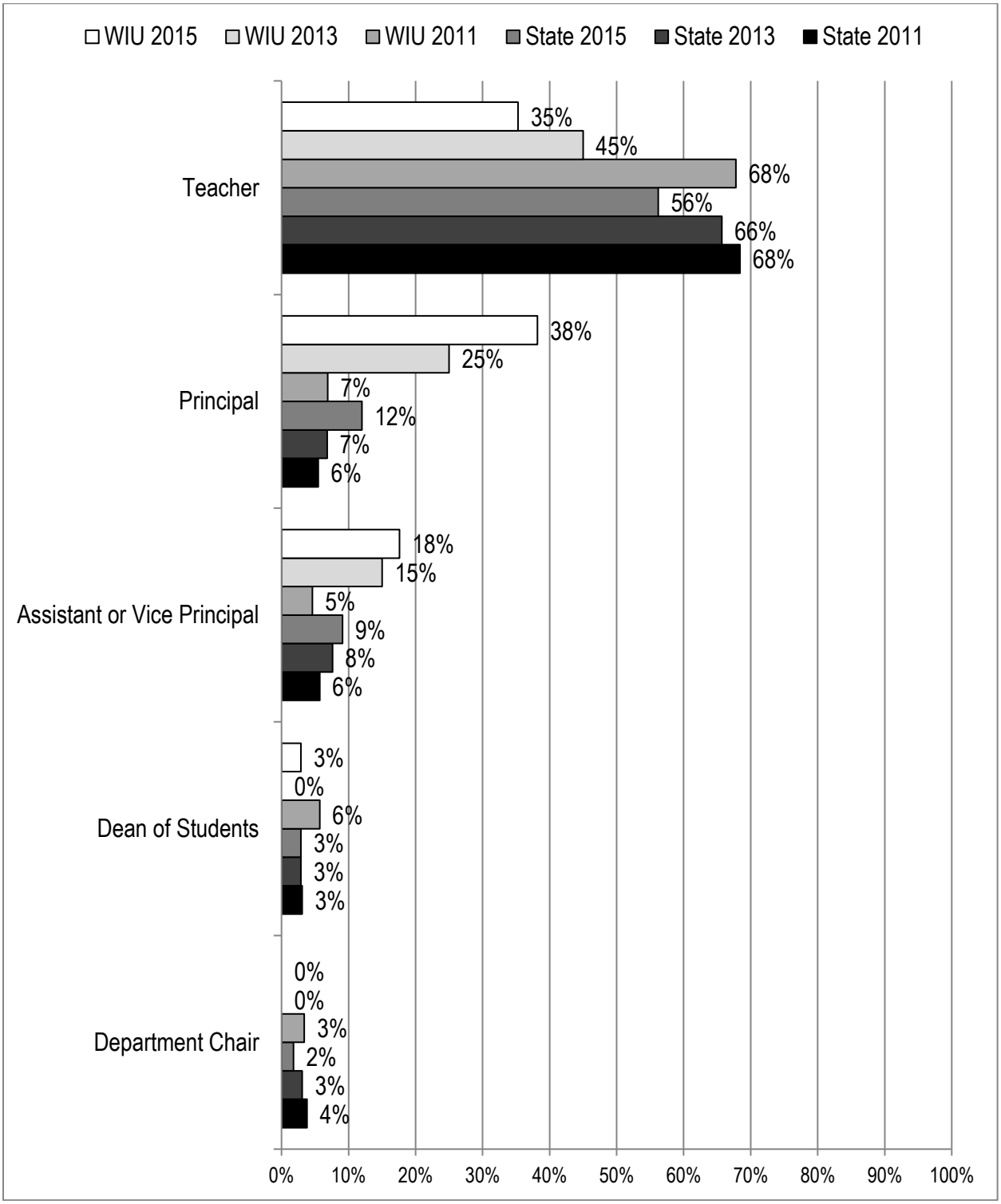
Questions 7a:
What is the current professional position of the subject of this survey? (Select all that apply.) (Illinois n = 274, WIU n = 34)



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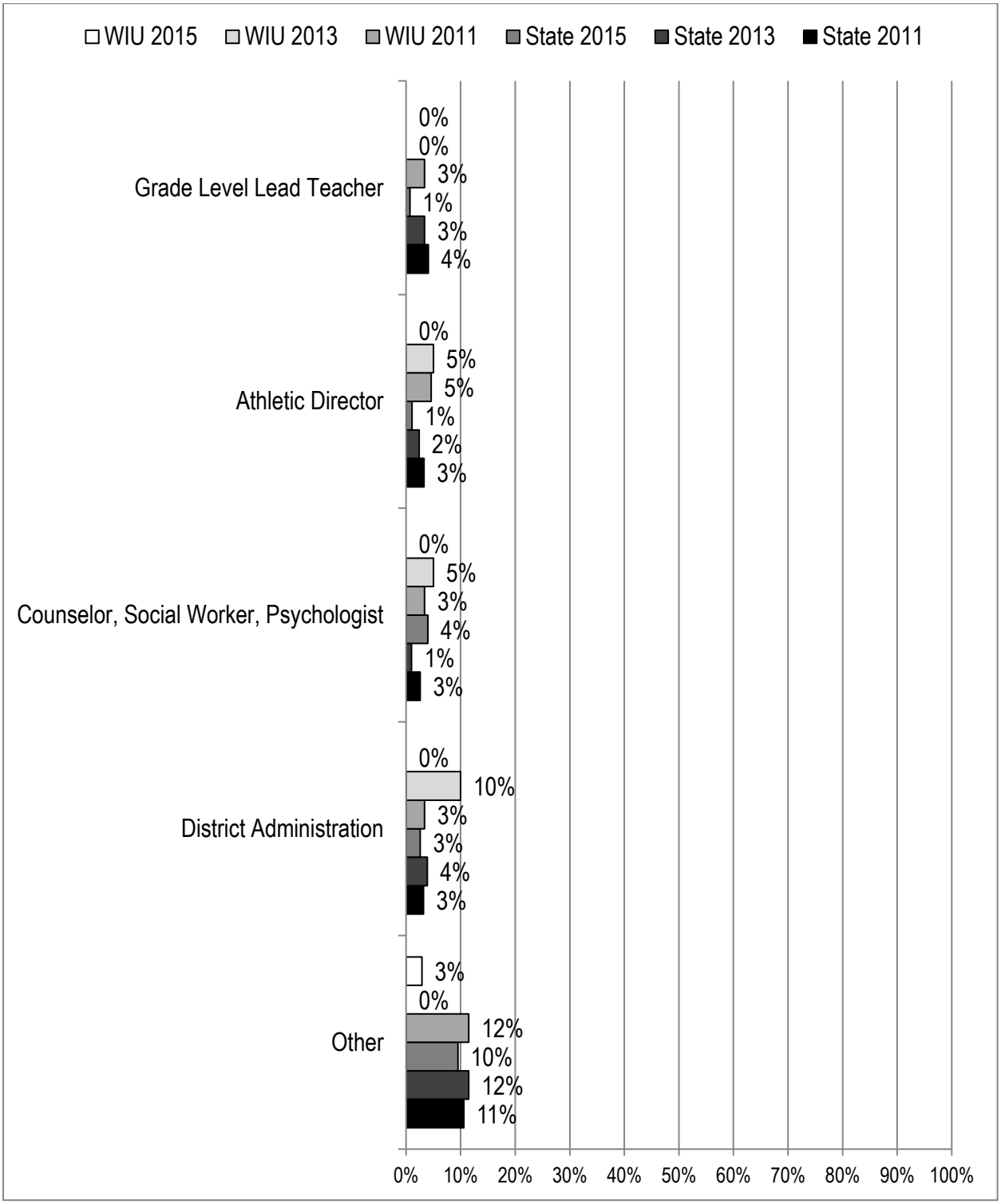
Question 7b:
What is the current professional position of the subject of this survey? (Select all that apply.) (Illinois n = 274, WIU n = 34)



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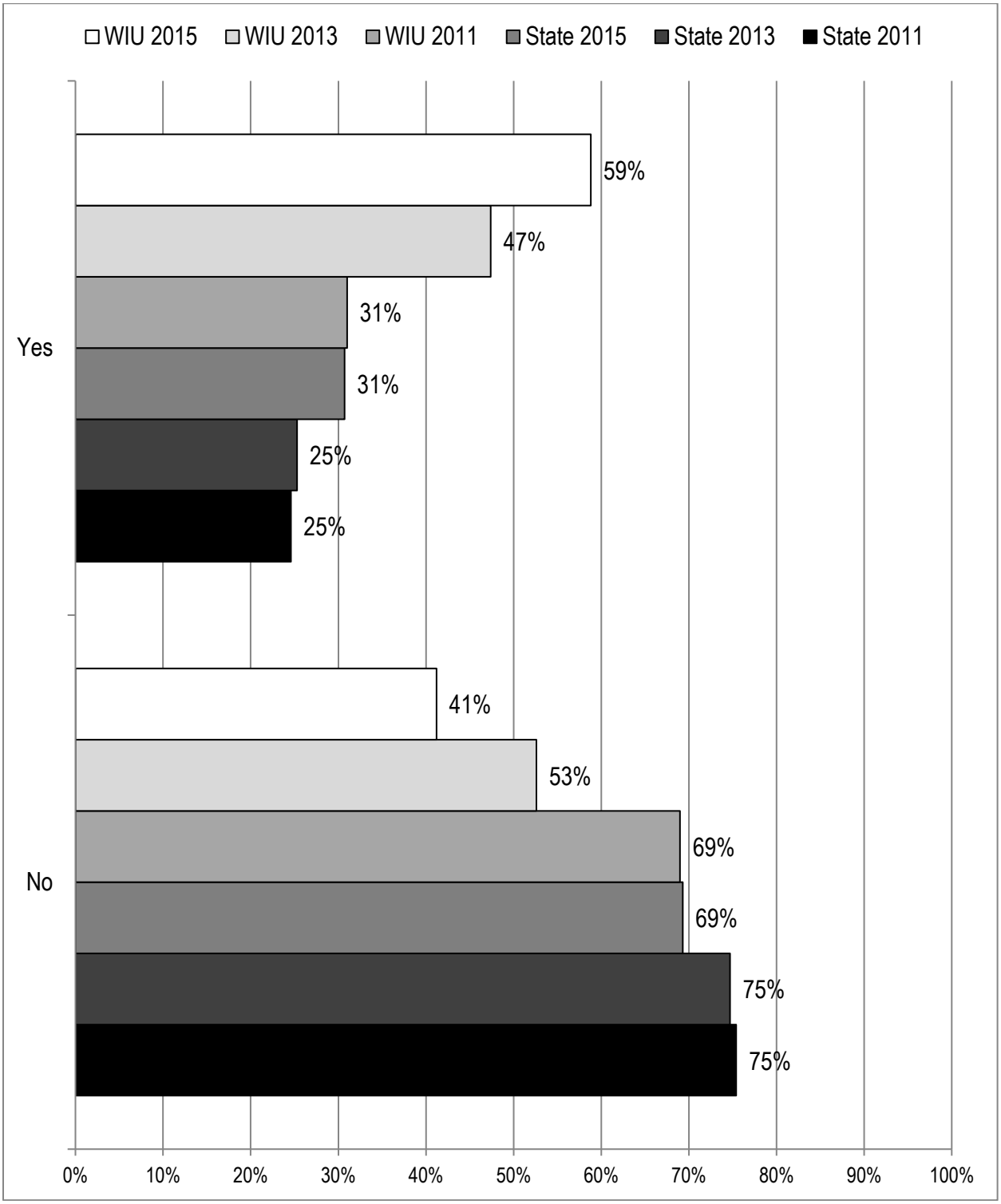
Question 8:
Is a Type 75 administrative certificate required for this position?
(Illinois n = 274, WIU n = 34)



