

Report on the Virginia Administrative Licensure Graduate Professional Preparation Survey

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Preface

This research was conducted to provide information to a Joint Legislative Commission and Task Force on Educational Leadership that has been established to examine current challenges of educational administration and to recommend changes in the preparation and on-going professional development of school leaders. The study was funded through the Virginia Department of Education as part of a grant from Wallace/Reader's Digest Funds to the Commonwealth Educational Policy Institute (CEPI) to strengthen school leadership of principals and superintendents. This project, the State Action for Education Leadership Project (SAELP), has participated in the development and administration of the survey. Technical resources to complete the survey were provided by the Metropolitan Educational Research Consortium (MERC). Additional assistance was provided by Michael DiPaola and Megan Tschannen-Moran of the College of William and Mary, who had developed and administered a survey of principals, Doug Fiore of Virginia Commonwealth University who provided assistance in an earlier study of Virginia Superintendents and helped draft the survey used in the current study, and Anne Meek, who provided very helpful reviews of drafts of the survey and report.

Executive Summary

This report summarizes findings from a survey of 218 recent graduates from 6 of 16 Virginia higher education programs in educational administrative licensure (78% response rate of those contacted). The primary purposes of the survey were to identify the significance of current issues and problems, and professional development needs, of the graduates, and to describe their evaluations of their graduate preparation program.

The instrument was developed by the researcher to be consistent with earlier surveys of superintendents and principals, and to provide respondents an opportunity to suggest improvements in administrative licensure programs. Data were gathered in the early spring of 2003.

Demographic information included the following characteristics of those responding:

- 70% of the sample was female
- 60% of the sample was between the ages of 24-44
- 84% of the sample was Caucasian
- 49% of the sample had additional coursework beyond the masters
- 90% of the sample had at least 6 years of experience in education
- 42% of the sample were either principals or assistant principals

Eighty-six percent of the respondents enrolled in an administrative licensure program to obtain an administrative position.

There will be a significant turnover in personnel in different positions. According to these self-reports, 77% indicated that they will seek an initial administrative position, the same position but in a different school, or a different position in the same or different school. Individuals not currently in an administrative position indicated that they were waiting for the "right" school or position, the "right match," seeking increased pay, or waiting for family situations to change before taking an administrative position. The conditions of employment need to be consistent with the candidate's personal and professional values.

The most significant issues and problems according to these respondents were in areas related to planning and instructional leadership, including improving staff morale, staff development, teacher evaluation, school climate, and use of research for instructional planning. Issues in the area of organizational management were somewhat less significant than those in planning and instructional leadership. Important areas in organizational management included budgeting, building an effective management team, legal issues, non-academic student behavior, and managing or resolving conflict. Of somewhat less significance was working with families, and networking and collaborating with peers, and enhancing leadership skills.

Professional development needs mirror ratings of significance. In addition to the areas cited above, student achievement on standardized tests/SOL, working with curriculum specialists, and managing the politics of education were cited as most significant.

Overall, ratings of significance and need show most concern for immediate, practical issues and problems. The ratings also suggest that because there is a wide range of professional needs in different skill areas there is a corresponding need for a variety of professional development opportunities.

Respondents indicated that higher education courses, workshops, or partnerships provided the greatest assistance to meet professional development needs. Additional help was received from a mentor or coach and from school division sponsored in-service.

About two thirds of the sample indicated little or no knowledge of ISLLC standards, indicating that some preparation programs may not have emphasized these standards. Internships typically included administrative experience, and there was some to extensive use of graduate coursework in the internship.

Eighty-three percent of the sample rated the overall adequacy of their graduate preparation as good to excellent, as well as different aspects of the program. Preparation in using technology was the lowest rated area. There is a wide range of total number of hours spent in internships. About half the sample indicated that the balance between coursework and field experiences was about right; about a third indicated a need for more field experience. Clearly the most valued activity that prepared the respondents was educational job experience. The internship was rated about the same value as graduate coursework. The least valued activities were professional meetings. Responses to open-ended items indicated that the most important aspects of their graduate education program included internship and field experiences, networking, and practical applications to actual school situations. Other somewhat less important experiences included school law, specific professors, coursework and the curriculum, and research/data-based applications. Practical application, whether through internships or courses, was a recurring theme.

When asked how graduate programs could be improved, more field experience and internships were mentioned most frequently, followed by more emphasis on budgeting and finance, special education, data analysis, presentation, evaluation, mentorships, and, overall, more practical, “real life” applications in coursework.

In summary, the results of this survey provide an assessment of professional development needs and an evaluation of administrative licensure programs by recent graduates. Although limited to only some of the programs in Virginia, the findings show, for this sample, that recent graduates are actively seeking an administrative position, and that it is important to have a good “fit” between themselves and the position. A variety of professional development needs suggests that there is also need for a variety of professional development opportunities. Several areas are in most need, including finance and budget, special education implementation, student achievement on SOL tests and standardized test analysis, data-driven decision-making, using technology for administration, leadership skills, managing stress and other areas related to planning and instructional leadership. While graduates are generally very satisfied with their graduate programs, the programs can be improved by increasing the quality and length of opportunities to engage in practical application, such as the internship, field experiences, and in courses, and by placing more emphasis on special education, data analysis, school law, and technology.

Introduction

The purpose of this survey is to ascertain opinions and perspectives of recent graduates receiving their Virginia administrative licensure concerning the nature of their professional needs, their perspectives concerning the significance of various educational issues, their professional development needs, and evaluations of the adequacy of their graduate preparation program. The survey complements one given to school principals in 2001, and another survey of Virginia superintendents, deputy superintendents, associate superintendents, and assistant superintendents in 2003, using some of the same questions, modified as needed to be relevant to recent program graduates. More specifically, the survey was designed to answer the following research questions:

1. What are the career plans of recent graduates?
2. What is the current significance of various issues and problems in education that have implications for school leadership?
3. What is the extent of professional development needs in issues and problems in education?
4. What has been the value of various types of preparation or experiences?
5. What skills need further development?
6. To what extent were ISLLC standards used in graduate programs?
7. What is the adequacy of training received in graduate programs?
8. Was there an appropriate balance between coursework and field experience?
9. What was the most valuable part of the graduate program?
10. How could graduate programs change to be more effective?
11. What demographics characterize recent graduates?

