

# 2020 Educational Leadership and Policy Studies Employer Survey

SUMMARY OF RESULTS



Education | SPCS  
JULY 2020 | JHANEL.RICHMOND.EDU

*Administration Period: Summer 2020*  
*Responses: 5 or 24 (20%)*

## 2020 Educational Leadership and Policy Studies Employer Survey | Summary of Results

The University of Richmond Educational Leadership and Policy Studies Employer Survey was administered in Qualtrics in Summer 2020. The purpose of the survey is to gain insight about the ELPS program from the employers who supervise ELPS completers in leadership roles. Results will be used to support program improvement and shared with the University of Richmond Education Advisory Board, the Virginia Department of Education (VDOE) and the Council for the Accreditation of Educator Preparation (CAEP). There were a total of 5 respondents to the survey.

| School Divisions    | Survey Responses | %   |
|---------------------|------------------|-----|
| Henrico County      | 1                | 20% |
| Hanover County      | 0                | 0%  |
| Chesterfield County | 1                | 20% |
| Richmond City       | 3                | 60% |

Please rate the leaders' performance on each of the following. *The University of Richmond Educational Leadership and Policy Studies graduates I have had the opportunity to work with...*

| Item/Stem  | Exemplary | Proficient | Developing/Needs Improvement | Unacceptable | N |
|--|-----------|------------|------------------------------|--------------|---|
| 1. model professional, moral, and ethical standards in all interactions.                                     | 80.00%    | 20.00%     | -                            | -            | 5 |
| 2. maintain a professional appearance and demeanor.  | 40.00%    | 60.00%     | -                            | -            | 5 |
| 3. are professional, reliable, and follow through on commitments.  | 80.00%    | -          | 20.00%                       | -            | 5 |
| 4. promote effective communication and interpersonal relations with students, staff, parents, and community. | 80.00%    | -          | 20.00%                       | -            | 5 |
| 5. recognize and respect individuals by embracing their differences.   | 80.00%    | 20.00%     | -                            | -            | 5 |
| 6. exhibit a positive and professional attitude toward teaching, learning, and learners.                     | 80.00%    | 20.00%     | -                            | -            | 5 |

Please rate the leaders' performance on each of the following. *The University of Richmond Educational Leadership and Policy Studies graduates I have had the opportunity to work with...*

|   | Exemplary | Proficient | Developing/Needs Improvement | Unacceptable | N |
|---|-----------|------------|------------------------------|--------------|---|
| 7. work effectively to promote and support student learning.  | 60.00%    | 40.00%     | -                            | -            | 5 |
| 8. identify, analyze, and resolve instructional problems using effective problem-solving techniques.  | 40.00%    | 60.00%     | -                            | -            | 5 |
| 9. promote the use of data for instructional decision making.   | 40.00%    | 40.00%     | 20%                          | -            | 5 |
| 10. actively work to remain abreast of state of the art technology and ensure the use of current technology to enhance learning for all students. | 40.00%    | 40.00%     | 20%                          | -            | 5 |
| 11. contribute to the selection, induction, support, evaluation, and retention of quality instructional and support personnel, as appropriate.    | 60.00%    | 40.00%     | -                            | -            | 5 |
| 12. identify, analyze, and resolve organizational and operational problems using effective problem-solving techniques.                            | 40.00%    | 40.00%     | 20%                          | -            | 5 |

| <b>Overall, how would you describe the preparation and performance of University of Richmond Educational Leadership and Policy Studies graduates, in general, in your schools/organization?</b> | <b>Survey Responses</b> | <b>%</b> |
|---|-------------------------|----------|
| Excellent   | 3                       | 60.00%   |
| Good  | 2                       | 40.00%   |
| Fair  | 0                       | 0        |
| Poor  | 0                       | 0        |

| <b>Please provide other comments or feedback you would like University of Richmond's Graduate Education Department faculty to consider. Please DO NOT identify graduates by name.</b>   |
|---|
| As the demographics of our schools continue to change, it will be critical for the U of R Graduate Education Department to ensure that candidate are equipped to to address the diverse needs of ALL students.  |
| The graduate has a strong instructional base. He/she doesn't take initiative to solve problems when they are seen. Instead, he/she looks to the principal to provide a solution with step-by-step instructions. Perhaps a problem-solving model would help. |
| UR grads listed are very well prepared and poised for advancement.  |

| <b>As your schools are developing plans for the 2020-2021 academic year in the context of COVID-19, do you have any suggestions or recommendations in training future leaders for the Educational Leadership and Policy Studies at the University of Richmond?</b>  |
|---|
| My one suggestion would be to strongly encourage future leaders to dig deep to understand and empathize with students/families impacted by COVID-19. Also, considerations must be lent towards ways to re-engage parents around school with all that they have been faced with to keep their households afloat. |
| What does online supervision of instruction look like? Do you you "observe" an online teacher? How do you "walkthrough" an online class?  |
| Emphasis on flexibility   |