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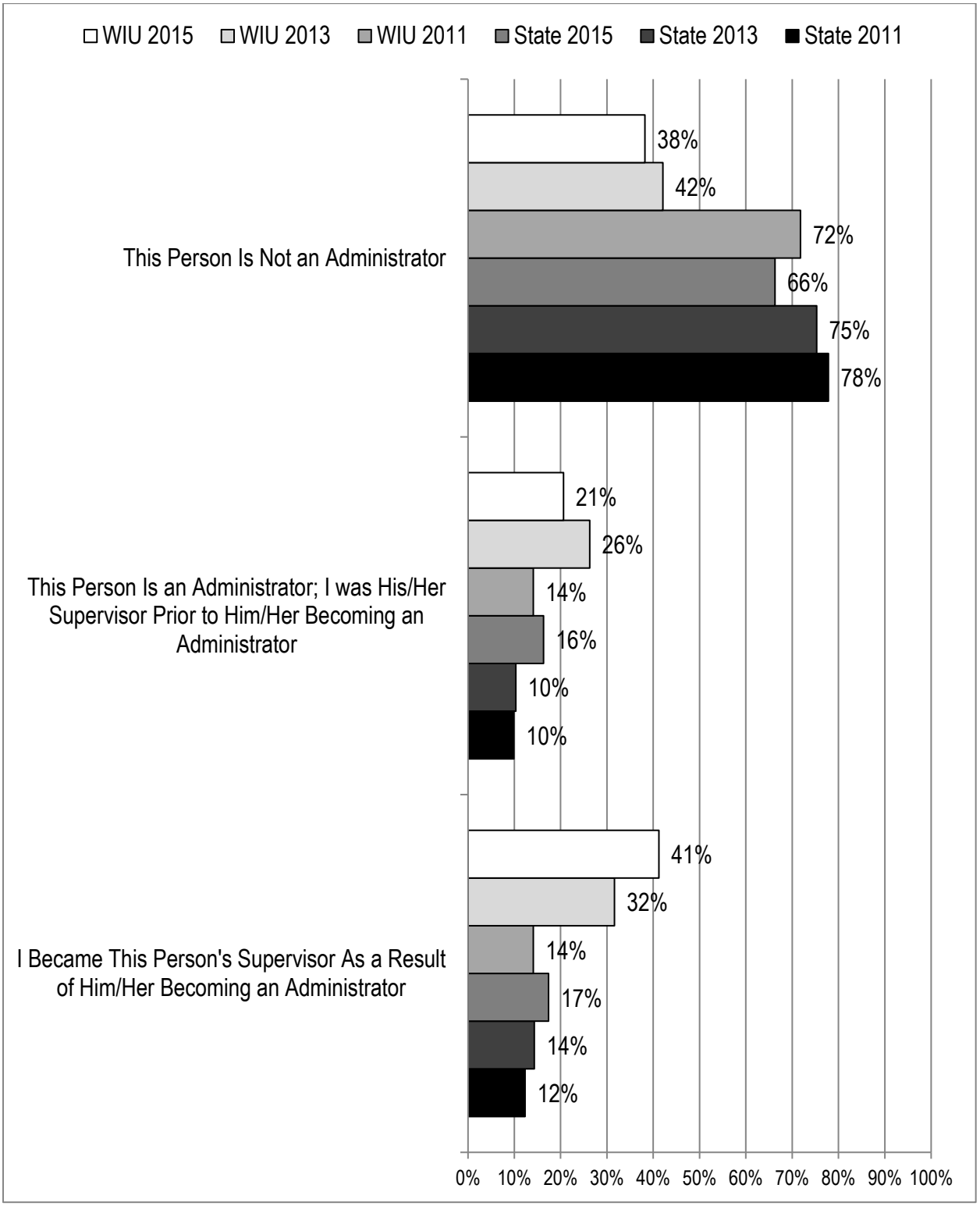
Question 9:
Which of the following best describes your status as the supervisor of the subject of this survey? (Illinois n = 274, WIU n = 34)



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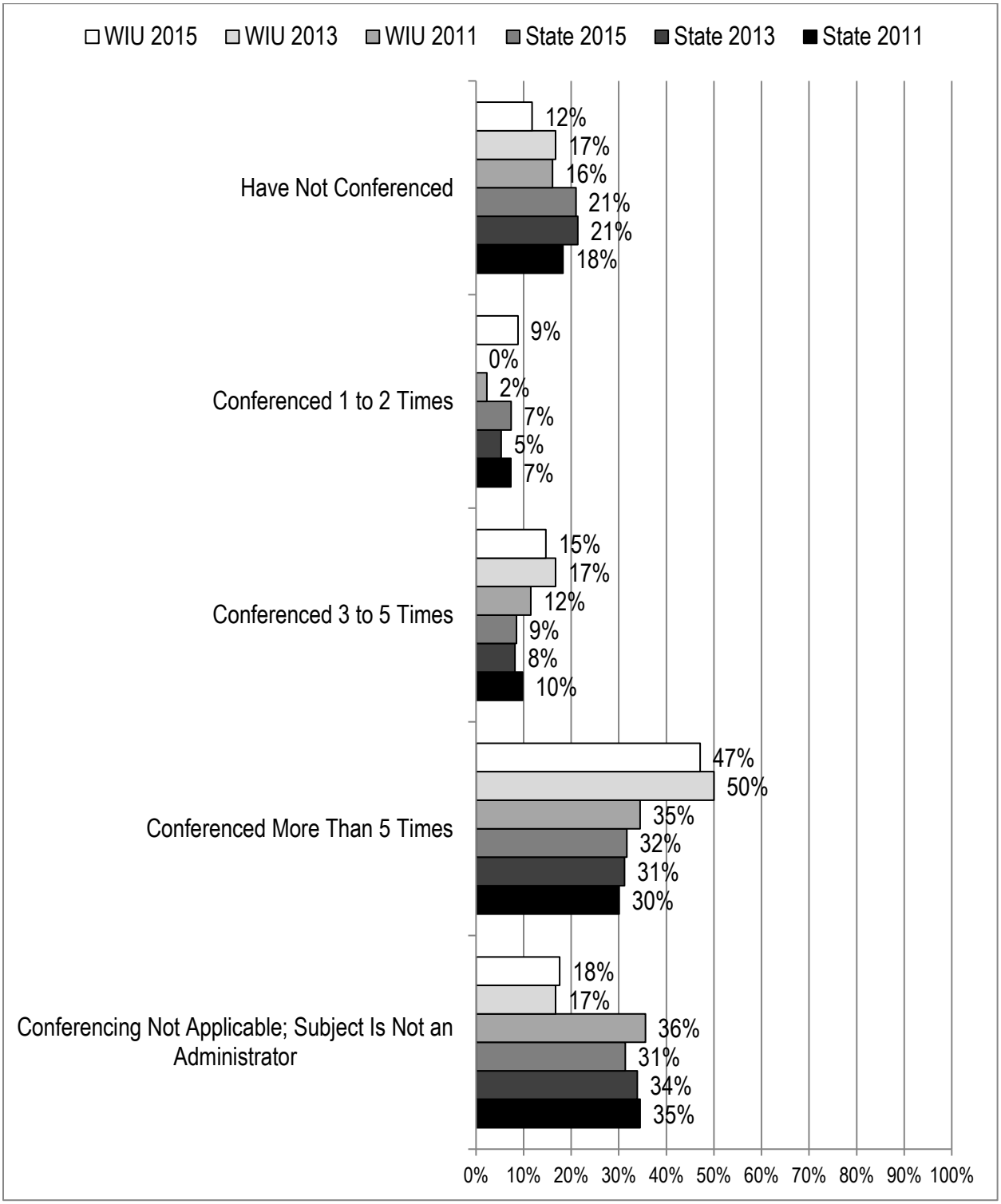
Question 10:
Estimate how many times you have discussed this person's administrative practice in face-to-face conferences. (Illinois n = 274, WIU n = 34)