Some of the questions are the same as those used in a 2001 statewide survey of principals, conducted by the College of William and Mary, and the 2003 statewide survey of superintendents. This provides a basis of comparison between graduates, principals, and superintendents to provide a comprehensive analysis of professional development needs.

It is clear that effective school leadership in the future will be provided by recent graduates of administrative licensure programs. It is also clear that such leadership will be most effective when graduate programs reflect current needs of administrators and provide training that will result in dynamic school leadership that will meet our educational challenges. It is hoped that this survey will provide data so that graduate training for administrators can be further refined and improved.

Methodology

Sample

The target population for this study consisted of every person in Virginia who graduated from an approved Virginia administrative licensure graduate program in the last three years (2000, 2001, and 2002). Each graduate program in the state was contacted in early 2003 and asked to provide a mailing list of 2000-2002 graduates. Mailing lists were provided by six of the 16 approved programs in Virginia. Random samples of half the graduates were used for high enrollment programs at VCU and UVA. Of a total sample of 447 names with mailing addresses, 169 were returned due to wrong addresses. Surveys were returned by 218 of the 278 in the sampling frame, for a response rate of 78% of those contacted.

Instrument

The survey was adapted from one used in 2001 in a study of Virginia principals, and another survey used in 2003 with Virginia superintendents. The principal survey was developed by researchers from the College of William and Mary; the superintendent survey was developed by researchers at Virginia Commonwealth University. Items from these two surveys that concerned professional development needs and the significance of problems and issues in education remained unchanged. Several items from the two surveys were deleted since they could not be modified for recent graduates. Additional items were added to the survey concerning their graduate preparation program.

A draft of the survey was pilot-tested with several individuals for clarity; several changes were made to this draft to result in the survey that was used (Appendix A).

Procedures

The mailing lists were obtained from institutions of higher education. An initial letter from the State Superintendent, Dr. Jo Lynne DeMary, was mailed to all on the list, introducing the purpose of the survey and urging completion. One week later each person on the list received the survey and a postcard. To assure confidentiality and keep track of nonrespondents, the postcard, with the name of the respondent, was returned by separate mail. Individuals who did not return the postcard were sent a follow-up mailing with another copy of the survey. Once all surveys were received a database was constructed containing all responses, with no identifying information to assure confidentiality.

Findings

Demographics

Tables 1-6 summarize demographics and other characteristics of the sample. Of a total of 218 responding graduates, 70% were female and 60% were between the ages of 24-44. Eighty four percent of the respondents were Caucasian, 13% were African American.

Table 1

Number and Percentage of Respondents by Gender and Age

Age	Gender			
	Male		Female	
	n	%	n	%
24-34	21	31	46	69
35-44	25	39	40	61
45-49	5	17	25	83
50-54	6	21	23	79
55-59	3	17	15	83
60+	2	40	3	60
Total	66	30	152	70

Table 2

Number and Percentage of Respondents by Ethnicity

	n	%
Caucasian	179	84
African American	28	13
Hispanic	3	1
Asian Pacific Islander	3	1

Respondents were asked to indicate the highest degree earned (Table 3). Fifty percent indicated a masters degree in education, with another 39% indicating masters with additional coursework. Only 8% indicated receiving a doctorate.

Table 3

Number and Percentage of Highest Degrees Earned

Degree	n	%
Masters in education	108	50
Masters not in education	3	1
Masters with additional coursework	55	26
Educational specialist or equivalent	15	7
Masters and coursework for doctorate	12	6
Doctor of education	13	6
Doctor of philosophy	4	2
Other	4	2

Table 4 is a summary of the number of respondents graduating from different programs. It is noteworthy that, in this sample, 69% graduated from Virginia Commonwealth University or the University of Virginia.

Table 4

Number and Percentage of Respondents Graduating From Different Programs

Program	n	%
VCU	80	37
CWM	25	12
JMU	20	9
UVA	69	32
Regent	17	8
ODU	2	2
GMU*		

*At the time of printing GMU graduates' data were not included.

The number of years of employment in K-12 education is summarized in Table 5. Almost 90% had more than 6 years experience; 26% had 20 or more years of experience.

Table 5

Number and Percentage of Years of Employment in K-12 Education

Years	n	%
None	5	2
1	0	0
2-3	4	2
4-6	16	7
7-9	51	24
10-14	52	22
15-19	30	13
20-24	36	17
25+	20	9

Table 6 shows the percentages of respondents with different currently held positions. Only 34% were teachers. The majority hold administrative positions, with 42% either a principal or assistant principal.

Table 6

Percentages of Respondents' Current Position
(n=212)

Current Position	Percentage
Teacher	34
Assistant Principal	28
Principal	16
Guidance Counselor	1
Supervisor or Curriculum Specialist	3
Central Office Administrator	9
Other Administrative position	8
Position not in education	2

Respondents were asked to indicate reasons for enrolling in an administrative licensure program. More than one reason could be checked. Clearly the most important reason was to obtain an administrative position (86%). About half of the respondents checked "for increased pay," and about one third indicated enrollment "to better understand current educational issues and problems."

Employment

Table 7

Percentages Indicating Reasons for Enrolling in an Administrative Licensure Program
(n=218)

Reason	Percentage
To obtain an administrative position	86
To upgrade administrative skills	30
For increased pay	53
To provide preparation for a doctoral program	29
Convenience	7
In response to educational reforms	11
To better understand current educational issues and problems	36

One question asked those who were not employed as a school administrator to indicate the best reason why. Only 15% indicated that they were not interested in obtaining an administrative position. Forty-five percent were either waiting for the right position or for their personal/family situation to change. Thirty-six percent had applied for an administrative position but had not yet received word about their application (Table 8).

Table 8

Percentages of Respondents Indicating Reasons for Not Being Employed as a School Administrator
(n=89)

Reason	Percentage
Waiting for the right position	25
Waiting for my personal/family situation to change	20
Waiting for more teaching experience	5
Have not yet obtained positions applied for	36
Not interested in obtaining an administrative position	15

Respondents were asked to indicate their career plans for the next 3-5 years (Table 9). Seventy-seven percent of the sample indicated that they will seek an administrative position, either an initial such position, the same position in a different school or school division, or a different position in a different school division.

