



# Sacred Heart UNIVERSITY

ISABELLE FARRINGTON COLLEGE  
OF EDUCATION & HUMAN DEVELOPMENT

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement**

### **Advanced Programs: 092, 093, and Literacy Programs**

#### **Sacred Heart University – Isabelle Farrington College of Education and Human Development**

##### **Overview of Stakeholder Engagement**

Sacred Heart University's Educational Preparation Provider (EPP) maintains ongoing engagement with stakeholders across its advanced certification programs, including the 092 (Intermediate Administration), 093 (Superintendent Certification), and Literacy programs. Stakeholders include completers, district administrators, cooperating professionals, and alumni working in leadership and specialist roles across Connecticut.

Feedback is gathered through completer surveys, alumni outreach, district communication, and informal feedback loops embedded within clinical partnerships. These efforts support the EPP's commitment to continuous improvement and alignment with the evolving needs of P–12 schools.

##### **Summary of Findings**

###### **Overall Satisfaction Across Advanced Programs**

Across advanced programs, completers consistently report that their preparation is:

- Relevant to their professional roles
- Grounded in real-world application
- Aligned with leadership and specialist responsibilities

Candidates highlight the value of coursework that integrates:

- Systems-level thinking
- Communication and collaboration with stakeholders
- Application of research to practice

These findings reflect a strong alignment between program design and the competencies required for educational leadership and specialized roles.

###### **Leadership Preparation: 092 and 093 Programs**

Completers of the 092 and 093 programs report high levels of satisfaction with their preparation for building- and district-level leadership.

### **Key strengths include:**

- Development of **systems thinking and organizational leadership capacity**
- Preparation for **communication with diverse stakeholders**
- Exposure to **authentic leadership challenges through internships and applied coursework**

Candidates describe gaining a broader perspective on leadership, including the ability to:

- Understand complex organizational structures
- Engage in decision-making beyond the classroom or school level
- Navigate policy, governance, and strategic planning

At the superintendent level (093), candidates particularly emphasized growth in understanding:

- District-wide systems and operations
- Strategic leadership and long-term planning
- The complexity of executive-level decision-making

### **Literacy Program – Specialist Preparation**

Completers of the Literacy program report strong preparation in:

- **Evidence-based instructional practices**
- **Literacy intervention and assessment**
- **Collaboration with colleagues and families to support student learning**

Stakeholder feedback indicates that literacy candidates are well-prepared to:

- Support diverse learners
- Apply research to improve instructional outcomes
- Serve as instructional leaders within schools

This aligns with broader EPP findings that candidates demonstrate strong pedagogical knowledge and the ability to apply data-driven instructional strategies in practice.

### **Stakeholder Feedback: Themes and Areas for Growth**

Across advanced programs, several consistent themes emerged from qualitative feedback:

#### **Strengths**

- Strong **faculty expertise and support**
- Relevant and **applied coursework**
- Opportunities to **connect theory to practice**

- Cohort models that support **professional collaboration and networking**

### **Areas for Growth**

- Desire for increased **hands-on and practice-based experiences**
- Expansion of **networking opportunities with current practitioners**
- Refinement of **program delivery formats** (e.g., balance of synchronous and asynchronous learning)
- Additional support for **specialized leadership pathways** (e.g., student services, literacy leadership)

### **Stakeholder Involvement and Partnerships**

The EPP's advanced programs are supported by strong partnerships with school districts and educational organizations across Connecticut. These partnerships provide:

- Clinical internship placements
- Opportunities for applied leadership experiences
- Ongoing dialogue regarding workforce needs

Faculty and program leaders maintain regular communication with district administrators and alumni, ensuring that program content remains responsive to current educational contexts.

### **Use of Data for Continuous Improvement**

Stakeholder feedback is systematically reviewed and used to inform program enhancements. Current and ongoing improvement efforts include:

- Increasing **practice-based learning opportunities**, including case studies and simulations
- Enhancing **clinical experiences and internship structures**
- Expanding **guest speaker and practitioner involvement**
- Exploring **differentiated program pathways** to meet diverse leadership goals
- Refining **program delivery models** to better support working professionals

### **Conclusion**

Stakeholder feedback indicates that Sacred Heart University's advanced programs effectively prepare candidates for leadership and specialist roles in education. Completers demonstrate strong competencies in communication, systems thinking, and applied practice, consistent with program goals and CAEP standards.

The EPP remains committed to continuous improvement through ongoing stakeholder engagement, ensuring that advanced programs remain responsive, relevant, and impactful in preparing educational leaders.