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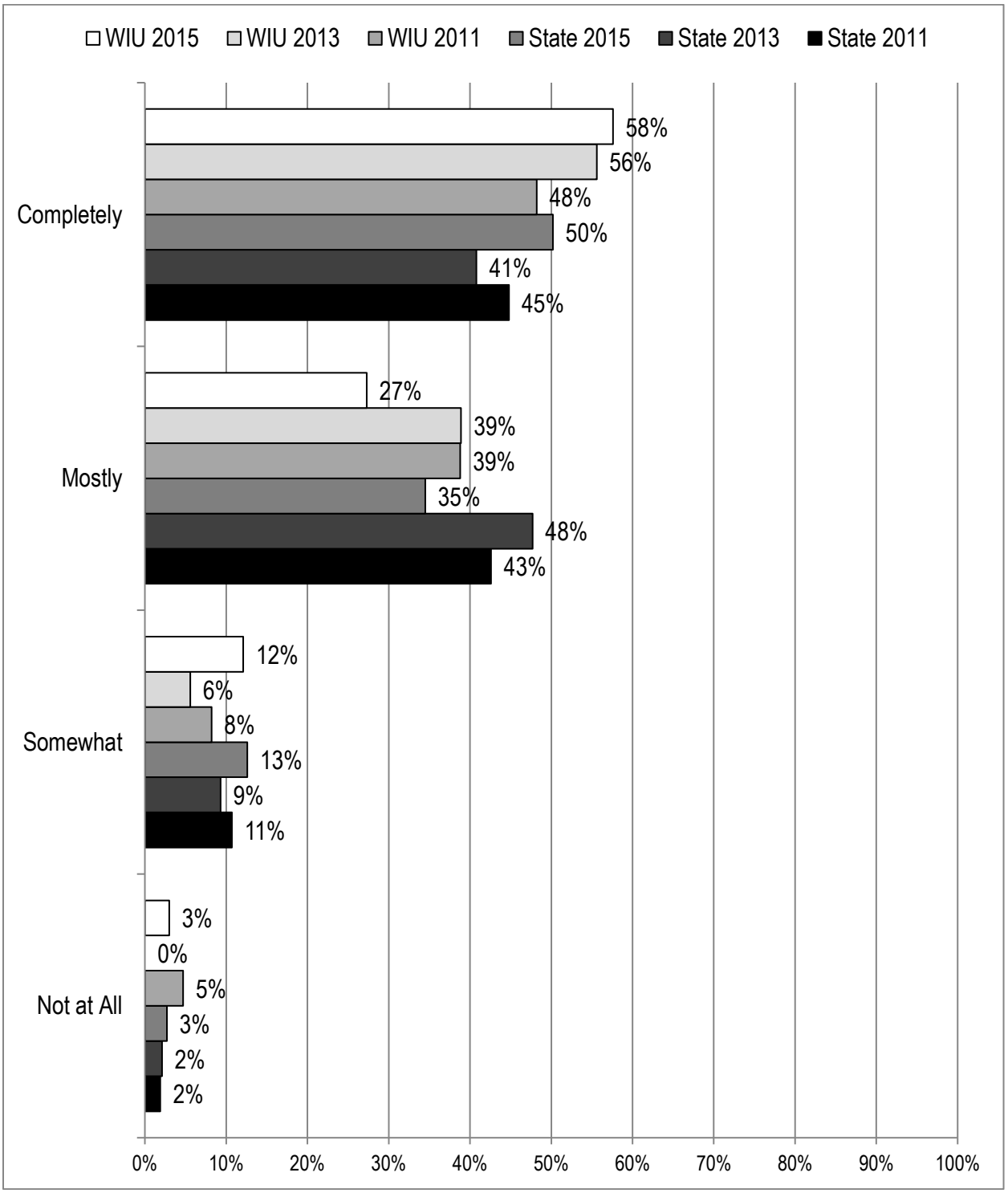
Question 11a1:
To what extent does the subject of this survey <u>understand</u> the following Illinois Leadership Standard? "1 – Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community."
(Illinois n = 274, WIU n = 34)



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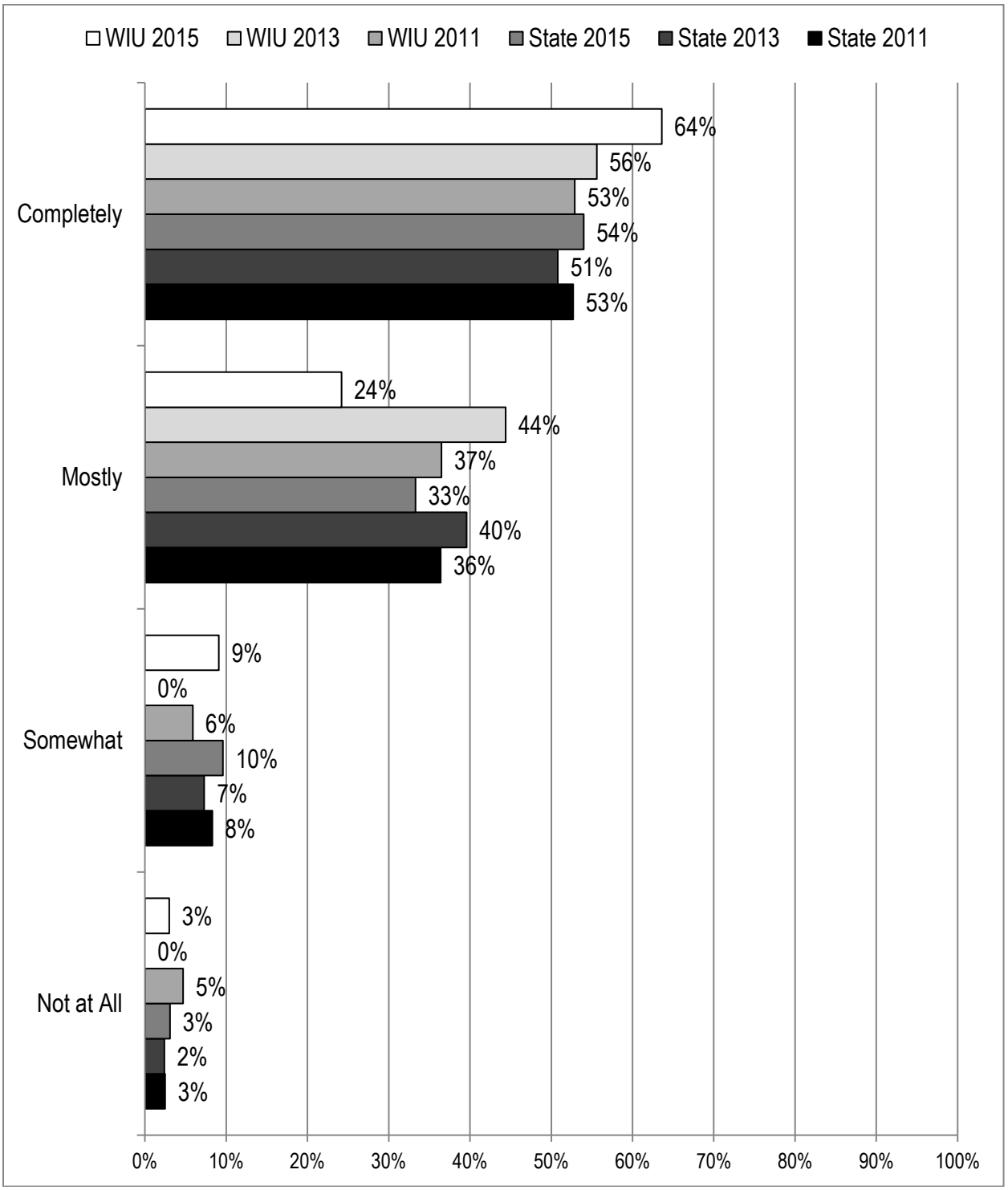
Question 11b1:
To what extent does the subject of this survey <u>understand</u> the following Illinois Leadership Standard? "2 – Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and the staff's professional growth."
(Illinois n = 274, WIU n = 34)