Table 9

Percentages Indicating Career Plans for the Next 3-5 Years
(n=212)

Career Plans	Percentage
Remain in present position	32
Retire from current position	2
Seek a position in an administrative capacity	41
Seek same position in different school or school division	18
Seek different position in different school or school division	18
Seek a position in a career outside of K-12 education	3

When asked about year of anticipated retirement or leaving the field of education, 85% indicated year 2011 or later (Table 10).

Table 10

Percentages Indicating Year of Anticipated Retirement or Leaving the Field of Education
(n=211)

<u>Year</u>	<u>Percentage</u>
2003	2
2004	2
2005	1
2006	1
2007	2
2008	1
2009	1
2010	4
2011 or later	85

An open-ended question was asked that allowed those not currently in an administrative position to indicate conditions or incentives that would encourage them to apply for and serve in such a position. Eighty-one of the respondents wrote comments in response to this question. Many respondents indicated more than one condition or incentive. In the list below the number of times a condition or incentive was mentioned is indicated in parentheses.

- Right position (25)
- Increased pay (12)
- Right school (11)
- School location (8)
- Reduced work time (8)
- Suitable hours for working mother (6)
- Ten-month or summer part-time hours (4)
- More teaching experience needed (4)
- Supportive politicians, parents, public, and central office (4)
- Presence of strong mentoring program (3)
- Private or Catholic school (1)
- Improve and enhance curriculum development for the learning process (1)
- Finish doctorate (1)
- Remove internship requirement for licensure (1)

Clearly the most important condition or incentive is being matched with the right position and/or the right school. What constitutes the "right" position is varied. In general there was a desire for

the right "fit," depending on such factors as personality, philosophy, skills, right kind of challenge, being child-centered with minimum bureaucracy, and allowing for growth and development. Support from the public, parents, and central office also relates to the conditions or environment the respondents would be most comfortable in. Most important are the conditions of the position, and how those conditions meld with personal and professional values. The right kind of school included such attributes as location, size, and whether in current school division or school. Many indicated that the location was most important, and that usually meant within a certain number of miles so that it is not too far from home. Having appropriate pay increases was important to many respondents, though overall it represents about 15% of the total number. The nature of the position and where it is located appears to be more important than an increase in pay. Several responses related to the need for appropriate hours on the job and greater flexibility in hours, whether during the summer or regular school year. Most were concerned with time spent away from family due to such commitments as attendance at extracurricular events. A few respondents indicated that they were not ready yet for an administrative position and needed more teaching experience.

Professional Development Needs

The next three tables are concerned with professional development needs. Tables 11-13 relate directly or indirectly to professional development. One set of questions addresses the significance of various issues and problems (an indirect indication of need for professional development) and the extent to which respondents indicate a need for further professional development (direct). There is also an indication of additional skills needed (direct).

Table 11 is a summary of responses indicating the needs of the respondents for additional skills. Just over half of the respondents indicated that special education implementation and finance and budget were areas that needed additional training. These two were followed closely by standardized test analysis and data-driven decision-making, at 44% and 42%, respectively. Following these four there was only one other that was checked by more than a third, uses of technology for administration, at 36%. Other categories were checked by 14-27% of the respondents. This indicates that while a few areas are important to many graduates, the wide range of needs for additional skills suggests a need to have a variety of professional development opportunities. Also, these results suggest that graduates feel relatively competent in most issues that deal with the classroom or curriculum.

Table 11

Percentages Indicating Needs for Additional Skills
(n=217)

Area	Percentage
Finance and budget	56
Special education implementation	53
Standardized test analysis	44
Data-driven decision-making	42
Uses of technology for administration	36
Policy analysis/development	31
Personnel evaluation	30
Stress management	27
School law	27
Time management	24
Curriculum alignment	24
Curriculum development	22
Resource utilization	20
Instructional resources	20
Uses of technology for instruction	19
Student discipline	17
Effective communication	16
Teacher conferencing	16
Classroom observation skills	15
Classroom assessment	14

Table 12 presents a comprehensive list of 41 contemporary issues and problems with accompanying percentages. The discussion of results will be organized according to the four major categories in the table (Planning and Instructional Leadership, Organizational Management, Communication, and Professionalism.)

Few of the issues or problems in the category Planning and Instructional Leadership were rated "not significant." In this category "Improving staff morale" and "Student achievement on standardized tests/SOLs" were most significant (62% and 61%, respectively, indicating "highly significant"). The following percentages indicating "highly significant" show the relatively strong importance of these issues:

- Faculty/staff development (55%)
- Teacher evaluation to improve instruction (52%)
- Organizational climate (51%)
- Effective use of instructional time (52%)
- Using research for instructional planning (44%)
- Strategic planning/goal setting (44%)

In the second category, Organizational Management, the percentages indicating "highly significant" were slightly less significant, overall, as those in Planning and Instructional Leadership. Five issues in this category that showed relatively high significance included "Budgeting and resource allocation," "Building an effective management team," "Legal issues in education," "Non-academic student behavior," and "Managing or resolving conflict" and were identified as important issues (49%, 51%, 52%, 45% and 45% indicating "highly significant," respectively). The least significant issues in this section were "Management and supervision of support staff" and "Using models of distributed leadership."

The Communication section results were less significant than the items in Organizational Management or in Planning and Instructional Leadership. The two most significant communication issues were "Working with families" (54% "highly significant") and "Networking and collaborating with peers" (42%).

Finally, the Professionalism category, with 5 items, indicated that "Enhancing my leadership skills" was most important (53% "highly significant"). "Planning my professional growth and career development," "Personal time management," and "Managing stress," were also rated as important (80%, 83%, and 85%, respectively, indicating "significant" or "highly significant").

