

Initial Teacher Licensure Program Employer Survey

FALL 2018 | SUMMARY OF RESULTS



Institutional Effectiveness
OCTOBER 30, 2018 | IFX.RICHMOND.EDU

*Employer Survey: August 28-October 5, 2018
Response Rate: 41% (24 responded/59 invited)*

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The University of Richmond Initial Teacher Licensure Program Employer Survey was administered online from August 28 to October 5 to 2017-2018 employers of recent program graduates. The purpose of the survey is to gain insight about UR's teacher preparation program from the employers who hire UR graduates. Results will be used for assessment and to support program improvement. Of the 59 employers invited to participate in the online survey, 24 responded, resulting in a 41% response rate.

Does Graduate work at your school or was the teacher employed with your school during the 2017-2108 school year?		
	Responses	%
Yes, the teacher is currently employed at this school	19	79.2%
Yes, the teacher was employed during the 2017-2018 school year (but is not currently employed at this school)	5	20.8%
Total	24	100.0%

Which of the following best describes your school?		
	Responses	%
Rural	4	16.7%
Suburban	15	62.5%
Urban	5	20.8%
Total	24	100.0%

Which of the following characteristics are meaningful for your school population? (If applicable, please select more than one response.)		
	Responses	%
High population of English Language Learners	9	37.5%
High socioeconomic status (SES)	11	45.8%
Low socioeconomic status (SES)	11	45.8%
Title I school	9	37.5%
Total	40	100.0%

Please rate the teacher's performance on each of the following:						
	Exemplary (4)	Proficient (3)	Developing/ Needs Improvement (2)	Unacceptable (1)	Survey Responses	Mean
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	37.5%	58.3%	4.2%	-	24	3.33
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	41.7%	50.0%	4.2%	4.2%	24	3.29
The teacher brings multiple perspectives to instruction, including the learners' personal, family, and community experiences/norms.	39.1%	47.8%	13.0%	-	23	3.26
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	41.7%	41.7%	16.7%	-	24	3.25
The teacher engages in reflective practice.	37.5%	54.2%	4.2%	4.2%	24	3.25
The teacher collaborates with learning community to meet the needs of all learners and contribute to a supportive culture.	33.3%	58.3%	8.3%	-	24	3.25
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	30.4%	60.9%	8.7%	-	23	3.22
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	33.3%	54.2%	12.5%	-	24	3.21
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	29.2%	62.5%	8.3%	-	24	3.21
The teacher uses assessment results to inform and adjust practice.	33.3%	54.2%	12.5%	-	24	3.21
The teacher integrates technology into instructional methods.	29.2%	62.5%	8.3%	-	24	3.21
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	33.3%	54.2%	8.3%	4.2%	24	3.17
The teacher integrates diverse language and cultures into instruction to promote the value of multilingual/multicultural perspectives.	23.8%	66.7%	9.5%	-	21	3.14
The teacher selects technologies, informed by research, to promote learning for all students.	20.8%	70.8%	8.3%	-	24	3.13

Overall, how would you describe the preparation and performance of University of Richmond teacher graduates, in general, in your school?		
	Responses	%
Excellent	11	47.8%
Good	9	39.1%
Fair	3	13.0%
Poor	0	0.0%
Total	23	100.0%

Please select no more than five of the following descriptors that most accurately represent the dispositional strengths of recent University of Richmond graduates.		
	Responses	%
Professional Attitude	18	78.3%
Cooperation	18	78.3%
Acceptable Role Model	13	56.5%
Professional Judgment	13	56.5%
Intrapersonal Skills	10	43.5%
Emotional Composure	9	39.1%
Initiative/Personal Motivation	9	39.1%
Problem Solving Skills	7	30.4%
Time Management	5	21.7%
Total	102	100.0%

On the basis of the preparation and performance of University of Richmond graduates, how likely are you to employ other UR teacher graduates?		
	Responses	%
Very likely	13	56.5%
Likely	10	43.5%
Not very likely	0	0.0%
Not at all likely	0	0.0%
Total	23	100.0%

How does our University of Richmond graduate's performance compare with graduates from other institutions over the last three years?		
	Responses	%
Significantly above average peer performance	3	13.0%
Above average peer performance	10	43.5%
At average peer performance	10	43.5%
Below average peer performance	0	0.0%
Total	23	100.0%