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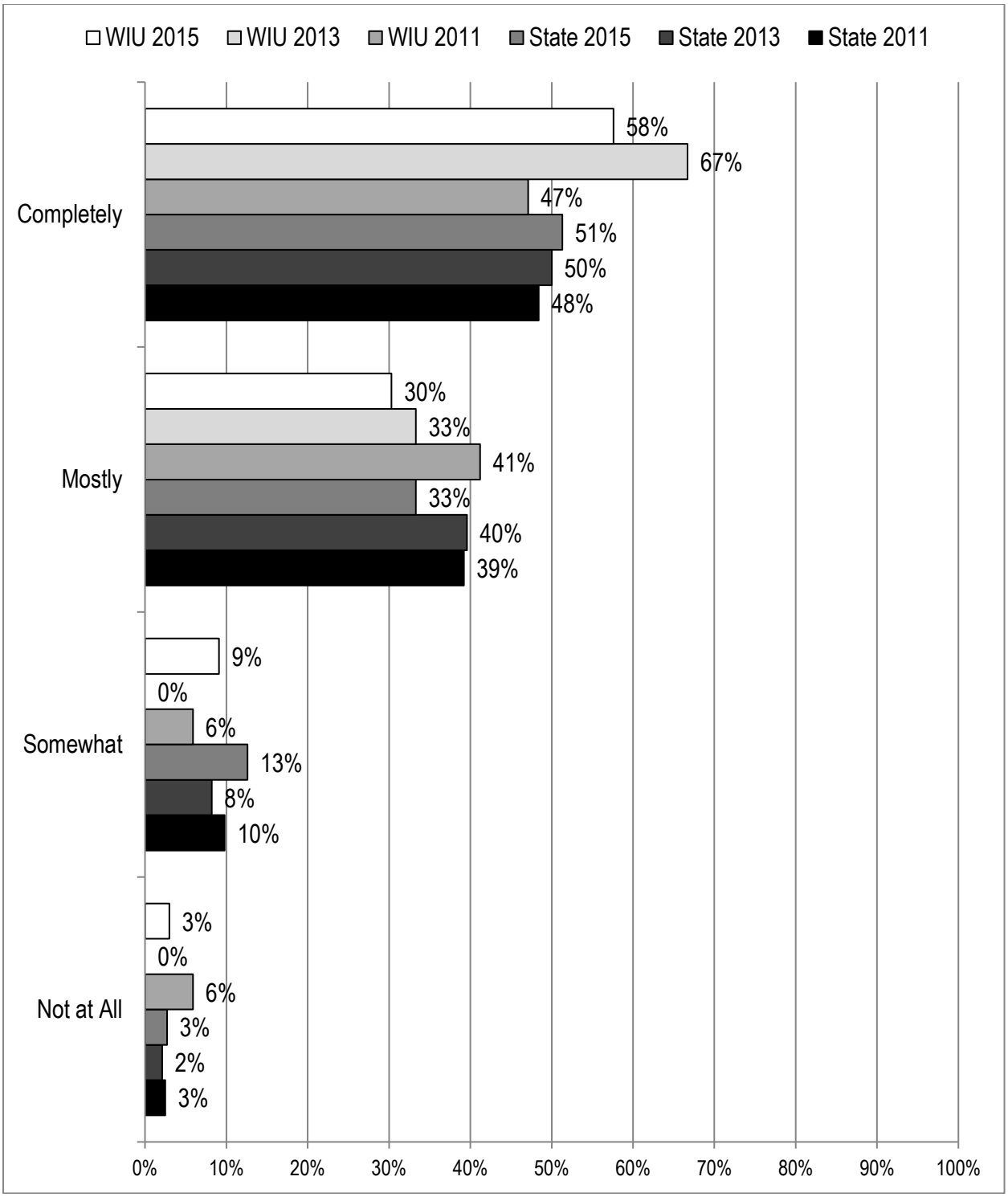
Question 11c1:
To what extent does the subject of this survey <u>understand</u> the following Illinois Leadership Standard? "3 – Ensuring Management of the organization, operations, and resources for a safe, efficient, and effective learning environment." (Illinois n = 274, WIU n = 34)



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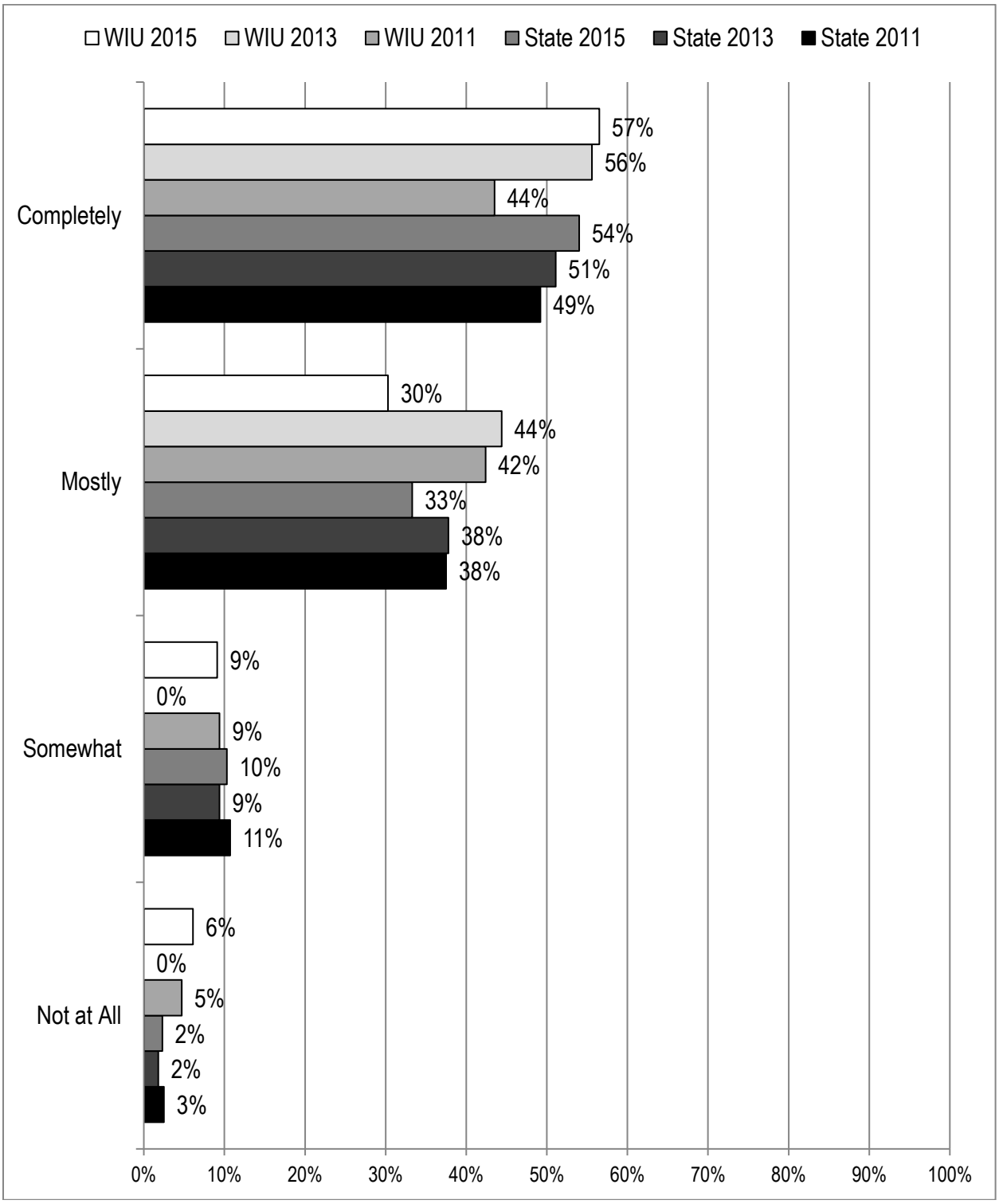
Question 11d1:
To what extent does the subject of this survey <u>understand</u> the following Illinois Leadership Standard? "4 – Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources."
(Illinois n = 274, WIU n = 34)



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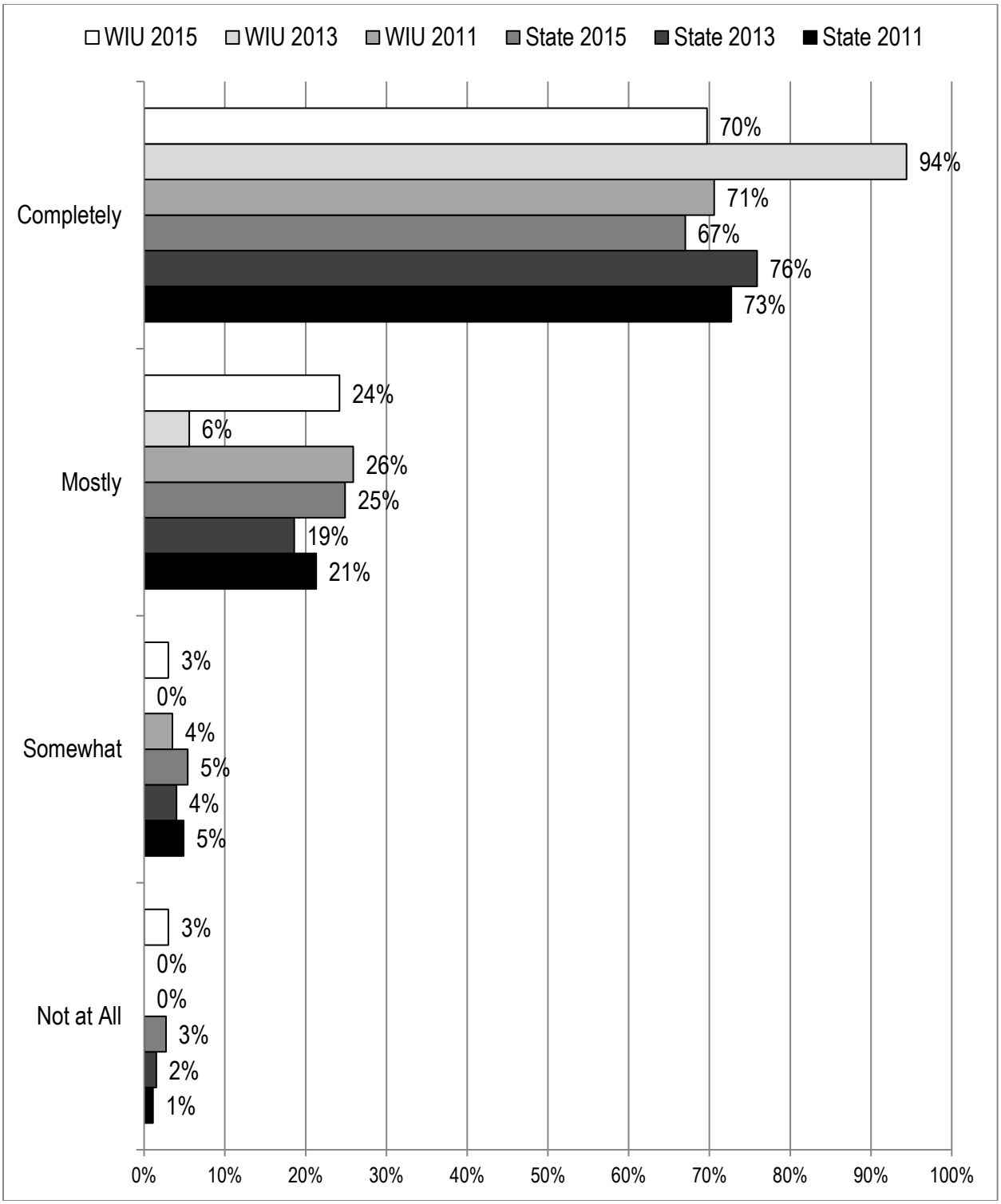
Question 11e1:
To what extent does the subject of this survey <u>understand</u> the following Illinois Leadership Standard? "5 – Acting with integrity, fairness, and in an ethical manner."
(Illinois n = 274, WIU n = 34)