Overall, these results suggest that graduates believe that the most significant issues and problems are those related to planning and instructional leadership, particularly with most aspects related to instruction, such as improving staff morale, staff development, teacher evaluation, school climate, use of research for instructional planning, SOL testing, and budgeting. The high rating of "Using research for educational improvement" probably reflects the need to use data-based evidence in planning and evaluation. Issues in both Planning and Instructional Leadership and Organizational Management were largely seen as "significant" or "highly significant," with low percentages indicating "not significant." This suggests that there are staff development needs in most of these areas. Slightly higher percentages in the "not significant" category were evidenced

Table 12

Percentages Indicating Significance of Issues and Professional Development Needs
(n=214)

Issues/Problems	Significance of Issues/Problems			Professional Development Needs			
	Not Significant	Significant	Highly Significant	None	Low	Average	High
Planning and Instructional Leadership							
(01) Strategic planning/ goal setting		13	34	44	9	28	49
15							
(02) Using research for educational improvement	7	49	44	8	27	42	23
(03) Improving staff morale	7	31	62	9	27	41	23
(04) Organizational climate	9	40	51	9	30	45	17
(05) Curriculum improvement	10	48	42	11	27	45	17
(06) Working with curriculum and technical specialists	18	58	24	16	31	41	11
(07) Student achievement on standardized tests/SOLs	4	35	61	7	20	41	32
(08) Effective use of instructional time	11	38	52	13	30	39	18
(09) Implementing technology in instruction	12	57	31	10	36	40	14
(10) Providing alternative programs (e.g., ESL)		15	50	36	14	27	40
19							
(11) Faculty /staff development	8	37	55	7	32	39	22
(12) Teacher evaluation to improve instruction	6	43	52	8	33	38	21
(13) Developing employee improvement plans	12	48	40	9	32	36	23
Organizational Management							
(14) Non-academic student behavior (discipline, drugs, etc.)	9	46	45	6	37	36	21
(15) Staff evaluation for promotion/dismissal	9	59	32	8	32	43	16
(16) Management and supervision of support staff	13	64	22	11	42	39	9
(17) Understanding and managing group dynamics	9	55	36	10	34	42	14
(18) Group decision-making and implementation	11	53	36	12	32	46	10
(19) Building an effective administrative team	8	41	51	10	27	39	25
(20) Managing or resolving conflict	9	46	45	9	27	41	22
(21) Legal issues in education	7	40	52	3	26	40	31
(22) Managing the politics							

Table 12 also provides a direct indication of whether there is a need for professional development for each of the issues and problems. Not surprisingly, reported needs tend to parallel the significance of the issues/problems, though there is slightly more need for professional development in the Planning and Instructional Leadership and Organizational Management section than the other two, with some exceptions. In the Planning and Instructional Leadership section there was a clear indication that "Student achievement on standardized/SOL was the area of greatest professional development need (32% indicated "High"). The rest of the areas in this section, with one exception, showed an "average" need by 36-45% with "high" ratings of around 20%. Thus, for all the areas except one ("Working with curriculum specialists") there was an average rating of about 60% to 70% of the sample that rated the areas "average" or "high." This suggests that the sample has a large number of areas in Planning and Instructional Leadership that are in need of further professional development.

Similar percentages were found in the Organizational Management category, though overall ratings were not quite as high. "Budgeting and resource allocation" was the area in most need, with one third of the respondents indicating "high" need. Another area with nearly the same percentage indicating "high" was "Legal issues in education."

Four additional issues/problems in the Organizational Management category had about 20% of the sample indicating "high:"

- Building an effective administrative team
- Managing or resolving conflict
- Non-academic student behavior
- Managing the politics of education

Only two of the issues/problems in the Communication or Professionalism categories showed any ratings of more than 20% "high:" "Enhancing my leadership skills" (30% "high"), and "Managing stress," (25% "high"). Most of the rest of the areas in these categories tended to have 30%-40% in both the "low" and "average" categories.

The results from Table 12 indicate that graduates' professional needs are similar to what they see as significant issues and problems. There is a clear need for professional development concerned with immediate, practical, issues and problems such as SOL test scores, budgeting, politics, legal issues, and technology. There is also a high need to receive further professional development in some areas that are less practical, such as developing effective management teams, enhancing leadership skills, managing stress, and improving staff morale. Even though these areas may have been included in graduate training, there are clearly continuing needs that would benefit from professional development opportunities. This sample of individuals suggests that even more professional development in these areas is warranted. Also, it should be pointed out that there is a fairly wide dispersion of results for most issues/problems. This means that a given individual or small group may differ from the general trends that have been drawn. In many areas that do not have "high" professional development needs overall, there is still a significant percentage of individuals who rate the area as "low" or "average." The percentages show that the sample indicates that there is a strong need for continued professional development in many areas.

Table 13 indicates the sources of training and education that provided the greatest assistance to meet the respondents' professional needs. The most checked area was "Higher education programs, courses, workshops, or partnerships" (79%). Following this category, two additional categories had a high percentage of checks, "Assistance through a mentor or coach," with 47%, and "School division sponsored in-service activity," with 42%. Four categories had less than 10% checked, indicating little contribution to meeting professional development needs ("Activity conducted by private consultants," "Professional development tapes/training videos," "Educational or closed circuit television," and "Internet-based programs.")

Table 13

Percentages Indicating Activities that Provided Most Assistance to Meet
Professional Development Needs
(n=212)

Activity	Percentage Checked
State professional organization activity, institute or conference	34
National professional organization activity, institute, or conference	21
Activity conducted by private consultants	8
School division sponsored in-service activity	42
Higher education programs, courses, workshops, or partnerships	79
State Department of Education institute or conference	12
Assistance through a mentor or coach	47
Professional development tapes/training videos	6
Educational or closed circuit television	1
Internet-based programs	6

Graduate School Preparation

Several questions were asked that concerned respondent perceptions of the adequacy of their graduate school preparation. In Table 14 there are six questions that reference the ISLLC standards. These are national standards for graduate administration/leadership programs. For all of the six questions approximately 60% - 65% of the respondents answered "None" or "Little." Only approximately one-tenth of the respondents answered "Extensive." This suggests that at least some of the programs represented by the sample have not emphasized the ISLLC standards. Given the large percentage of "None" responses, around 40%, some programs may not reference these standards at all in their graduate programs.

Table 14 also includes two questions related to internship experiences. The first question asks whether the internship offers actual administrative experience. Sixty-two percent of the sample responded "Extensive," while another 22% answered "Some." Only 7% of the respondents indicated that there was no administrative experience in their internship. The second question asked about whether information from graduate coursework was used in the internship. Eighty-two percent responded "Some" or "Extensive," indicating that there clearly was at least some integration of coursework with the internship. Only 18% indicated that there was "None" or "Little."

