What is a Cohort Partnership Program Work?

A cohort is a contractual agreement that an institution of higher education enters into with a local school district to provide certain degree programs of study on-site in the school district with a guaranteed number of participants. Cohorts are usually developed to allow school districts to identify talented teachers with career status who are good candidates for career advancement. Cohorts deliver customized instruction that develops a strong cohort identity among participants, is adjusted in cost based on the number of participants and conveniently delivered within local school districts. Cohorts provide numerous benefits to local school districts as well as the IHE (Institution of Higher Learning) which include the following:

1. Cohort participants progress through the program as a group. Course scheduling is completed in advance for the entire cohort to simplify the registration and scheduling process. Cohort participants do not have to travel to High Point University for orientation, registration, etc. and therefore do not incur additional fees such as parking.

2. Cohort classes are offered at a district school site for easy access and limited travel for participants. If multiple school districts join together, the site may alternate or more centralized locations may be chosen. Some courses may be online and some may be offered on the campus of HPU. Each of these additional options would not exceed 25% of the program).

3. Cohort instruction is provided by full-time graduate faculty and qualified adjuncts employed by High Point University. The program of study delivered through a cohort model has the same rigor and quality as the on-campus traditional programs. Delivery format is mostly face-to-face with some blended/online instruction. Grading procedures, assignment rigor, and participation/attendance in classes is exactly the same as the on-campus traditional program.

4. Class days and times can be adjusted to meet the needs of the cohort group.

5. The tuition structure for a cohort model of service delivery is significantly lower than traditional campus delivered programs. A sample comparison of the tuition fee structure for existing cohort programs currently offered through the School of Education appears below:
Sample Existing Tuition Fee Structure for the 2013-2014 M.Ed. in Elementary Cohort Program
Lexington City Schools

<table>
<thead>
<tr>
<th></th>
<th>10-15 Participants</th>
<th>16+ Participants</th>
<th>Traditional HPU Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Course</td>
<td>$950.00</td>
<td>$850.00</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>Total Cost Per Individual for Complete M.Ed. Degree</td>
<td>$11,400.00</td>
<td>$10,200.00</td>
<td>$21,600.00</td>
</tr>
</tbody>
</table>

The M.Ed. Program in Elementary Education is 36 hours (12 courses)

What Are the Requirements of a Cohort Program?
1. Cohort participants are expected to apply to the Graduate School at High Point University (non-refundable $50.00 application fee) and adhere to university policies, the university calendar, and university grading requirements/eligibility. The GRE/MAT is not required for applicants whose undergraduate transcripts indicate a GPA of 3.0 or higher (effective fall 2010). A matriculation fee of $100.00 is also due at the time the candidate accepts admission into the graduate school which is applied to the first tuition payment.

2. Cohort participants are expected to maintain regular weekly attendance, meet assignment deadlines, and complete courses at the same rate as other participants. **It will be the responsibility of a cohort participant to complete the on-campus version of a course that is either dropped or not taken in the recommended sequence at the regular HPU tuition rate.**

3. In order to be eligible for the “M” license, cohort participants must complete all **Electronic Evidences** (hallmark projects) now required by DPI for licensure (effective fall 2010). These projects focus on Curriculum Development and Action Research.

4. Participants will be required to pass the **Elementary Education Comprehensive Exam** at the conclusion of their program of study.

5. All cohort participants will complete the Literacy Practicum in their own classroom and a literacy capstone product which includes a component assessing impact on P-12 Student Learning.

6. **All participants will be required to purchase Foliotek,** the data management system being utilized by the School of Education at High Point University. The Foliotek subscription is included in the institutional technology fee.
7. Final application for the “M” license is the responsibility of the School of Education. Currently, DPI requires a $55.00 fee for a newly issued license.

8. To attend the **graduate orientation/registration session** at the start of the cohort program to review the Graduate Handbook, policies of the Graduate School and to register for the first two classes.

9. Cohort Participants are encouraged to take the Praxis II Reading Specialist Exam at the conclusion of the program. Preparation modules are available to participants online through the School of Education. There is no additional cost for cohort participants for accessing these modules.

**Retention Data for Cohort Programs:**

<table>
<thead>
<tr>
<th>Program</th>
<th>District</th>
<th>Year</th>
<th>Candidates Enrolled</th>
<th>Candidates Completed</th>
<th>Retention Rate</th>
<th>Reading Specialist Praxis II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership M.Ed.</td>
<td>Davidson County</td>
<td>2009</td>
<td>29</td>
<td>26</td>
<td>90%</td>
<td>NA</td>
</tr>
<tr>
<td>Educational Leadership M.Ed.</td>
<td>Davidson County</td>
<td>2009</td>
<td>28</td>
<td>23</td>
<td>82%</td>
<td>NA</td>
</tr>
<tr>
<td>Educational Leadership M.Ed.</td>
<td>Surry/Elkin</td>
<td>2010</td>
<td>14</td>
<td>14</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td>Educational Leadership M.Ed.</td>
<td>Asheboro City</td>
<td>2010</td>
<td>18</td>
<td>16</td>
<td>89%</td>
<td>NA</td>
</tr>
<tr>
<td>Educational Leadership M.Ed.</td>
<td>Guilford County</td>
<td>2011</td>
<td>13</td>
<td>12</td>
<td>92%</td>
<td>NA</td>
</tr>
<tr>
<td>Educational Leadership M.Ed.</td>
<td>Guilford County</td>
<td>2011</td>
<td>22</td>
<td>17</td>
<td>77%</td>
<td>NA</td>
</tr>
<tr>
<td>Educational Leadership M.Ed.</td>
<td>Triad (GCS/DCS/W-S)</td>
<td>2013</td>
<td>22</td>
<td>22</td>
<td>100%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>146</td>
<td>130</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Elementary M.Ed.</td>
<td>Lexington City</td>
<td>2010</td>
<td>14</td>
<td>10</td>
<td>71%</td>
<td>N=2 100% Pass</td>
</tr>
<tr>
<td>Elementary M.Ed.</td>
<td>Guilford County</td>
<td>2011</td>
<td>17</td>
<td>17</td>
<td>100%</td>
<td>N=5 100% Pass</td>
</tr>
<tr>
<td>Elementary M.Ed.</td>
<td>Asheboro City</td>
<td>2013</td>
<td>16</td>
<td>15</td>
<td>94%</td>
<td>N=1 (in progress) 100% Pass</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>48</td>
<td>41</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Ed.D. Educational Leadership</td>
<td>2012</td>
<td></td>
<td>26</td>
<td>20</td>
<td>77% In Progress</td>
<td>NA</td>
</tr>
<tr>
<td>Ed.D. Educational Leadership</td>
<td>2013</td>
<td></td>
<td>22</td>
<td>22</td>
<td>100% In Progress</td>
<td>NA</td>
</tr>
<tr>
<td>Ed.D. Educational Leadership</td>
<td>2014</td>
<td></td>
<td>15</td>
<td>15</td>
<td>100% In Progress</td>
<td>NA</td>
</tr>
</tbody>
</table>
Exit Evaluation  
M.Ed. Educational Leadership 