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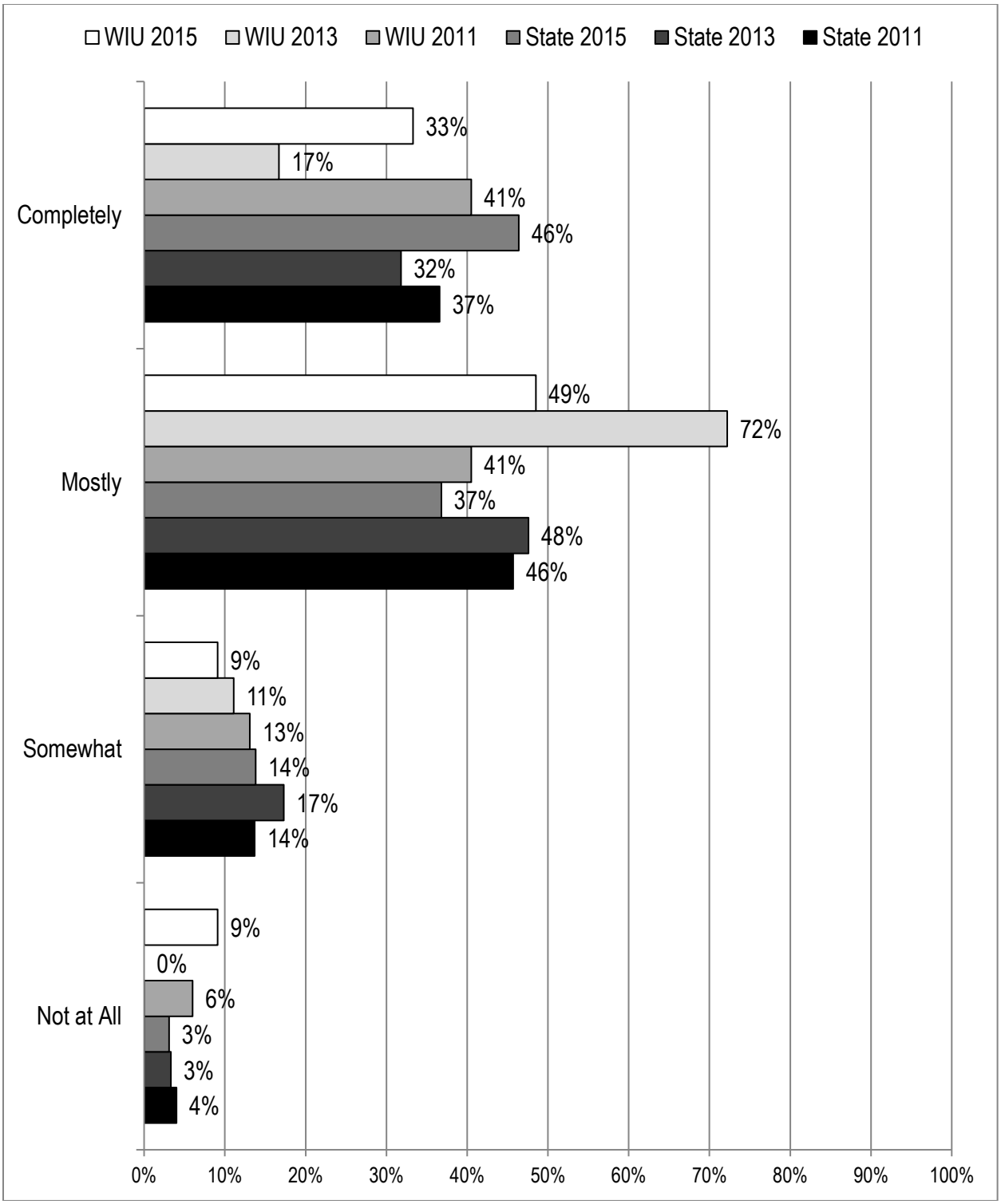
Question 11f1:
To what extent does the subject of this survey <u>understand</u> the following Illinois Leadership Standard? "6 – Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context." (Illinois n = 274, WIU n = 34)



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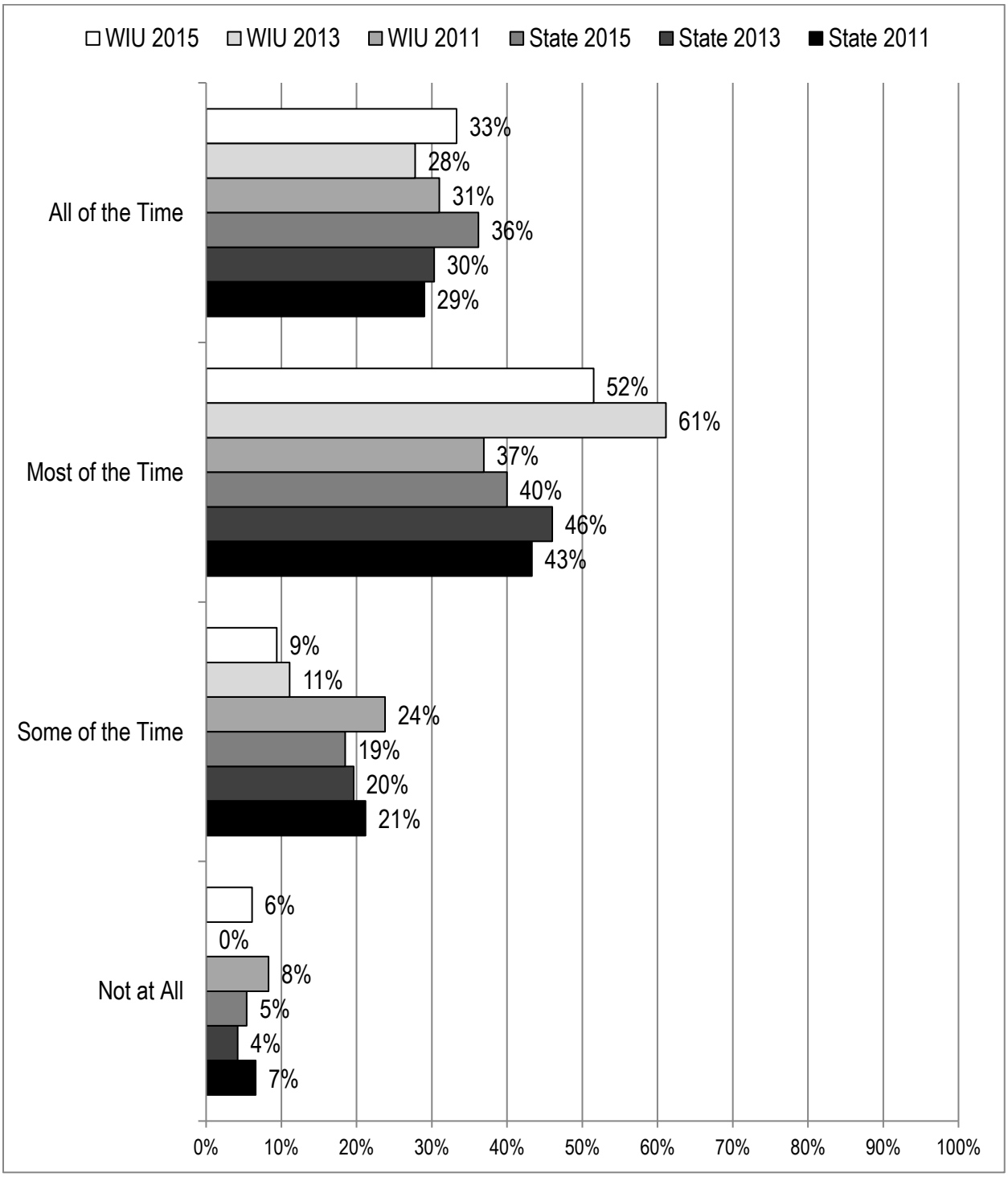
Question 11a2:
To what extent does the subject of this survey <u>use or practice</u> the following Illinois Leadership Standard? "1 – Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community."
(Illinois n = 274, WIU n = 34)