Table 14

Percentages Indicating Extent of Reference to ISLLC Standards and Usefulness of Internship Experiences
(n=211)

	Percentages			
	None	Little	Some	Extensive
Familiarity with ISLLC standards	41	24	29	9
Graduate program reference to ISLLC Standards	42	20	30	8
ISLLC standards used as framework for program	39	26	25	10
References to ISLLC knowledge standards	40	22	29	10
References to ISLLC disposition standards	43	24	27	7
References to ISLLC performance standards	40	22	29	9
Did internship offer actual administrative experience?	7	8	22	62
Was information from graduate coursework used in the internship?	5	13	44	38

Table 15 includes questions that concern the perceived adequacy of various aspects of their administrative preparation program. Eighty-three percent of the sample rated the overall adequacy of their program as "Good" or "Excellent." This is a fairly strong result but there is room for improvement. Only 2% indicated "Poor" to this question. Responses to the rest of the questions that concern different aspects of the programs showed some variation but in general showed a similar result. The ratings show that "Implementing a shared vision," "Communication," and "Developing and sustaining an effective school culture" received the highest ratings, while "Preparation in using technology" was clearly the weakest area, with 14% indicating "Poor" and 32% indicating "Adequate."

Table 15
Percentages Indicating Rating of Graduate Administration Program
(n=211)

	Percentages			
	Poor	Adequate	Good	Excellent
Overall adequacy of the program	2	15	42	41
Preparation in implementing a shared vision	3	15	49	33
Preparation in developing and implementing a strategic plan	5	24	49	23
Preparation in using effective communication	2	10	42	45
Preparation in developing and sustaining an effective school culture	3	12	44	41
Preparation in using technology	14	32	37	17
Preparation in human resource management	4	24	48	24
Preparation in working with the community	4	27	48	21
Preparation in responding to the larger political, social, economic, legal, and cultural context	9	26	41	24

The next set of questions asked the graduates to indicate the value of different preparation activities or experiences (Table 16). Clearly, job experience, whether as a teacher, principal, or current administrative position, was most valued, with 78% - 94% indicating “Much Value.” The next highest rated experiences were graduate coursework and graduate internships, with 62% and 63%, respectively, indicating “Much Value.” The least valued experiences included in-service training and local, state, national, and regional professional meetings.

The last two tables (17 and 18) show the number of hours spent in the field as part of the internship, and the perceived balance between coursework and field experiences in their program. The results indicate there is a wide range in the number of hours spent in the field in the internship, from less than 100 to more than 400 hours. Thirty-nine percent of the respondents had 200 or less hours in the field while 30% had more than 400 hours. About half of the sample indicated that the balance between coursework and field experience was “about right,” while

37% indicated that there was a need for more field experience. Twenty-one percent indicated there should be less field experience. These percentages are explained to some extent with the findings from the previous question. It is likely that those with much fewer hours of internship in the field also would indicate a need for more field experience in general. Only 1% of the respondents indicated a need for more coursework.

Table 16

Percentages Indicating Value of Preparation or Experiences to be a School Administrator
(n=211)

Preparation or Experience	N ¹	Percentages		
		Much Value	Some Value	Little Value
Graduate education coursework	215	62	32	6
Graduate education internship	176	63	28	9
Experience as a teacher	210	78	18	4
Experience as a principal	71	82	8	10
Experience in central office	61	59	25	16
In-service training	169	16	55	29
Experience in current administrative job	135	94	32	3
Local professional meetings	153	16	47	37
Regional professional meetings	127	16	54	22
State professional meetings	130	23	55	22
National professional meetings	103	24	49	27
Administrator institute or conferences	139	30	57	13

Table 17

Percentages Indicating Number of Hours Spent in the Field as Part of an Internship
(n=217)

Hours	Percentage
< 100	18
100-200	21

¹ "Not Applicable" responses are not included in the percentages.

201-300	19
301-400	13
> 400	30

Table 18

Percentages Indicating Balance Between Coursework and Field Experience
(n=217)

	Percentage
Needed more coursework	1
Needed more field experience	37
Needed less coursework	7
Needed less field experience	21
Balance was about right	53

There were two open-ended questions related to the perceived adequacy of graduate programs. The first question focused on what the respondents viewed as the most valuable aspect of their graduate education program. The list below is a summary of the responses that were given. In all, 188 respondents provided an answer to this question. In some cases a single individual gave multiple responses, and each factor that is mentioned is included in the list.

- Internship and field experience (54)
- Networking and shared experiences with others (40)
- Practical application to actual school situations (35)
- School law (27)
- Specific professors (22)
- Coursework and curriculum (22)
- Research-based (14)
- Balance between theory and applied practice (6)
- Organizational management and strategic planning (6)
- Current issues (6)
- Finance (6)
- Leadership issues (5)
- Human resource development (5)
- School culture (4)
- Leadership academy (3)
- Self-exploration and development (3)
- Teacher evaluation (2)

Comprehensives (2)
 Broad overview of administration (1)
 Technology (1)
 School improvement (1)
 International relations (1)

There were three areas that clearly were the most important experiences for students - field experiences and the internship, networking with others, and the practical application of knowledge and skills. The internship provides practical experience and opportunities to apply coursework to actual, "real life" situations. It includes appropriate supervision, peer support, mentoring, and on-the-job training. Networking includes shared experiences with others, gaining others' perspectives, communicating with and sharing with others, collaboration, and cohorts. There were several ways students experienced practical application. Often specific instructors who are practicing administrators provided such applications. Practical application also came from papers and projects that were concerned with "real life" problems, situations, solutions, and insights.

The next four most mentioned experiences concern coursework and the curriculum. School law was viewed by many as most valuable, as was coursework and curriculum that provided a needed knowledge base and theory. The "research-based" category included courses and dissertations that emphasized a research orientation to knowledge and skills, the application of research to decision-making, and data-driven decision-making. Several other areas are mentioned, though the frequencies are less than 10.

Overall, these responses suggest that there are five major elements that are most valued - the extent to which an internship and other field experience are included, real-world practical application of coursework, networking opportunities with other students, specific coursework, and specific professors. An underlying theme is the importance of practical application, whether that is through the internship or nature of coursework in which students learn from practicing administrators. Coursework and professors are aligned and, together, constitute an important influence.

The last open-ended question asked the respondents to indicate how graduate programs could change to more effectively educate those planning careers in educational administration. One hundred fifty-nine respondents provided suggestions, which are summarized in the listing below. The number in parentheses indicates the number of different respondents making the recommendation.