NO NAME PLEASE! 

DEMOGRAPHIC INFORMATION:
Year of Program Completion: ______________________
On Campus Program:___________ Cohort Program (Off-Campus) ____________
(check which applies)

Number Years in Present School District: ________________
Current Position: ____________________________________________
Gender: _________
Number Years in Education: ___________________
I plan to pursue a position as a School Administrator Upon Graduation?  Y  N

Please circle the answer that best matches your impression as you near the end of your program of study:

1. Overall quality of the HPU Educational Leadership Program:
   a. I do not feel confident about pursuing a job in administration.
   b. I feel a little confident about pursuing a job in administration.
   c. I feel somewhat confident about pursuing a job in administration.
   d. I feel confident about pursuing a job in administration.
   e. I feel very confident about pursuing a job in administration.

2. Required materials in each class were relevant and useful:
   a. Not relevant or useful, an overall waste of money.
   b. Little relevance, used once or twice in class.
   c. Somewhat relevant, used three to five times in class.
   d. Relevant and useful, used at least every other class.
   e. Very relevant and useful, used during every class.

3. Were inquiries handled efficiently and effectively?
   a. Always
   b. Frequently
   c. Most of the time
   d. Rarely
   d. Never
4. How relevant and well-rounded was your internship experience?
   a. Not at All
   b. Somewhat
   c. Pretty Good
   d. Met Expectations
   e. Exceeded Expectations

5. How likely are you to pursue a doctoral program as a result of your experience in this program?
   a. I will not pursue a doctoral program
   b. unlikely
   c. somewhat likely
   d. very likely
   e. I am already looking at various programs and plan on applying within the next six months

6. Participation in this program has allowed me to take on more substantial leadership roles in my current position.
   a. strongly agree
   b. agree
   c. not really sure
   d. disagree
   e. strongly disagree

7. How likely would you be to recommend the HPU M.Ed. Educational Leadership program to other teachers and staff at your school?
   a. Definitely Not
   b. Unlikely
   c. Somewhat Likely
   d. More than Likely
   e. Definitely Will

8. After completing the HPU Educational Leadership M.Ed. Program I would rate my growth as a leader:
   a. No Growth
   b. Developing in some areas
   c. Adequate Growth
   d. More Growth than I expected
   e. Exemplary Growth

9. Level of professor knowledge based on the course they were teaching:
   a. Extremely Low
   b. Disappointing
   c. Average
   d. Above Average
   e. Excellent
10. **Treatment of students by faculty throughout the program:**
   a. students were treated disrespectfully and unfairly most of the time
   b. students were occasionally treated disrespectfully and/or unfairly
   c. overall I feel the treatment of students was fair and respectful
   d. students were treated very fairly by the majority of all faculty throughout the program
   e. students were always treated fairly and respectfully by all faculty.

11. **How would you gauge the rigor of this program?**
    a. Not at all rigorous
    b. Somewhat challenging but not consistently rigorous
    c. Appropriately challenging and rigorous for a masters level program
    d. Mostly rigorous and challenging
    e. Extremely rigorous and always challenging

12. **How relevant were the classes in this program to your overall interests and career goals?**
    a. Not at all relevant
    b. Some courses were relevant but not consistently throughout the program
    c. Appropriately relevant to my interests and career goals
    d. Mostly relevant to my interests and career goals
    e. I feel that everything was relevant to my interests and overall career goals

13. **My time spent during the internship gave me a good perspective on the job of a school administrator.**
    a. My internship was a total waste of time
    b. My internship was useful for some things but not consistently so
    c. In general I found my internship to give me a good perspective on the job of a school administrator.
    d. My internship was a good experience as it successfully allowed me to gain a perspective on the role of a school administrator.
    e. My Internship was an excellent experience and I feel I am thoroughly prepared for the role of a school administrator.

14. **Please rate your cooperating principal in terms of his/her contributions to the overall internship experience:**
    a. Poor
    b. Marginal
    c. Adequate
    d. Good
    e. Excellent

15. **Please rate your university supervisor in terms of his/her contributions to the overall internship experience:**
    a. Poor
The following questions pertain to the required Electronic Evidences: (DO NOT respond to these questions if you have not been required to complete these)

16. The electronic evidences required by HPU for the program I am enrolled in were:
   a. Way too much work period. I would have preferred to take the licensure exam in School Leadership
   b. A lot of work-- not really sure whether having to take the licensure exam would have been better or worse.
   c. Adequate in expectations regarding amount of work. Definitely better than having to take the licensure exam
   d. Appropriate in amount of work and expectations. I learned a lot by doing them.
   e. Excellent assignments and projects that are a great replacement for the licensure exam.