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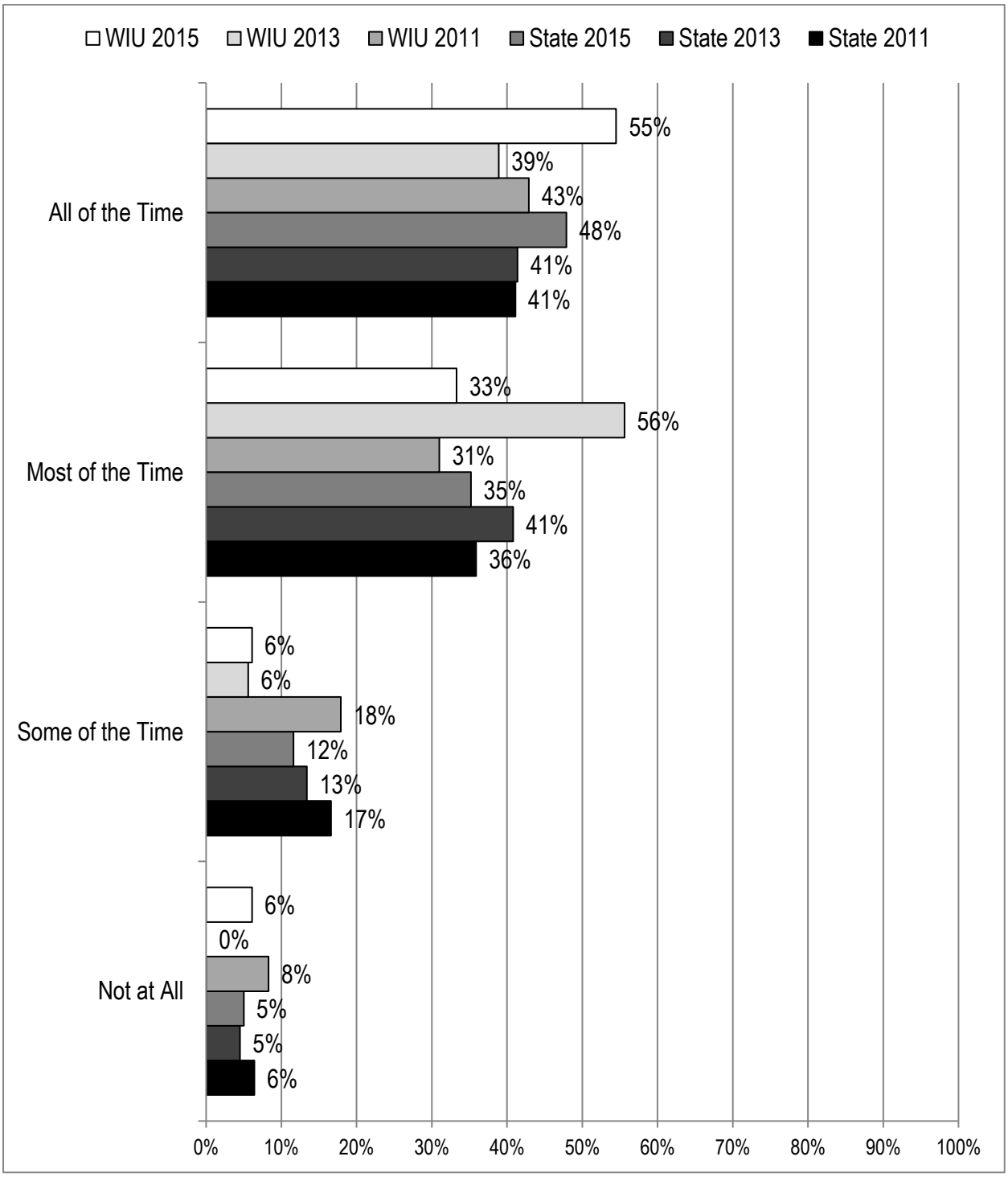
Question 11b2:
To what extent does the subject of this survey <u>use or practice</u> the following Illinois Leadership Standard? "2 – Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and the staff's professional growth."
(Illinois n = 274, WIU n = 34)



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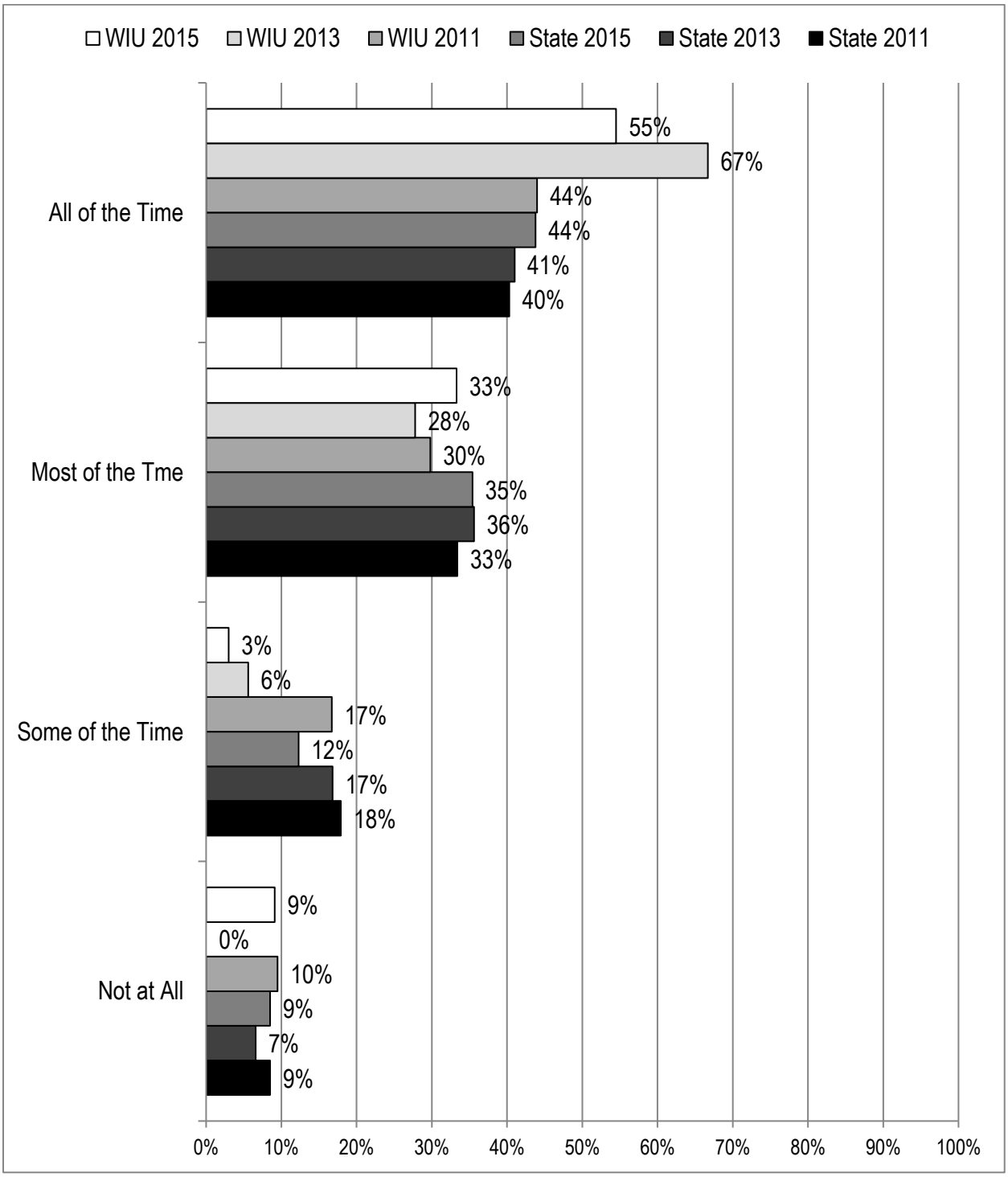
Question 11c2:
To what extent does the subject of this survey <u>use or practice</u> the following Illinois Leadership Standard? "3 – Ensuring Management of the organization, operations, and resources for a safe, efficient, and effective learning environment."
(Illinois n = 274, WIU n = 34)



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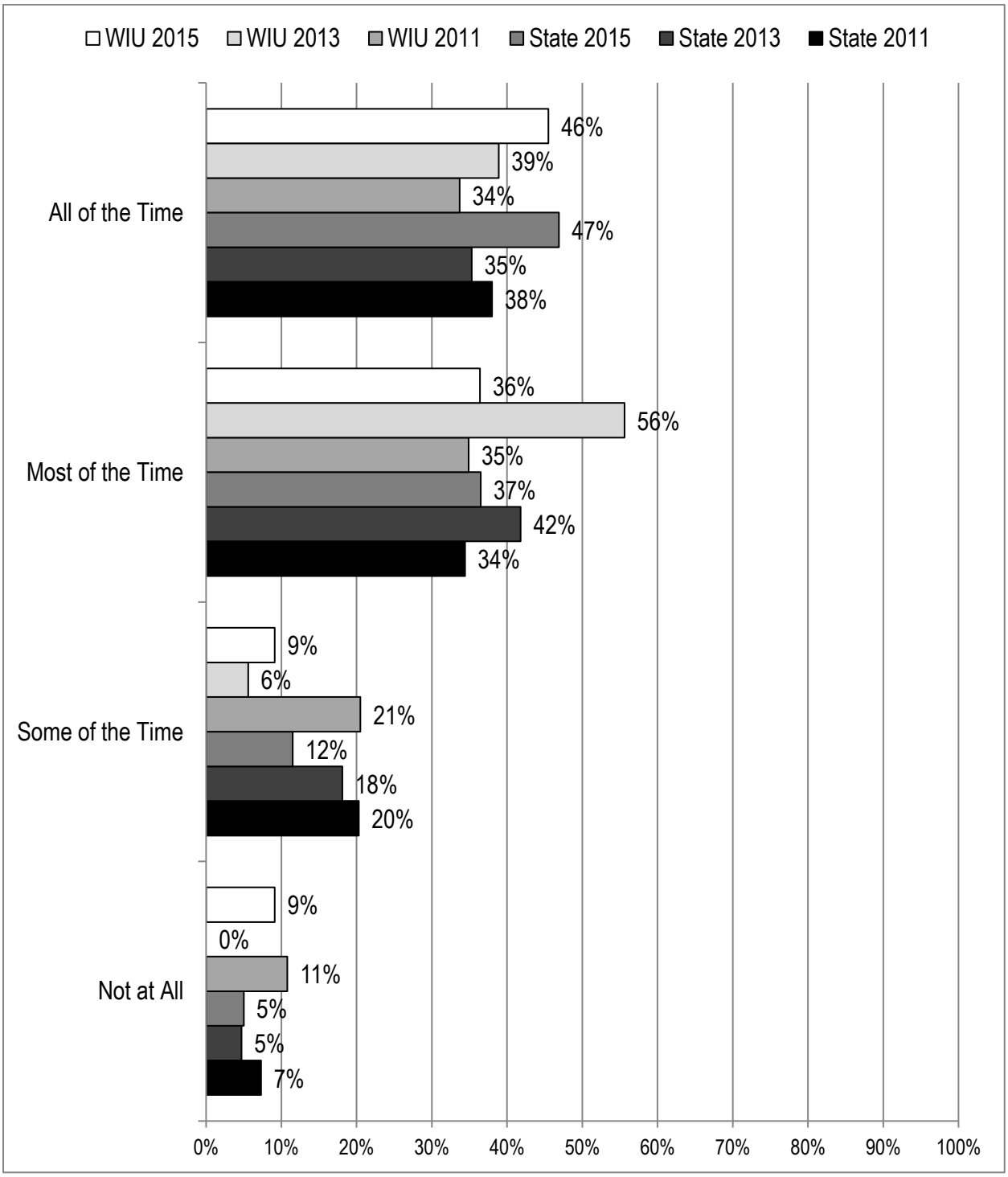
Question 11d2:
To what extent does the subject of this survey <u>use or practice</u> the following Illinois Leadership Standard? "4 – Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources." (Illinois n = 274, WIU n = 34)