More field experience and internships (51)
 More emphasis on budgeting and finance (21)
 More emphasis on special education (19)
 More practical, realistic coursework (11)
 More emphasis on data analysis, presentation, and evaluation (9)
 More and higher quality mentorships (9)
 More emphasis on technology (7)
 Less emphasis on ethics and theory (6)
 More emphasis on politics and policy (6)

- More emphasis on school law (6)
- Improve job placement process (6)
- More emphasis on curriculum and instructional strategies (5)
- More emphasis on teacher and staff evaluation (5)
- Use of principals and superintendents to teach courses (4)
- More emphasis on time management (3)
- Balance theory with practice (3)
- More networking (2)
- Use research-based programs (2)
- Eliminate K-12 certification (1)
- Include more observation of principals (1)
- More emphasis on grant writing (1)
- Less emphasis on collaboration and team building (1)
- Emphasize all kinds of leadership, not just principals (1)
- More emphasis on ESL students and parents (1)
- More emphasis on scheduling of summer classes (1)
- Eliminate “systems” course (1)
- Include school improvement models (1)
- More emphasis on discipline (1)
- More emphasis on writing skills (1)
- Orient program more for older students (1)
- Utilize School of Business professors as teachers (1)
- More emphasis on school security (1)
- More emphasis on staff development (1)
- More emphasis on curriculum alignment (1)
- More emphasis on diversity (1)
- Eliminate “5 Elements” theory course (1)
- Increase group activities (1)
- More emphasis on relations with board (1)
- More emphasis on community relations (1)
- Ensure quality of professors (1)
- More emphasis on alternative programs (1)
- Improve principal assessment center (1)
- Reduce class size (1)

Clearly the most important area in which to focus change is in the quantity and quality of field experiences, including the internship. Several individuals indicated the need for more “hands-on” experiences that might precede a full internship. There were also suggestions for more involvement in administrative tasks, to have longer internships, to have field experiences throughout the program (not just one experience at the end), to closely monitor the quality of the on-site supervision, and to have both school-based and central office-based experiences. After suggestions for the internship and field experiences two content areas were singled out as needing more emphasis, budget and finance, and special education. Several made suggestions that there needed to be more emphasis on special education law.

After these three areas additional suggestions were made but by far fewer individuals. Eleven respondents indicated a need for more practical-oriented courses and experiences, such as role

playing, using current issues, realistic assignments, and case studies. Nine respondents suggested a need for more emphasis on data analysis and data-driven decision-making, particularly with SOL testing, as well as the use of data for evaluation and effective presentations of data. Nine individuals also indicated a need for more and higher quality mentorships. Seven indicated a need for more emphasis on technology, especially technology for administrative purposes. Six individuals suggested each of these areas: more emphasis on law, more emphasis on the politics of education, less emphasis on theory, and more emphasis on preparing for and entering the job market (job placement). Five individuals each recommended more emphasis on curriculum development and teacher and staff development. Four respondents urged greater use of principals and superintendents as instructors in their programs. Following these suggestions several more are indicated, most of those by a single individual.

Overall, responses to this open-ended question suggests that further refinement is needed for internship and other field setting experiences as well as the mentoring process, and that there is a need for programs to examine their curriculum to be sure sufficient attention is being given to special education, law, and budget and finance. There was also a clear need for coursework to emphasize realistic materials and assignments to provide students with more "real-life" application, and to emphasize data analysis and presentation. Many other suggestions made by one or a few individuals shows quite a range of perceptions about what needs to be changed.

Conclusions

Providing excellent preparation of future school and central office administrators is essential to providing the high quality of leadership that will lead to enhanced student achievement. This survey of some 200+ recent graduates of administrative licensure programs has documented beliefs and perspectives that pertain to their employment plans, to professional development needs, and to the quality of their preparation. Although limited to less than half of Virginia administrative licensure programs, the results provide a snapshot of perspectives that may have relevance for all programs in the state.

It is clear that the vast majority of recent graduates are either actively seeking, or have already attained, an administrative position. This suggests that the preparation programs are appropriately targeting individuals who will soon accept an administrative position. The most frequent reasons for not currently holding an administrative position were waiting for the right "fit" and waiting for personal/family situations to change. While there was some indication that the preparation programs could have better placement procedures, these reasons suggest that actually taking an administrative position depends most on personal and professional proclivities and not on specifics of the preparation program. That said, increase in pay would also make a difference.

The results suggest that graduates feel relatively well-prepared in issues concerning the classroom, curriculum, and communication skills. This appears to be related to the background of most students (teaching) and to an emphasis in some graduate programs on communication.

Professional development needs mirror ratings of the significance of different issues/problems. There is most concern and need for professional development about immediate, practical issues

such as data-driven decision-making, student achievement on SOL tests, personnel evaluation, implementation of special education services, and technology used for administration, and about leadership, and improving staff morale. The emphasis on leadership is probably related to the fact that many have not yet obtained administrative positions. The need for more emphasis on staff morale may reflect their recent experiences in schools. Overall, though, there are a variety of needs that are most significant for different individuals. This suggests that while most professional development activities should focus on certain areas such as budgeting, testing, and uses of technology, it would be helpful to assure that a variety of professional development activities and opportunities is available.

Recent graduates of the programs represented in the sample overall gave good to excellent ratings of these programs, though there is still room for improvement. It is important for programs to include sufficient field experiences, internships, and the practical application of coursework. While most in the sample thought there was about the right balance between coursework and field experiences, many also thought the programs should have more field experiences. This can be accomplished through application-oriented assignments and projects, and through the gradual inclusion of more and more field experiences throughout graduate programs. It may be helpful to consider practicum or other course containers that can accommodate the need for more field experience. Clearly, there is a lack of sufficient time for internships in some programs, and it would be helpful to establish statewide minimum internship requirements to ensure adequate internships. It may also be helpful to examine the role of the site supervisor to assure a high quality internship experience, and to ensure positive mentorships for students. It should also be pointed out that coursework was valued as much as internships by the graduates. This suggests that changes need to be incrementally and within the current balance of coursework and internship (as long as the internship is of sufficient duration). The opportunities for networking among the students were viewed as very important and should remain strong with any modifications to the programs. The lack of reference to ISLLC standards suggests that institutions could improve the use and articulation of these national standards. Overall, while the programs were viewed positively, there is a need for further refinement of internships and other field experiences, as well as a need to assure that adequate focus is being placed on areas of immediate, practical importance.

