

2013 UWT Residency Principal and Program Administrator Certification Program Survey

Responses to short answer items from superintendents of districts (N=5) that employ 10 or more administrators (N=58) who have graduated from the UWT program.

What would you cite as strengths of the UWT Educational program? Please be specific about courses, projects, activities, assessments, internship components, etc.

Candidates are highly sought after throughout the region; graduates are well prepared

Cohort model; Location---Not far to travel

Emphasis on Instructional Leadership, Cultural Competence, Data-based Analysis & Decision Making, Diversity and School Climate

Rigor is greater than that of most programs. Focus on developing deep levels of understanding of the most important elements of quality instruction.

Focus on understanding and acting in accordance with research-based best practice.

2. What would you cite as areas of the UWT Educational Administration program that could be strengthened?

Too little opportunity for coursework focused on best practices in school-wide discipline/behavior management programs (e.g., PBIS).

Systems development and design using high yield learning strategies.

More practical work as in projects, etc.

Budget and facilities oversight

A course focused on improving literacy at all levels would be a benefit.

3. What emergent challenges in P-12 education do you see that the program may want to address proactively?

TPEP, CCSS, Early Learning

The new teacher/principal evaluation system (TPEP), and the major shifts in instructional practice reflected in the Common Core State Standards.

Common Core and college preparation for students of poverty and English language learners.

Common Core and state funding

New evaluation (TPEP) evidence