17. The rigor and relevance of the evidences assigned in the HPU program were:
   a. Awful. I felt these assignments accomplished very little.
   b. Overall there were OK. Some were not as good as others.
   c. Adequate but maybe more quantity than quality at times.
   d. Appropriate in rigor and quality. I learned a lot by doing them!
   e. Excellent assignments and projects that allowed students to deeply delve into the issues discussed in class and apply the content in a meaningful manner.

18. The clarity of the instructions and steps for completing the evidences was:
   a. Poor
   b. Marginal
   c. Adequate
   d. Good
   e. Excellent

19. The clarity of the grading and evaluation of the evidences was:
   a. Poor
   b. Marginal
   c. Adequate
   d. Good
   e. Excellent

20. My ability to complete some of the evidence activities and assignments during my internship experience was:
   a. Disjointed. I never seemed to know what I was expected to do in the
internship for the evidences.
b. Overall I was able to complete some activities required for the evidences
during the internship but there needs to be more clarity.
c. Adequate. A reasonable balance between the course expectations and
internship expectations for completing evidence assignments was present most
of the time.
d. Good. There was a nice balance between the course assignments and
internships assignments when completing the requirements for the evidences.
e. Excellent. I never felt stressed and the balance between both the course and
the internship was clear and well structured for all six required evidences.

Please check all that Apply:

1. HPU's Educational Leadership professors were prepared for class (check all that
apply)
   ____ Arrive to class on time
   ____ Computer presentations were accessible
   ____ Handouts were ready for distribution
   ____ Troubleshooting
   ____ Well prepared lectures/activities
   ____ Ability to respond to questions regarding the lecture, the course, the
   program, the evidences

2. Which of the following would have enhanced your experience in this program:
   (check only one)
   ____ More diverse participants
   ____ Multiple classes offered each semester
   ____ More online classes
   ____ On-Campus Class Meetings
   ____ Off-Campus opportunities
   ____ More rigorous readings
   ____ More guest speakers
   ____ More "evidences"
   ____ Less "evidences"
   ____ I was happy with everything

3. Which of the following areas do you feel the most prepared? (Check ALL that
apply)
   ____ Discipline
   ____ Conducting federally mandated drills (fire and tornado)
   ____ Facility Issues (maintenance, work orders, etc.)
   ____ Bus Issues
   ____ Athletic issues
   ____ Grading issues
4. Which of the following areas do you feel the least prepared? (Check ALL that apply)

___ Conducting federally mandated drills (fire and tornado)
___ Facility Issues (maintenance, work orders, etc.)
___ Bus Issues
___ Athletic issues
___ Grading issues
___ Teacher evaluations
___ Dealing with the media
___ Budget Issues
___ Legal Issues
___ Data driven Decision Making
___ Strategic Planning
___ Motivating Faculty and Staff
___ Implementing a leadership style that is distributed and collaborative

5. The Internship was helpful and included relevant experiences in the following areas:
   (Check ALL that apply)

___ Able to handle discipline issues in the school
___ Active participant in school committees (SIT, 504, etc.)
___ Communicated with parents and community
___ Active participant in faculty and staff development meetings
___ Review lesson plans and give feedback
___ Communicate with county office staff when needed
___ Organize/plan school wide events
___ Using data to make decisions
___ Budget Issues
___ Legal Issues
___ Faculty Evaluation

6. High Point University's Educational Leadership program is committed to providing quality instruction to graduate students seeking future administrator positions:
   (check all that apply)

_____ The program fulfilled its curriculum requirements.
_____ Professors were efficient and responsive with feedback.
Provided current and relevant issues for discussion and assignments.
Provided a very "real" approach to what educational leadership is all about.
Used a variety of ways to assess our knowledge with regards to the information we were learning in each course we took.
Integrated numerous learning approaches to meet the needs of all the students.

Please rank the following questions: Assign 1 to your lowest ranking

The Educational Leadership Program:
1. Rank the following items in order for the reasons why you would recommend this program to other educators (1 being the least, 5 being the most):
   ___ cost
   ___ expertise of faculty
   ___ cooperation of class scheduling
   ___ preparation for Leadership exam or completion of Electronic Evidences
   ___ convenience of class location

2. Rank the following items in order of importance to you. (1 being the least, 5 being the most):
   ___ Quality of information in courses
   ___ Meeting time of classes
   ___ Length of internship experience
   ___ Topics covered during the program
   ___ Rapport of instructors with students

3. Rank the following challenges an administrator may face and your level of comfort in dealing with them as a result of your training and instruction through the M.Ed program in Educational Leadership. (Number 1 will represent your lowest level of comfort and preparedness.)
   ___ Facilitating a dispute between a teacher and a parent over grades or punishment. (Micro-political Leadership)
   ___ Observing a beginning teacher who is not up to standard and assisting in the creation of an action plan. (Human Resource Leadership)
   ___ Ability to create a vision for the school and share this vision with all stakeholders. (Strategic Leadership)
   ___ Leading and preparing quality staff development (Instructional Leadership)
   ___ Involving the community and other stakeholders to attain school and district goals. (External Development Leadership)
   ___ Knowledge about creating a variety of school schedules. (Managerial Leadership)
   ___ Creating a collaborative environment where all stakeholders have a voice and are part of the decision making of the school (Cultural Leadership)
4. Rank the following items in order of your preference for forming a school system cohort group.