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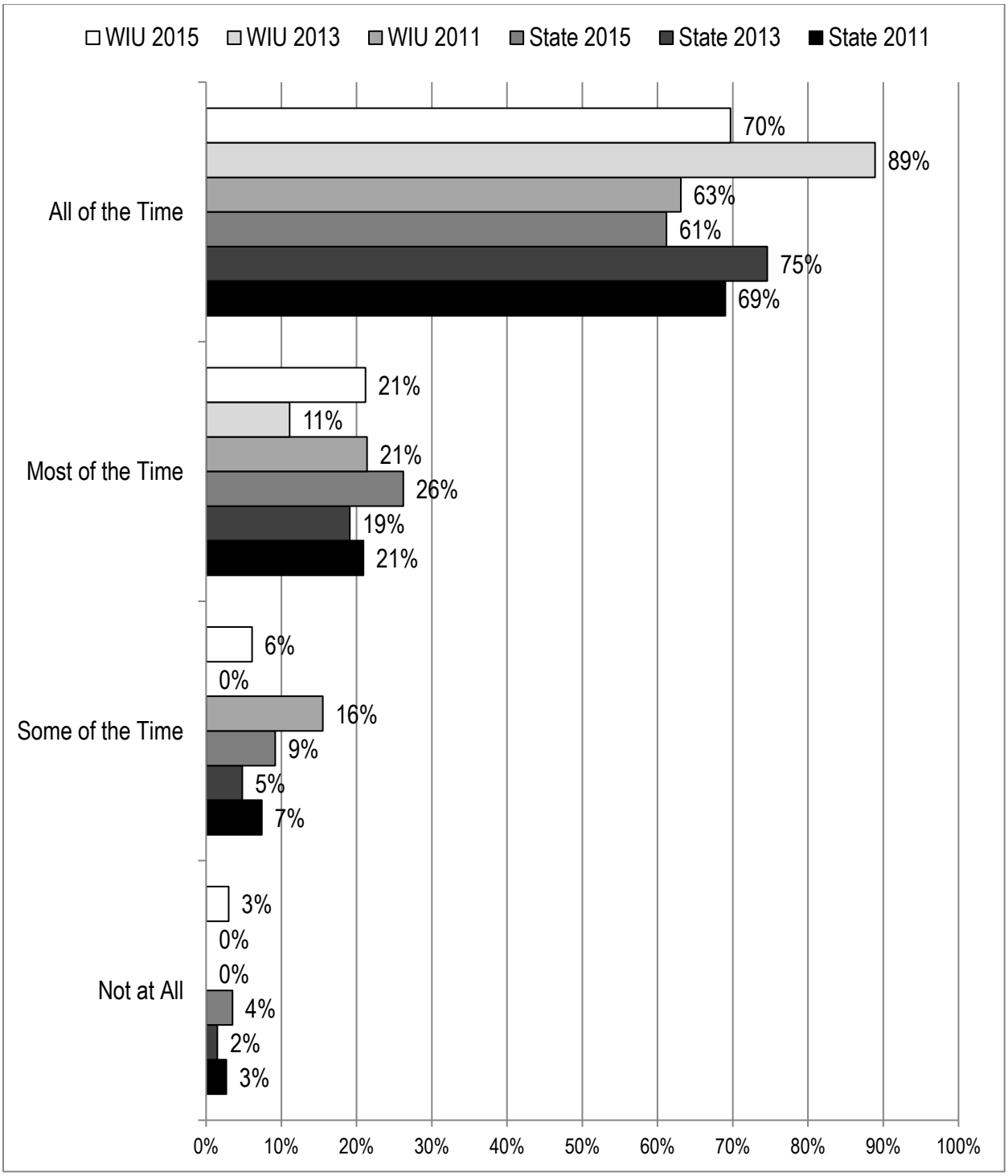
Question 11e2:
To what extent does the subject of this survey <u>use or practice</u> the following Illinois Leadership Standard? "5 – Acting with integrity, fairness, and in an ethical manner."
(Illinois n = 274, WIU n = 34)



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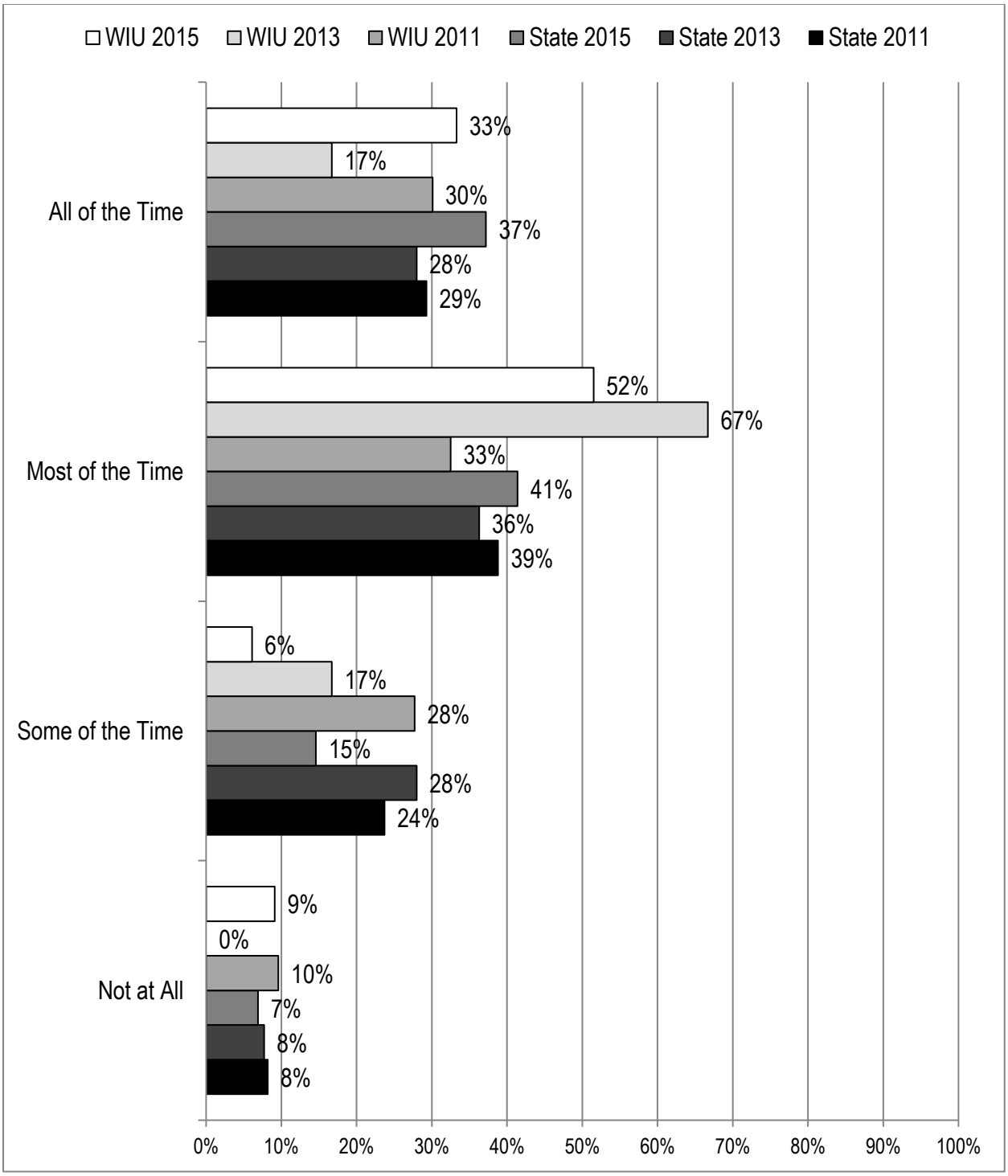
Question 11f2:
To what extent does the subject of this survey <u>use or practice</u> the following Illinois Leadership Standard? "6 – Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context." (Illinois n = 274, WIU n = 34)



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Graduates' and Supervisors' Feedback

- Graduate Question 40: Other than your practicum experience, describe one element of your program that was MOST valuable, and what made that element valuable to your administrative practice. (pages 182-183)
- Graduate Question 41: Describe one element of your program was LEAST VALUABLE, and what made that element least valuable to your administrative practice. (pages 184)
- Graduate Question 42: Provide any comments you have about the value or suggested improvements to the PRACTICUM (fieldwork, internship, clinical) experience. (pages185)
- Graduate Question 43: What improvements could be made to this program to better enable its graduates to provide effective leadership of schools? (pages 186)
- Supervisor Question 12: Describe one positive knowledge, skill, or ability demonstrated by the subject of this survey which was likely learned through his or her educational administration graduate program. (pages 187-188)
- Supervisor Question 13: Based on your understanding of and experience with this person, describe one change you would recommend for the educational administration program of this recent graduate. (pages 189-190)
- Supervisor Question 14: Based on your experience with the subject of this survey, would you hire (or recommend hiring) other graduate of his or her educational administration program? Why or why not? (Asked only of supervisors of graduates in administrative positions.) (pages 191-192)
- Supervisor Question 15: Other comments or observations you would like to make regarding the subject of this survey and the educational administration preparation program he or she completed. (page 193)

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Graduate Question 40: Other than your practicum experience, describe one element of your program that was MOST valuable, and what made that element valuable to your administrative practice.

The discussions led by oour instructors as we discussed real-world application of the course concepts.