Appendix

**Virginia Administrative Licensure Graduate
Professional Preparation Survey**

Virginia Administrative Licensure Graduate Professional Preparation Survey

Directions: This survey is part of a study of the adequacy of graduate programs leading to administrative licensure in Virginia. We hope that a greater understanding of the changing demands on school administrators will enable us to do a better job of both advocating on their behalf and training future administrators. Your participation is voluntary and completely confidential. You may skip any items you are uncomfortable answering. Please return the completed survey in the enclosed envelope, as well as the postcard, by **May 2**. **Your cooperation is much appreciated.** Jim McMillan, Virginia Commonwealth University.

A. Employment

1. What is your current position? *Check one.*

- | | |
|--------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> teacher | <input type="checkbox"/> counselor |
| <input type="checkbox"/> assistant principal | <input type="checkbox"/> principal |
| <input type="checkbox"/> supervisor | <input type="checkbox"/> other central office administrator |
| <input type="checkbox"/> other administrative position | <input type="checkbox"/> position not in education |

2. If you are not currently employed as an educational administrator, which of the following reasons best describes why? *Check one.*

- Waiting for the right position
 Waiting for my personal/family situation to change
 Waiting for more teaching experience
 Have not yet obtained positions applied for
 Not interested in obtaining an administrative position. If not, why?

3. What are your career plans for the next 3 – 5 years? *Check one.*

- Remain in my present position
 Retirement from current position
 Seek a position in an administrative capacity
 Seek my same position in a different school or school division
 Seek a different position in a different school or school division
 Seek a position in a career outside K-12 education

4. In what year do you anticipate retiring or leaving the field of education?

- | | | |
|-------------------------------|-------------------------------|----------------------------------------|
| <input type="checkbox"/> 2003 | <input type="checkbox"/> 2006 | <input type="checkbox"/> 2009 |
| <input type="checkbox"/> 2004 | <input type="checkbox"/> 2007 | <input type="checkbox"/> 2010 |
| <input type="checkbox"/> 2005 | <input type="checkbox"/> 2008 | <input type="checkbox"/> 2011 or later |

B. Professional Development Needs

5. Which of the following has provided you with the most assistance in meeting your administrative professional development needs? *Check your top three.*

- State professional organization-sponsored activity, institute, or conference
- National professional organization-sponsored activity, institute, or conference
- Activity conducted by private consultants
- School division-sponsored in-service activity
- College or university programs, courses, workshops, or partnerships
- State Department of Education institute or conference
- Assistance through a mentor or coach
- Professional development tapes/training videos
- Educational or closed circuit television
- Internet based programs

6. What has been the value of the following types of preparation or experiences in preparing you to be a school administrator?

Preparation or Experience	Of Much Value	Of Some Value	Of Little Value	Not Applicable
a. Graduate education coursework	4	3	2	1
b. Graduate education internship	4	3	2	1
c. Experience as a teacher	4	3	2	1
d. Experience as a principal	4	3	2	1
e. Experience in central office administration	4	3	2	1
f. In-service training	4	3	2	1
g. Experience in current administrative job	4	3	2	1
h. Local professional meetings	4	3	2	1
i. Regional professional meetings	4	3	2	1
j. State professional meetings	4	3	2	1
k. National professional meetings	4	3	2	1
l. Administrator institute or conferences	4	3	2	1

7. To make you an effective administrator, what additional skills do you need to develop or refine? *Check all that apply.*

- | | |
|--------------------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Use of technology for administration | <input type="checkbox"/> Effective communication |
| <input type="checkbox"/> Use of technology for instruction | <input type="checkbox"/> Student discipline |
| <input type="checkbox"/> Curriculum alignment | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Standardized test analysis | <input type="checkbox"/> Stress management |
| <input type="checkbox"/> Data-driven decision-making | <input type="checkbox"/> Finance – budget development |
| <input type="checkbox"/> Special education laws and implementation | <input type="checkbox"/> School law |
| <input type="checkbox"/> Skills in evaluating employees | <input type="checkbox"/> Resource identification and |
| utilization | |
| and documentation | <input type="checkbox"/> Classroom observation skills |
| <input type="checkbox"/> Policy analysis/development | <input type="checkbox"/> Teacher conferencing |

Classroom assessment skills
resources
 Curriculum development

Knowledge of instructional

C. Problems and Issues in the Field of Education

9. This section of the survey lists issues or problem areas in the field of education. Please indicate your reaction to each of the following statements by indicating:

- (A) the significance of the issue or problem, and
 (B) the extent of your need for professional development or in-service training relative to the issue.

	A. Significance of Issue/Problem			B. Professional Development Needs					
	Not Significant	Highly Significant	Highly Significant	None	Low	Average	High		
Planning and Instructional Leadership									
(01) Strategic planning/ goal setting		1	2	3		1	2	3	4
(02) Using research for educational improvement	1	2	3	1	2	3	4		
(03) Improving staff morale	1	2	3	1	2	3	4		
(04) Organizational climate	1	2	3	1	2	3	4		
(05) Curriculum improvement	1	2	3	1	2	3	4		
(06) Working with curriculum and technical specialists	1	2	3	1	2	3	4		
(07) Student achievement on standardized tests/SOLs	1	2	3	1	2	3	4		
(08) Effective use of instructional time	1	2	3	1	2	3	4		
(09) Implementing technology in instruction	1	2	3	1	2	3	4		
(10) Providing alternative programs (e.g., ESL)	1	2	3	1	2	3	4		
(11) Faculty /staff development	1	2	3	1	2	3	4		
(12) Teacher evaluation to improve instruction	1	2	3	1	2	3	4		
(13) Developing employee improvement plans	1	2	3	1	2	3	4		
Organizational Management									
(14) Non-academic student behavior (discipline, drugs, etc.)	1	2	3	1	2	3	4		
(15) Staff evaluation for promotion/dismissal	1	2	3	1	2	3	4		
(16) Management and supervision of support staff	1	2	3	1	2	3	4		
(17) Understanding and managing group dynamics	1	2	3	1	2	3	4		
(18) Group decision-making and implementation	1	2	3	1	2	3	4		
(19) Building an effective administrative team	1	2	3	1	2	3	4		
(20) Managing or resolving conflict	1	2	3	1	2	3	4		
(21) Legal issues in education	1	2	3	1	2	3	4		
(22) Managing the politics of education		1	2	3		1	2	3	4