_____ Fixed Tuition
_____ College reputation
_____ Relationship Building
_____ Guaranteed Courses
_____ Convenient Location
_____ Cohort experience

5. Rank the following items in order of your perceived level of comfort and use now that you are about to graduate from the Educational Leadership program:

______ Ability to recognize artifacts and the standards of leadership that they fall under.
______ Integrate (advanced) technology into classroom instruction or through professional development.
______ Lead professional development and integrate successful professional learning communities.
______ Display good disposition and leadership while being a reflective leader.
______ Assist teachers with the implementation of 21st century instruction.

6. Rank the following items in order of your perceived level of comfort and use now that you are about to graduate from the Educational Leadership program:

_____ Helping create and implement the school's vision.
_____ Prepared to communicate and collaborate with families and members of the community.
_____ Capable of abiding and adhering by educational laws while acting in a fair and equitable manner.
_____ Creating and implementing a master schedule that allows for teacher collaboration.
_____ Managing a safe and orderly school where it is conducive to learning.

7. Please rate the following electronic evidences on a scale from 1 to 6 (with 6 being the best) in terms of the quality, helpfulness, and applicability to your future career goals and interests:

_____ Professional Learning Communities Instructional Leadership Project
  Course: EDU 5163: Strategies for Student Learning & Development
  Description: Candidates will be required to plan and lead a Professional Learning Community of 3-5 teachers which will focus on instructional improvement. The final product developed by the candidate will consist of a summary of outcomes outlining the professional development process from planning to facilitation to evaluation. For this professional development the content should be an instructional topic selected with the purpose of implementing an innovative 21st century learning skill or theme. A written evaluation plan and evidence of improved student learning outcomes will be required.
Distributed Leadership Portfolio (extension of use of Professional Learning Communities)
Course: EDU 5164: Implementing Distributed Leadership for Teacher Empowerment
Description: Candidates will develop a portfolio showcasing artifacts collected from a set of other self-selected activities which demonstrate their proficiency in the process of distributed leadership within the school setting. Taken concurrently with EDU 5163: Strategies for Student Learning and Development, and using the established Professional Learning Community, candidates will empower others through self-selected activities which demonstrate distributed leadership.

Community Involvement and Engagement Action Plan
Course: EDU 5162: Creating a Culture of School Success
Description: The Community Involvement and Engagement Action Plan requires candidates to complete an audit of home, school, and community outreach and partnerships and use this information to identify and communicate needs to principal, school improvement team (SIT), faculty, staff, parents, and other community members. The completed plan will have five major components (artifacts) including the identification of 3-5 initiatives, a Community Diagnosis, an Organizational Diagnosis, a Journal of Activities, and a Resource File.

School Management Case Study
Course: EDU 5161: Organizational Management for 21st Century Schools
Description: Candidates will use a case study analysis to focus on the school leadership and organizational management of a selected school executive. Specifically, the case studies should focus on key organizational areas such as: Effective Management of Resources, Conflict Resolution, Communication and Established Procedures. Evidence will demonstrate the candidate’s proficiency at working with others to monitor the effective use of resources through effective and timely communication and plan with the principal for candidate engagement. Artifacts will demonstrate proficiency related to School Context, Principal’s Philosophy, School Evidences, Candidate Engagement Activities, and Candidate Reflections.

School Culture and Safety Analysis Report
Course: EDU 5162: Creating a Culture of School Success
Description: Candidates will develop a detailed descriptive report that focuses on school/community culture and safety by completing two prerequisite assignments including the School Board and School Culture Assessment and the School Culture and Safety Audit.

School Indicators Analysis Project
Course: EDU 5165: Using Data for School Improvement
Description: The School Indicators Analysis Project will be a written action plan submitted by each candidate which will contain four major sections. research of the school’s identity and signature data, two concerns—one related to curriculum and one related to overall school improvement, the candidate’s presentation of the plan, and the candidate’s recommendations in consultation with his/her school principal for implementation during the School Executive Internship.

OTHER COMMENTS:

THANK YOU!!!!!
M.Ed. Educational Leadership Cohort  
Program Exit Evaluation: Spring 2013

### Overall Evidence Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Marginal</th>
<th>3 Adequate</th>
<th>4 Appropriate</th>
<th>5 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount of Work Required</strong></td>
<td>0%</td>
<td>31%</td>
<td>12.5%</td>
<td>18%</td>
<td>37.5%</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>0%</td>
<td>0%</td>
<td>37.5%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Clarity of Instructions</strong></td>
<td>0%</td>
<td>0%</td>
<td>18%</td>
<td>37.5%</td>
<td>43.7%</td>
</tr>
<tr>
<td><strong>Clarity Grading</strong></td>
<td>0%</td>
<td>6%</td>
<td>50%</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Ability to Carry Out Evidence Activities</strong></td>
<td>0%</td>
<td>6%</td>
<td>50%</td>
<td>25%</td>
<td>18%</td>
</tr>
</tbody>
</table>

### Evaluation of Individual Evidences:

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Name</th>
<th>Course</th>
<th>1 Least Helpful</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 Most Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Learning Communities Instructional Leadership Project</td>
<td>5171</td>
<td>46%</td>
<td>12%</td>
<td>6%</td>
<td>18%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>Distributed Leadership Portfolio</td>
<td>5172</td>
<td>0%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>52%</td>
</tr>
<tr>
<td>3</td>
<td>Community Involvement and Engagement Action Plan</td>
<td>5271</td>
<td>12%</td>
<td>12%</td>
<td>25%</td>
<td>20%</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>School Management Case Study</td>
<td>5174</td>
<td>18%</td>
<td>13%</td>
<td>38%</td>
<td>13%</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>5</td>
<td>School Culture &amp; Safety Analysis</td>
<td>5271</td>
<td>6%</td>
<td>12%</td>
<td>6%</td>
<td>25%</td>
<td>33%</td>
<td>18%</td>
</tr>
<tr>
<td>6</td>
<td>School Indicators Analysis Project</td>
<td>5173</td>
<td>0%</td>
<td>18%</td>
<td>6%</td>
<td>18%</td>
<td>25%</td>
<td>33%</td>
</tr>
</tbody>
</table>