Multiple opportunities to create real world, practical items that can be used on day of my admin experience during most of my classes.

discussion with current and past administration to discuss real life problems and their solutions

Creating relationships with colleagues, students, and families

Collaboration with others including school visits

The faculty's knowledge of the content and making it practical.

Being in a cohort with other teachers from other schools to share how different buildings and administrators do things differently.

The opportunity to discuss topics with my cohort. I had taught for a very long time in the same district, so sharing concerns with colleagues from other areas was valuable.

Interacting with administrators from different districts.

Discussion/stories/experiences from other students and instructors. Those real-life stories and what's happening right now in schools to see how to handle or how not to handle the situation.

Collaborative work with cohort

Collaborating with peers as it broadened my network of colleagues.

Staff! Excellent instructors - except for the adjunct professor I had ironically in the "how to identify and ineffective teacher" portion of one class. Was that on purpose?... Anyway - you just can't beat [redacted]!!! Go necks.

interacting with classmates and discussing different districts anad their policies and procedures.

working as a cohort was very valuable. You were able to build a relationship which in some cases has been very beneficial outside of the program.

I believe the staff at WIU had a wealth of experience and knowledge in school administration.

The stress on the culture of the building and how the culture affects every other aspect of the school.

Conversations with peers and professors.

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Listening to administrators tell stories. Even better yet, they would give you a scenario of something that happened to them and asked you what you would do in those situations.

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Graduate Question 41: Describe one element of your program was LEAST VALUABLE, and what made that element least valuable to your administrative practice.

Some of the group meetings and discussions were not as valuable when condsirering the amoutn of time that was allocated to them.

The early courses (500, 505) because there was less practical application.

completion grades for various items - I know of several people who 'collaborated' to complete assignments. This should have been evident if someone was actually looking at the assignments

Data collection and display of information

There was some confusion over mission and ision statements. Our former superintendent went through WIU's program and for a project we followed his mission/vision. The professor then told us all of our projects were wrong, but here we had our school leader from the same program doing it. It was confusing and stressful.

I got very little out of my classes on technology.

All were valuable to some extent, even in my classroom at the time

Definately the required seat time, and in conjuction with that, the vending machine selection.

Busy work that didn't really fuill aneed as much as a requirement.

I can't think of any element that wasn't valuable.

Attending other school board meetings. While it was good to see how other schools work, it was not necessarily applicable to the work I was doing at the time.

Portfolio at the end of the practicum

The internship. My administration did nothing to help gain leadership experience except give me a list of committees to be on. When I would ask to be included with meetings at the leadership level, I would get excuses to why I could not attend. I did their busy work to fulfill hours

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Graduate Question 42: Provide any comments you have about the value or suggested improvements to the PRACTICUM (fieldwork, internship, clinical) experience.

The experience requires many things but so many at such a surface level. It may be more beneficial to pick a few really important things and require the students to go much deeper in the process.

clearly established goals and deadline- My adviser (who had multiple graduate students) was often confused about who I was and when the deadlines were.

prepare to work in urban and rural areas you never know where your carer may take you.

Less documentation or providing evidence to support standards

It was great!

Extremely valuable- I think however, people should not be allowed to only work at the school they work at. I felt there were EXTREME differences in what people did and everyone "passed". A few just did school tasks for their projects and never actually worked with administrators. Whereas I went to another school district, grade level, and worked on tasks there. For some it seemed too "easy".

Moer hands-on guidance and supervision.

More involvement by the WIU supervisors.

My experience was a good one. My cooperating supervisor was helpful and the projects that I completed were relevant to the work that I was doing.

Possibly smaller case loads for the supervisors so they can spend more time with each intern.

It would be nice if there could be more experience in the leadership setting, however, that means that the cooperating administrator needs to give that control to the intern.

It was very beneficial to visit other schools, other districts, and other administrators.

If a school doesn't want to help it's employees fulfill the leadership experience, students should be allowed to observe a leadership team with less insecurity.

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Graduate Question 43: What improvements could be made to this program to better enable its graduates to provide effective leadership of schools?

I felt like some of the adminstrative topics were covered more thoroughly than others in the sequence.

The program was really good, first and foremost. The best thing would be to make sure the district is working with cooperating administrators to give the future graduates as many opportunities as possible to be involved in the day to day administrative duties and not shut out. I personally did not have that experience, but some of the people I graduated with were not as fortunate to have cooperating administrators as I did.

My adviser lowered my practicum grade for "lack of substantial sustained project." After 10 monthly updates and "looking" at my portfolio, a little feedback about something like that would have been helpful.

Additional opportunities to collaborate with current administrators

More emphasis on budget and data analysis. Could be that this was not a major area of interest for me, however. Now I need to know more. Also include the teacher evaluation training as part of the program.

Further development of teacher evaluation particularly in terms of monitoring student growth and best practices in assessment.

More "real world" scenarios and role-playing in all classes.

Scheduling of classes to meet the needs of individuals.

A method of networking with recent grads and WIU staff members in order to collaborate for better education in the state.

No suggestions at this time.

More immediate and timely feedback from professors.

Allow students more opportunities to see how different types of schools (grade school, high school, unit districts) operate day to day. See what influences there between rural and urban and suburb schools.

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Supervisor Question 12: Describe one positive knowledge, skill, or ability demonstrated by the subject of this survey which was likely learned through his or her educational administration graduate program.

Visionary thinking

BROAD RANGE OF UNDERSTANDING OF BEING A BUILDING LEADER

She was not an administrator.

Her ability to understand curriculum and the change process that goes along with curriculum mapping.

Importance of recognizing student achievement through organizations such as National Honor Society.

Deep knowledge of importance of process in addressing complex problems

Understanding more about the instructional program

She looks at the bigger picture works to find win-wins for all stakeholders.

She seeks out leadership roles to get more experience.

Teacher evaluation

Team leadership

He had a strong knowledge of educational law.

Gaining an understanding of the broad perspective that administrators must function within. An ability to see the bigger picture, develop vision, and understand the critical moves necessary to see the vision realized.

The subject has a great grasp on the importance of creating a safe environment.

Becky has a thorough understanding of best instructional practices preK-12. Further, she has a complete understanding of the best ways to articulate her knowledge to teachers.

Cares for kids.

Communicating often with stakeholders

Sustaining a nurturing culture that emphasizes student learning

collaboration

Analysis of data and communication internally and externally in language folks can understand.

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good listener

She is very aware that the vision of her program has to be articulated clearly.

No idea

keeping a calm demeanor under stress

Communication is key!

Content knowledge required to be an effective administrator

Vision for the school

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Supervisor Question 13: Based on your understanding of and experience with this person, describe one change you would recommend for the educational administration program of this recent graduate.

Emphasis on relationship development

She was not an administrator.

I would recommend more classes about school finance.

An awareness that instructors are enrolled in educational administration programs so that districts can assist individuals through the process.

Standards-based instruction, assessment, and reporting

I think she would have benefitted from more practical experiences during her ed program. Much of what she learned was theory.

She still tends to focus on classroom issues rather than working to grasp larger issues within the school.

Community public relations

School law

He could have used a stronger knowledge best educational practices.

I believe the program effectively prepares candidates for supervisory and leadership roles.

Increased training in Special Education.

Articulating a complete understanding of the numerous bureaucratic hurdles inherent with administrative positions.

More experiences with student discipline

Understand the decision-making process and how one's decisions impact an organization

Hire him - seriously [redacted] is a superstar and I do hope to promote him within our organization.

more accertive

more practical experience

More focus on the video modules of evaluation training.

how to look at the Big Picture

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provide more opportunities for individuals in admin classes to observe various school districts and how each administrative team functions because they are so different

More classes reated to curriculum

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Supervisor Question 14: Based on your experience with the subject of this survey, would you hire (or recommend hiring) other graduate of his or her educational administration program? Why or why not? (Asked only of supervisors of graduates in administrative positions.)

Yes - most of the administrators from our area come from the same program.

YES

She was not an administrator.

Yes. I felt the program at WIU was very beneficial to [redacted].

Yes

Yes. The subject, while now dean of students, has the foundation to become an associate principal and principal

I would recommend hiring other graduates of this program because he is well-rounded and well prepared for leading

Yes. Western typically produces good administrators.

Yes. Western has good admininstrators.

Yes, he is well prepared and knowledgeable of effective practice.

I would consider hiring other graduates of the program. I believe the scope of knowledge and skills that graduate students are exposed to mirrors the skills and knowledge necessary to be a successful educational administrator.

Yes. The program stresses the importance on hiring the best teachers.

Yes, Becky has the knowledge base and articulation skills necessary for a successful practice in educational administration.

Yes, she has had a strong positive influence on staff morale and school culture

Yes. He was highly skilled and prepared for his first administrative position

yes, very prepared

YES - superior leadership performance as measured by culture, climate, engagement, student performance.

yes

yes

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Sure...in this area, most administrative applicants come from WIU.

yes, it has proved to be an effective program

Yes, we have had good success with this program!

Yes, because of the quality of his preparation.

Maybe. They would have to be more big picture focused and creative in ways to improve the educational atmosphere in the rural setting.

Yes, I would as long as the individual's personality fit the team he/she would work with

Yes hire this person. Knowledge/experience was beneficial

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Supervisor Question 15: Other comments or observations you would like to make regarding the subject of this survey and the educational administration preparation program he or she completed.

I completed the same program. Well versed coming out of it.

She was not an administrator.

None at this. Subject completed program 3-4 years ago. Specifics have faded with time.

I am satisfied with the program and those that graduate from it.

It is evident that the program encouraged strong collaborative methods in creating an effective educational setting for students.

New administrators lack training in special education and approaching teachers to talk about practices they need to change/improve.

Continue to blend practitioner and theoretical perspectives on leadership

This is a stellar program!

Some of these questions do not apply because once she completed her internship and the school year was over, she took a position with another school district. I have very little knowledge of her success or lack there of within this new district.

I do not think that the program can be blamed for lack of creativity and skills to think outside of the box. I believe that the program is solid.

Provide more behavior management support

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