	A. Significance of Issue/Problem			B. Professional Development Needs					
	Not Significant	Significant	Highly Significant	None	Low	Average	High		
(23) Budgeting and resource allocation	1	2	3	1	2	3	4		
(24) Paper work (record keeping, reports, accounts)	1	2	3	1	2	3	4		
(25) Using computers and other technologies as administrative tools	1	2	3	1	2	3	4		
(26) Using models of distributed leadership	1	2	3	1	2	3	4		
Communication									
(27) Working with families		1	2	3		1	2	3	4
(28) Working with community leaders or government agencies	1	2	3	1	2	3	4		
(29) Working with external advocacy groups and organizations	1	2	3	1	2	3	4		
(30) Networking and collaborating with peers	1	2	3	1	2	3	4		
(31) Getting better information from my superiors	1	2	3	1	2	3	4		
(32) Communicating better with my subordinates	1	2	3	1	2	3	4		
(33) Communicating better with my supervisors	1	2	3	1	2	3	4		
(34) Public relations and work with the media	1	2	3	1	2	3	4		
(35) Interviewing skills	1	2	3	1	2	3	4		
(36) Dealing with child abuse and neglect	1	2	3	1	2	3	4		
Professionalism									
(37) Planning my professional growth and career development	1	2	3	1	2	3	4		
(38) Enhancing my leadership skills	1	2	3	1	2	3	4		
(39) Personal time management	1	2	3	1	2	3	4		
(40) Managing stress	1	2	3	1	2	3	4		
(41) Pre-retirement counseling	1	2	3	1	2	3	4		

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D. Graduate School Preparation

8. Which of the following best describes your primary reason(s) for enrolling in an administrative licensure program? *Check all that apply.*

- To obtain an administrative position
- To upgrade administrative skills
- For increased pay
- To provide preparation for a doctoral program
- Convenience
- In response to educational reforms
- To better understand current educational issues and problems
- Other

10. If not currently employed in an administrative position, what conditions or incentives would encourage you to apply for and serve in such a position?

- | | | | | |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------|-------------------------------|------------------------------------|
| 11. To what extent are you familiar with ISLLC standards? | <input type="checkbox"/> None | <input type="checkbox"/> Little | <input type="checkbox"/> Some | <input type="checkbox"/> Extensive |
| 12. To what extent did your graduate program make reference to the ISLLC standards? | <input type="checkbox"/> None | <input type="checkbox"/> Little | <input type="checkbox"/> Some | <input type="checkbox"/> Extensive |
| 13. To what extent were the ISLLC standards used as a framework for courses in your graduate program? | <input type="checkbox"/> None | <input type="checkbox"/> Little | <input type="checkbox"/> Some | <input type="checkbox"/> Extensive |
| 14. To what extent did your professors make reference to the <i>knowledge</i> specified in the ISLLC standards? | <input type="checkbox"/> None | <input type="checkbox"/> Little | <input type="checkbox"/> Some | <input type="checkbox"/> Extensive |
| 15. To what extent did your professors make reference to the <i>dispositions</i> specified in the ISLLC standards? | <input type="checkbox"/> None | <input type="checkbox"/> Little | <input type="checkbox"/> Some | <input type="checkbox"/> Extensive |
| 16. To what extent did your professors make reference to the <i>performances</i> specified in the ISLLC standards? | <input type="checkbox"/> None | <input type="checkbox"/> Little | <input type="checkbox"/> Some | <input type="checkbox"/> Extensive |
| 17. To what extent did your internship provide you with opportunities to engage in actual administrative responsibilities? | <input type="checkbox"/> None | <input type="checkbox"/> Little | <input type="checkbox"/> Some | <input type="checkbox"/> Extensive |
| 18. To what extent did you use information from graduate coursework in your internship experience? | <input type="checkbox"/> None | <input type="checkbox"/> Little | <input type="checkbox"/> Some | <input type="checkbox"/> Extensive |

19. How would you rate the overall adequacy of your graduate administration preparation program? Poor Adequate Good Excellent
20. As a result of your graduate program in administration, how would you rate your preparation in:
- (a) implementation of a shared vision of learning Poor Adequate Good Excellent
 - (b) developing and implementing a strategic plan Poor Adequate Good Excellent
 - (c) using effective communication Poor Adequate Good Excellent
 - (d) developing and sustaining an effective school culture Poor Adequate Good Excellent
 - (e) using technology Poor Adequate Good Excellent
 - (f) human resources management Poor Adequate Good Excellent
 - (g) working with the community Poor Adequate Good Excellent
 - (h) responding to the larger political, social, economic, legal, and cultural context Poor Adequate Good Excellent

21. How many hours did you spend in the field as part of an internship? *Check One.*

- <100 100-200 201-300 301-400 >400

22. To what extent was the balance between coursework and field experience, such as the internship, appropriate? *Check all that apply.*

- Needed more coursework
- Needed more field experience
- Needed less coursework
- Needed less field experience
- Balance was about right

23. *Briefly*, what was the most valuable aspect of your graduate education program?

-
24. **Briefly, how should graduate preparation change to more effectively educate those planning careers in educational administration?**
-
-

E. Demographic Information

25. What is your gender?

Male Female

26. What is your age?

24 - 34 45 - 49 55 - 59
 35 - 44 50 - 54 60 or older

27. With which ethnic group would you identify yourself? *Check One.*

Caucasian American Indian/Alaskan Native
 African American, Asian Pacific Islander
not Hispanic
 Hispanic Other: _____

28. What is the highest degree you have earned? *Check One.*

Master's Degree in Education
 Master's Degree not in Education
 Master's Degree with additional graduate work
 Educational Specialist, six year program, or equivalent
 Master's Degree and all course work for a doctorate
 Doctor of Education
 Doctor of Philosophy
 Other: _____

29. Where did you complete your graduate education in administration licensure? *Check One.*

VCU JMU UVA Regent ODU CWM
 Liberty Longwood Hampton MWC Radford NSU
 Shenandoah VATech VSU GMU Out of state

30. How many years have you been working in K-12 education? *Check One.*

- | | | |
|--------------------------------------|----------------------------------------|-------------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 4 - 6 years | <input type="checkbox"/> 15 - 19 years |
| <input type="checkbox"/> One year | <input type="checkbox"/> 7 - 9 years | <input type="checkbox"/> 20 - 24 years |
| <input type="checkbox"/> 2 - 3 years | <input type="checkbox"/> 10 - 14 years | <input type="checkbox"/> 25 or more years |

Thank you for your cooperation!