### Summary:

1. The Evidence found to be the **least helpful, applicable and relevant** was the *Professional Learning Communities Instructional Leadership Project*.
2. The Evidence found to be **also not helpful, applicable or relevant** was the *School Management Case Study*. 
3. The Evidence found to be the most helpful, applicable, and relevant was the Distributed Leadership Portfolio.

4. Other Evidences found to be helpful were the School Indicators Analysis and the School Culture and Safety Analysis.

Recommendations:

1. Time to review and perhaps adjust the Professional Learning Communities Instructional Leadership Project and the School Management Case Study.

2. Are the Evidences that are rated the lowest, those that were the most difficult to carry out at the school setting of employment. If so, can these activities be revised?

General Survey Results:

<table>
<thead>
<tr>
<th></th>
<th>1 Not Relevant</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Exceeded Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Internship Evaluation</td>
<td>0%</td>
<td>0%</td>
<td>18%</td>
<td>32%</td>
<td>50%</td>
</tr>
<tr>
<td>Prepared me for Work as School Administrator</td>
<td>0%</td>
<td>6%</td>
<td>6%</td>
<td>50%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Cooperating Principal</td>
<td>0%</td>
<td>6%</td>
<td>18%</td>
<td>30%</td>
<td>46%</td>
</tr>
<tr>
<td>University Supervisor</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>86%</td>
</tr>
<tr>
<td>Required Materials</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>56.2%</td>
<td>43.7%</td>
</tr>
<tr>
<td>Professor Knowledge</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>18.7%</td>
<td>81%</td>
</tr>
<tr>
<td>Rigor of Program</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>37%</td>
<td>46%</td>
</tr>
<tr>
<td>Overall Quality</td>
<td>25%</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Feedback: (These are the Responses Picked Most Often by Respondents):

<table>
<thead>
<tr>
<th>What would have enhanced the program?</th>
<th>More Diversity</th>
<th>More Online</th>
<th>More On-Campus</th>
<th>Less “Evidences”</th>
<th>More Guest Speakers</th>
<th>Happy With Everything</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12%</td>
<td>6%</td>
<td>18%</td>
<td>18%</td>
<td>6%</td>
<td>62%</td>
</tr>
</tbody>
</table>

|----------------------------------------|---------------|--------------|------------------|--------------------|---------------------|                |
|                                       | 16%           | 50%          | 37.5%            | 37.5%              | 12.5%               | 25%            |
Summary/Recommendations:

1. Incorporate these areas into current courses or use this feedback to develop seminars for the internship (budget issues, legal issues, athletic issues, dealing with the media, etc).
2. Quality, Preparation and Relationships with faculty continue to be more important than the reduced cost, convenience or scheduling in the cohort. (This same finding was evident when we surveyed Davidson County Cohort completers).
EXIT EVALUATION
COHORT PROGRAM: ELEMENTARY EDUCATION

NO NAME PLEASE!

DEMOGRAPHIC INFORMATION:

Year of Program Completion: ______________________
Gender: _________

On Campus Program:___________ Cohort Program (Off-Campus) ____________

If On-Campus, please check which of the following applies:
   Traditional M.Ed.: ________________________
   5th Year M.Ed.: ________________________

Number Years in Present School District: (if Applicable) ___________________
Current Position: (If Applicable) : ________________________
Number Years in Education: ___________________

Please circle the answer that best matches your impression as you near the end of your program of study:

1. Overall quality of the HPU Elementary Education M.Ed. Program (Literacy Concentration):
   a. I do not feel confident about pursuing a leadership role in Reading/Literacy.
   b. I feel a little confident about pursuing a job in Reading/Literacy.
   c. I feel somewhat confident about pursuing a job in Reading/Literacy.
   d. I feel confident about pursuing a job in Reading/Literacy.
   e. I feel very confident about pursuing a job in Reading/Literacy.

2. Required materials in each class were relevant and useful:
   a. Not relevant or useful, an overall waste of money.
   b. Little relevance, used once or twice in class.
   c. Somewhat relevant, used three to five times in class.
   d. Relevant and useful, used at least every other class.
   e. Very relevant and useful, used during every class.

3. Were inquiries handled efficiently and effectively by your professors?
   a. Always
b. Frequently
c. Most of the time
d. Rarely
e. Never

4. **How relevant and well-rounded was your literacy practicum experience?**
   a. Not at All
   b. Somewhat
   c. Pretty Good
   d. Met Expectations
   e. Exceeded Expectations

5. **How likely are you to pursue a doctoral program as a result of your experience in this program?**
   a. I will not pursue a doctoral program
   b. unlikely
   c. somewhat likely
   d. very likely
   e. I am already looking at various programs and plan on applying within the next six months

6. **Participation in this program has allowed me to take on more substantial leadership roles in my current position.**
   a. strongly agree
   b. agree
   c. not really sure
   d. disagree
   e. strongly disagree

7. **How likely would you be to recommend the HPU M.Ed. Elementary Education (Literacy Concentration) program to other teachers at your school?**
   a. Definitely Not
   b. Unlikely
   c. Somewhat Likely
   d. More than Likely
   e. Definitely Will

8. **After completing the HPU M.Ed. Elementary Education Program (Literacy Concentration) I would rate my growth in the area of literacy teaching/learning” as:**
   a. No Growth
   b. Developing in some areas
   c. Adequate Growth
   d. More Growth than I expected
   e. Exemplary Growth

9. **Overall level of professor knowledge based on the course they were teaching:**
a. Extremely Low  
b. Disappointing  
c. Average  
d. Above Average  
e. Excellent

10. Treatment of students by faculty throughout the program:
   a. students were treated disrespectfully and unfairly most of the time  
b. students were occasionally treated disrespectfully and/or unfairly  
c. overall I feel the treatment of students was fair and respectful  
d. students were treated very fairly by the majority of all faculty throughout the program  
e. students were always treated fairly and respectfully by all faculty.

