**Analysis of Key Points:**

The six participants (Advanced Completers from 2013-2021 representing Elementary, Middle, and High Schools and a representative from EPAC) were very positive regarding their experiences with the EPP course of study and the strengths for Administration and Supervision program. They indicated that they felt well prepared with the Leaderships and SC PADEPP. The questions are grouped into 6 key concepts and areas. They were very comfortable with Involvement with Stakeholders and Evaluating and Implementing School Improvement Plans, Evaluating Faculty and Staff, Communications, School Law and Politics, and creating a positive School Culture Forming Partnerships, and Reflecting on their own growth as well as that of the faculty. They considered the assignments for the Institutional Effectiveness course invaluable in examining and triangulating data for improvement in student learning outcomes. They considered requirements of three 36-hour field experiences with key courses (EDAS 5523 Organizational Development, EDAS 5423 School Operations & Management, EDAS 5713 Politics, Law, and the Schools) invaluable because they were able to apply theory to actual practices in the school settings. The culminating 120-hour Internship reinforced all concepts taught in the program. The completers were very specific that the EPP’s disposition of Ethical Leadership prepared them to work positively with stakeholders in and out of the classroom, colleagues, parents and the community, and colleagues. The Cooperating Administrators and University Supervisor and their feedback provided the essential component for the success of the field experiences. The University Instructors and Supervisors were practitioners

**Interpretation of the Key Points**:

The suggestions for Opportunities indicated areas that EPP should focus on improvements. Some of the Opportunities suggested include: 1) Emphasis on Situational Leadership scenarios to provide a background for real-life situations; 2) Provide opportunities for the Candidates to Shadow an Assistant Principal; 3) Incorporate scenarios and reactions focused on truthful and crucial conversations with faculty and other stakeholders into the program; 4) Integrate the use of social media for communications (Facebook, YouTube, Instagram, Google Forms, etc.) into EDAS 5523 Cultivating a Positive School Culture and EDAS 5623 Public and Community Relations courses.

The SOE has already begun to integrate more social media into these courses but needs to be more intentional in the rubric and the descriptions for specific assignments. The Completers were very generous in their appreciation of the field experiences that they experienced. However, the suggestion to shadow an assistant principal can be included in the field experiences. The next steps will be to include these specific suggestions into the program.

1. **Communicate the school's mission to parents and community members.
 Involve teachers in school decision-making.**

 **Develop a school improvement plan based on data and school needs.
 Serve as an instructional leader.**

 **Provide evaluative feedback to teachers and school staff members.**

 **Monitor and evaluate the implementation of school improvement activities.**
 **Strengths:**

Triangulation sheets
 Professional Development
 Feedback, doing things together
 Exposed to and prepared
 Embedded Field experience in courses
 Great introduction
 Stakeholders involvement
 Prepared us from the first course in Ethics of Leadership
 Cooperative
 Application
 Remediation Power School
 Instructional Coach
 Positive Attitude
 Walk troughs

**Opportunities:**

Emphasis on truthful conversation—crucial

 Preparation, Inspiration, Clarity, Accountability

 Situational Leadership scenarios in courses

1. **Perform business and administrative functions.**

 **Establish public relations and crisis communication plans.**

 **Make decisions regarding human, material, and financial resources.**

 **Strengths:**Cooperating Administrator
open and get feedback

**Opportunities:**

 Budgeting more a principal, most begin as Assistant Principals

 Shadow an Assistant Principal (an) as a requirement

1. **Form partnerships with external partners (e.g., community groups, businesses, higher education institutions)**

**Assess school culture/climate**

 **Serve as a change agent within the school community.**

 **Strengths:**
 Working with different stakeholder-PTA President
 Improvement Council
 Understanding the needs of different students and stakeholders
 Involving the entire community—school and local

**Opportunities:**

 Change the culture with an entirely new team

 Scenarios and reactions

4. **Monitor changes in local, state, and federal laws and regulations governing schools.**

 **Exercise political and social influence to benefit their school.**

 **Use processes to reflectively analyze your practices as a leader.**

 **Strengths:**

 Politics, Law, and the Schools very important

**Opportunities:**

 More emphasis on Special Education Law

 More emphasis on ELL Learners

5. Overall, how would you rate your satisfaction with your preparation to be a principal?

 What do you see as the major strengths of the Leadership Program at SWU? What would you like to see improved?

 **Strengths:**
Felt well-prepared for the PRAXIS test

 Like the application of three 36-hour field experiences with key courses (EDAS 5523 Organizational Development, EDAS 5423 School Operations & Management, EDAS 5713 Politics, Law, and the Schools)

 Felt the 120-hour Internship as the culminating activity was great

**Opportunities:**

 Emphasis role of AP more-Shadow an AP

 Use Social Media—Website, Facebook, Instagram

Power of Communications via Social Media, YouTube Channel—promote learning, having fun, and safe, Google Forms