11. How would you gauge the rigor of this program overall?
   a. Not at all rigorous  
b. Somewhat challenging but not consistently rigorous  
c. Appropriately challenging and rigorous for a masters level program  
d. Mostly rigorous and challenging  
e. Extremely rigorous and always challenging

12. How relevant were the classes in this program to your overall interests and career goals?
   a. Not at all relevant  
b. Some courses were relevant but not consistently throughout the program  
c. Appropriately relevant to my interests and career goals  
d. Mostly relevant to my interests and career goals  
e. I feel that everything was relevant to my interests and overall career goals

13. My time spent during the literacy practicum gave me a good perspective on the actual application of many principles and strategies covered in my literacy coursework:
   a. My practicum was a total waste of time.  
b. My practicum was useful for some things but not consistently so  
c. In general I found my practicum to give me a good perspective on the application of the principles and strategies covered in my literacy coursework  
d. My practicum was a good experience as it successfully allowed me to gain a better understanding of the application of literacy strategies into the classroom.  
e. My practicum was an excellent experience and I feel I am thoroughly prepared for a future leadership role in the area of literacy.

14. Please rate your impressions of the literacy practicum in terms of its rigor:
   a. Not at all rigorous. I would have preferred to do a thesis or a product of some kind.  
b. Somewhat challenging but not consistently rigorous  
c. Appropriately challenging and rigorous for a masters level program
d. Mostly rigorous and challenging
e. Extremely rigorous and always challenging. I enjoyed this experience tremendously.

15. Please rate your overall experiences with regard to the ONLINE portion of your program in Elementary Education:
   a. Poor
   b. Marginal
   c. Adequate
   d. Good
   e. Excellent

16. Please rate your overall experiences with regard to the FACE-TO-FACE portion of your program in Elementary Education:
   a. Poor
   b. Marginal
   c. Adequate
   d. Good
   e. Excellent

The following questions pertain to the required Electronic Evidences: (DO NOT respond to these questions if you have not been required to complete these)

17. The electronic evidences required by HPU for the program I am enrolled in were:
    a. Way too much work period. I would have preferred to take the licensure exam in School Leadership
    b. A lot of work-- not really sure whether having to take the licensure exam would have been better or worse.
    c. Adequate in expectations regarding amount of work. Definitely better than having to take the licensure exam
    d. Appropriate in amount of work and expectations. I learned a lot by doing them.
    e. Excellent assignments and projects that are a great replacement for the licensure exam.

18. The rigor and relevance of the evidences assigned in the HPU program were:
    a. Awful. I felt these assignments accomplished very little.
    b. Overall there were OK. Some were not as good as others.
    c. Adequate but maybe more quantity than quality at times.
    d. Appropriate in rigor and quality. I learned a lot by doing them!
    e. Excellent assignments and projects that allowed students to deeply delve into the issues discussed in class and apply the content in a meaningful manner.
19. The clarity of the instructions and steps for completing the evidences was:
   a. Poor
   b. Marginal
   c. Adequate
   d. Good
   e. Excellent

20. The clarity of the grading and evaluation of the evidences was:
   a. Poor
   b. Marginal
   c. Adequate
   d. Good
   e. Excellent

Please check all that Apply:

1. HPU's Elementary Education professors were prepared for class (check all that apply)
   ____ Arrive to class on time
   ____ Computer presentations were accessible
   ____ Handouts were ready for distribution
   ____ Troubleshooting
   ____ Well prepared lectures/activities
   ____ Ability to respond to questions regarding the lecture, the course, the program, the evidences

2. Which of the following would have enhanced your experience in this program: (check only one)
   ____ More online courses
   ____ More face to face courses
   ____ More rigorous projects
   ____ Less rigorous projects
   ____ More rigorous readings
   ____ Less rigorous readings
   ____ More "evidences"
   ____ Less "evidences"
   ____ I was happy with everything

3. Which of the following areas do you feel the most prepared? (Check ALL that apply)
   ____ Establishing an optimal literacy teaching/learning classroom environment
   ____ Understanding the necessary conditions for literacy learning
   ____ Establishing a classroom library that supports readers and writers
   ____ Purposeful literacy instructional planning to promote student growth
4. Which of the following areas do you feel the least prepared? (Check ALL that apply)

___ Establishing an optimal literacy teaching/learning classroom environment
___ Understanding the necessary conditions for literacy learning
___ Establishing a classroom library that supports readers and writers
___ Purposeful literacy instructional planning to promote student growth
___ Implementing and managing an effective Writer's Workshop
___ Implementing and managing an effective Reader's Workshop
___ Understanding what constitutes reliable and valid literacy assessment data
___ Conducting meaningful literacy assessments
___ Using assessment data for appropriate grouping and instructional decisions
___ Implementing and facilitating successful literature circles
___ Incorporating technology in many and varied ways to enhance literacy teaching/learning
___ Integration of literacy in the content areas to maximize learning outcomes
___ Wisely consuming and disseminating current professional literature on best literacy practices with colleagues and parents

5. The Literacy Practicum was helpful and included relevant experiences in the following areas:
   (Check ALL that apply)
   ___ Classroom Library
   ___ Listening Center
   ___ Read Aloud
   ___ Shared Reading
   ___ Guided Reading
   ___ Independent Reading
   ___ Pre, during, and post reading strategy instruction
   ___ Reading conferences
   ___ Writer's Workshop structure, procedures, routines, and materials
   ___ Mini Lessons (Procedural and Craft)
   ___ Writing conferences
6. High Point University's M.Ed. program in Elementary Education (Literacy Concentration) is committed to providing quality instruction to graduate students seeking leadership roles. Which of the following career paths would you feel confident in pursuing in the near future: (check all that apply)

______ Master Classroom Literacy Educator
______ Reading Specialist
______ Literacy Coach
______ Curriculum Coordinator
______ District Reading Specialist
______ Private Reading Tutor
______ Professional Development Trainer
______ Literacy Consultant
______ Literacy Curriculum Developer
______ Education Administration (school or district level)
______ University Adjunct/Instructor (literacy education undergraduate level courses)

Please rank the following questions: Assign 1 to your lowest ranking

The M.Ed. in Elementary Education Program (Literacy Concentration):

1. Rank the following items in order of the reasons why you would recommend this program to other educators (1 being the least, 5 being the most):
   ___ cost
   ___ expertise of faculty
   ___ cooperation of class scheduling
   ___ preparation for the Reading Specialist Exam
   ___ convenience of class location

2. Rank the following items in order of importance to you. (1 being the least, 5 being the most):
   ____ Ability to become eligible for additional license in K-12 Reading Specialist
   ____ Meeting time of classes
   ____ Literacy theories, principles, and strategies learned in this program
   ____ Opportunities for professional growth and career advancement upon completion of this program
   ____ Rapport of instructors with students

3. Rank the following challenges you may face (as a master classroom literacy
educator or in any other leadership role you may play in the realm of literacy education) and your level of comfort in dealing with them as a result of completing the M.Ed. program in Elementary Education (Literacy Concentration). (Number 1 will represent your lowest level of comfort and preparedness.)

_____ Ability to creatively hold firm to research-based best literacy instructional practices when school wide mandates differ theoretically and philosophically from your evolving personal literacy theory of what is best for children

_____ Explaining to administration, parents, and students the potential discrepancies that may exist between student data generated from authentic versus traditional forms of reading and writing assessments

_____ Planning and conducting quality professional development that presents an idea or practice in the realm of literacy not currently implemented in the school/district

4. **Rank the following items in order of your preference for forming a school system cohort group.**

_____ Fixed Tuition
_____ College reputation
_____ Relationship Building
_____ Guaranteed Courses
_____ Convenient Location
_____ Cohort experience
_____ Percentage of online vs. Face-to Face format

5. **Rank the following items in order of your perceived level of competence and confidence") now that you are about to graduate from the Elementary Education M.Ed. program:**

_____ Establishing an optimal literacy teaching/learning classroom environment
_____ Purposeful literacy instructional planning to promote student growth
_____ Implementing and managing an effective Writer's Workshop
_____ Implementing and managing an effective Reader's Workshop
_____ Understanding what constitutes reliable and valid literacy assessment data
_____ Using assessment data for appropriate grouping and instructional decisions

6. **Please rate the following literacy courses on a scale from 1 to 6 (with 1 being the least beneficial and 6 being the most) in terms of the quality, helpfulness, and applicability to your future career goals:**

_____ EDU 5131: Literature for Children & Adolescents:
This is a graduate level course focused on literature for children and adolescents. Emphasis will be placed on classical contexts for modern and contemporary “greats” and favorites, and on various effective ways to teach and use these works in the classroom. Research into the literature and into issues of pedagogy will be included.

_____ EDU 5132: Foundations of Writing Instruction:

This course will examine process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genres. Strategies, use of literature for children and adolescents for establishing criteria of good writing demonstrated and evaluated. Writers’ workshop, effective use of authentic reasons for writing, time, mini-lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in context.

_____ EDU 5134: Foundations of Reading Instruction:

An examination of the social, cognitive and linguistic foundations of literacy development. Critical reading of professional literature to articulate and support a philosophy of literacy development which emphasizes the interrelatedness of the language arts for English proficient and potentially English proficient students. Demonstrations of varied instructional and management strategies to develop print rich classroom environments and to teach and support children’s efficient use of the syntactic, semantic, graphophonemic and pragmatic cue systems.

_____ EDU 5135: Diagnosis and Assessment in the Teaching of Reading:

Procedures to assess a reader’s definition of reading, attitudes, interests, use of cue systems, reading strategies and understanding of text. Evaluation of data to select, apply and modify instructional strategies. Use of assessment strategies for ongoing, systematic evaluation, diagnosis and instruction. Recording summaries of assessment data on graphic profiles and in written reports to communicate with parents, students and other educators. To become a reflective practitioner using inquiry-based professional growth and improved instruction. Research, student analysis, field experience required.

_____ EDU 5136: Literacy Across the Curriculum:

This course examines the necessary conditions of content area literacy learning, assess text difficulty and match text to readers, plan and implement pre-reading, reading, and post-reading instructional strategies for fostering literacy. Assessment used to drive comprehension, vocabulary, and study skills instruction in elementary, middle and secondary content-area classes.

_____ EDU 5231: Supervised Practicum in Literacy Instruction:

A culminating, supervised semester long literacy practicum in the teacher’s classroom. The purpose of the course is to provide each teacher with the opportunity, at the
beginning of the semester to establish classroom conditions that support student learning through the systematic and purposeful integration of the instructional, assessment and organizational strategies introduced during the program of study. Theories, materials, and strategies introduced during the program are applied in the classroom. Teachers are supervised and attend seven seminars focused on supporting each teacher’s efforts to effectively implement classroom literacy instruction and assessment.

OTHER COMMENTS:

THANK YOU!!!!!
M.Ed. Elementary Education: GCS Cohort  
Program Exit Evaluation  
Spring 2013

Overall Evidence Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Marginal</th>
<th>3 Adequate</th>
<th>4 Appropriate</th>
<th>5 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount of Work Required</strong></td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
<td>43%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>0%</td>
<td>7%</td>
<td>36%</td>
<td>43%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Clarity of Instructions</strong></td>
<td>0%</td>
<td>0%</td>
<td>36%</td>
<td>43%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Clarity Grading</strong></td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>64%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Evaluation of Individual Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>1 Least Beneficial</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 Most Beneficial</th>
</tr>
</thead>
<tbody>
<tr>
<td>5131</td>
<td>Literature for Children / Adolescents</td>
<td>40%</td>
<td>13%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Albritton</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5132</td>
<td>Foundations of Writing</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>26%</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>Cavendish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5134</td>
<td>Foundations of Reading</td>
<td>0%</td>
<td>26%</td>
<td>20%</td>
<td>26%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Linville (online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5135</td>
<td>Diagnosis and Assessment in Reading</td>
<td>20%</td>
<td>20%</td>
<td>13%</td>
<td>26%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Linville (online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5136</td>
<td>Literacy Across the Curriculum</td>
<td>6%</td>
<td>0%</td>
<td>13%</td>
<td>33%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Linville (online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5231</td>
<td>Supervised Practicum</td>
<td>6%</td>
<td>13%</td>
<td>20%</td>
<td>20%</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Cavendish/Linville</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary:

5. The Evidences include in the M.Ed. program include the Action Research Project (EDU 5030) and the Curriculum Resource Packet (EDU 5020). The lower ratings for “Relevance” may validate recommendations to delete EDU 5020.
6. The M.Ed. course rated the lowest seems to be EDU 5131 (Literature for Children/Adolescents) and the course rated the highest appears to be EDU 5132 (Foundations of Writing). These findings seem to support the recommendations to make a change in the instructor for next year.

General Survey Results:

<table>
<thead>
<tr>
<th></th>
<th>1 Poor 0r Definitely Not</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Exceeded Expectations or Definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Literacy Practicum Evaluation</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>57%</td>
<td>28%</td>
</tr>
<tr>
<td>Rigor of Literacy Practicum</td>
<td>0%</td>
<td>0%</td>
<td>28%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Online Courses</td>
<td>0%</td>
<td>21%</td>
<td>14%</td>
<td>28%</td>
<td>36%</td>
</tr>
<tr>
<td>Face-to-Face Courses</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Required Materials</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Professor Knowledge</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>53%</td>
<td>46%</td>
</tr>
<tr>
<td>Rigor of Program</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>28.5%</td>
<td>64%</td>
</tr>
<tr>
<td>Growth in Literacy</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>60%</td>
<td>26%</td>
</tr>
<tr>
<td>Likely to Recommend to Others</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>26%</td>
<td>67%</td>
</tr>
<tr>
<td><strong>Overall Quality</strong></td>
<td></td>
<td>14%</td>
<td>72%</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

Findings:

1. Respondents seemed to rate the face-to-face courses higher than the online. Could be that the cohort group includes teachers maybe not as comfortable with the technology. The rigor of these courses may have been too much for the online format. The online summer courses may need a longer session in order to spread out the sessions and amount of reading, etc.

General Feedback: (These are the Responses Picked Most Often by Respondents):

<table>
<thead>
<tr>
<th>What would have enhanced the program?</th>
<th>More Online</th>
<th>More Face-to-Face</th>
<th>Less Rigorous Readings</th>
<th>Less Rigorous Projects</th>
<th>More Rigorous Readings</th>
<th>Happy With Everything</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>66%</td>
<td>20%</td>
<td>20%</td>
<td>6%</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which Areas Do You Feel</th>
<th>Reader's Workshop</th>
<th>Using Assessment</th>
<th>Writer's Workshop</th>
<th>Literacy Circles</th>
<th>Using Technology</th>
<th>Integration of Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least Prepared?</td>
<td>14%</td>
<td>Data</td>
<td>27%</td>
<td>14%</td>
<td>7%</td>
<td>to Enhance Literacy</td>
</tr>
<tr>
<td>----------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>--------------------</td>
</tr>
<tr>
<td>Least Prepared?</td>
<td>14%</td>
<td>Data</td>
<td>27%</td>
<td>14%</td>
<td>7%</td>
<td>to Enhance Literacy</td>
</tr>
<tr>
<td>Reasons You would Recommend this program to Others</td>
<td>Convenience</td>
<td>42%</td>
<td>Cost</td>
<td>13%</td>
<td>Scheduling</td>
<td>Expertise of Faculty</td>
</tr>
<tr>
<td>Most Important Factor to You</td>
<td>Knowledge of Literacy Strategies and Theories</td>
<td>33%</td>
<td>Opportunity for Professional Growth</td>
<td>26%</td>
<td>Meeting Time</td>
<td>Rapport with Faculty</td>
</tr>
</tbody>
</table>

**Summary/Recommendations:**

3. Seems to support the recommendation to add a new course in Using Data for Instructional Improvement.
4. May need to look at restructuring the online courses for cohort participants.
5. Consult with Dr. Bowser and literacy faculty to add technology relevant tools for enhancing literacy effectiveness.