Winthrop University

A survey was conducted of Winthrop University Educational Leadership Program alumni who were asked to forward to their director, supervisor, school administrator, or colleague who knew their work the best, a link to a Qualtrics survey. The program then sent a request to complete the survey via email directly to administrators who were known to have hired or supervised recent graduates of our program. A total of ten responses were received (the employers/supervisors of 55.55% of the alumni surveyed). All respondents reported working in public school settings, with nine being school principals and one being a director of human resources for a local school district. Respondents had hired, supervised, or worked with at least one program graduate over the past five years.

Respondents were asked to evaluate Winthrop program graduates in comparison with typical, entry-level professionals with comparable experience. Specifically, they were asked to rate our recent alumni on a scale from 1 ("Not Observed: You have not observed this employee using or demonstrating this standard/leadership trait") to 5 ("Exemplary: You see this employee performing this standard/leadership trait at the highest level of proficiency") on their preparation to perform 21 key competencies included in the *National Educational Leadership Preparation (NELP) 2018 Program Recognition Standards for Building Level School Leaders.*

Every competency received a mean rating more positive than a "3" ("Satisfactory: You see this employee performing this standard/leadership trait at an average level of proficiency but could potentially improve in some areas"). The most positively rated items were:
* The administrator/leader recognizes and incorporates diversity (cultural, ethnic, racial, economic and special interest groups) in his/her school-based programs, curricula and/or instructional practices. (mean=4.88)
* The administrator/leader demonstrates the ability to develop and use evidence-centered research strategies to inform strategic planning processes. (mean=4.75)
* The administrator/leader demonstrates an understanding of and an ability to promote positive relationships among students, parents, and school staff. (mean=4.75)
* The administrator/leader is able to identify and anticipate the emerging trends and issues that are likely to affect the school he/she is leading. (mean=4.75)

The only item rated less than a 4.0 was:
* The administrator/leader demonstrates the skills required to develop and analyze his/her annual budgets in alignment with the school's priorities and goals. (mean=3.63)

Employers, supervisors, and colleagues made a few comments about the preparation of the Winthrop graduates. All comments were positive. For example, one respondent summed it up by saying, *"The… promotes a strong emphasis and appreciation on diversity."* Another commented that, *"_____ is an excellent dean of students with high ethical standards!"*

The employer survey included the following prompt: "Please include any additional feedback addressing areas of strength or areas for improvement regarding the preparation of graduates in the Winthrop
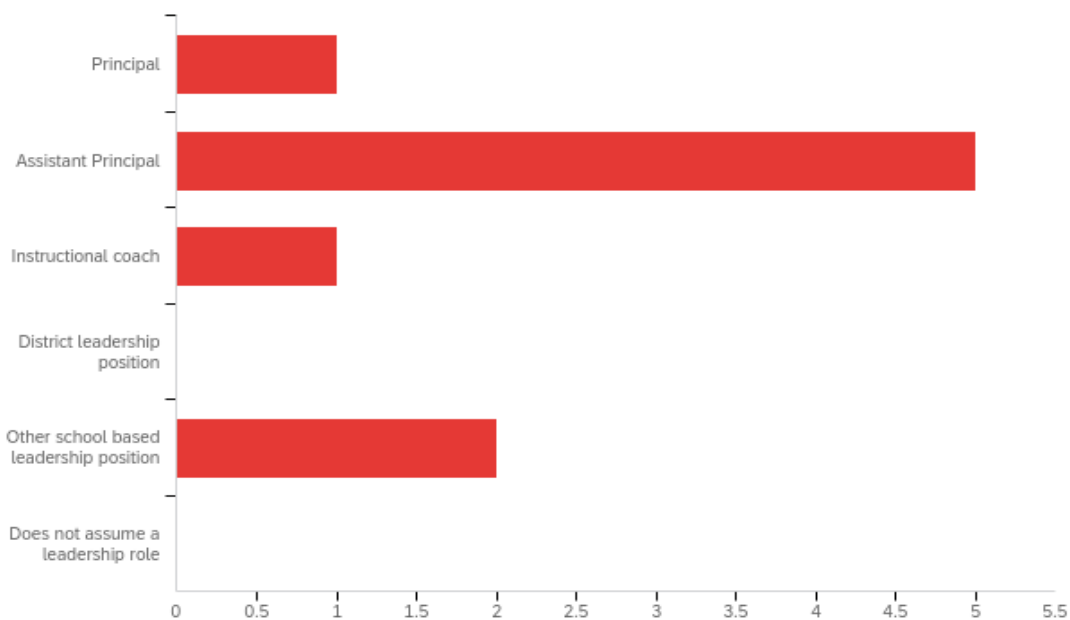
University Educational Leadership Program. Although respondents were given that prompt, there were no suggestions for improvement included in their responses. However, the EDLD department has taken the results from the lowest rated item above "The administrator/leader demonstrates the skills required to develop and analyze his/her annual budgets in alignment with the school's priorities and goals. (mean=3.63)" and redesigned an internship activity designed to address this area of concern moving forward.

Employers and supervisors were asked a question designed to obtain an overall evaluation of the preparation provided by the Winthrop Educational Leadership Program. In response to the question, *The administrator/leader advocates for students according to the principle that all children can learn.* 75% of the respondents rated the graduates *"Exemplary (You see this employee performing this standard/leadership trait at the highest level of proficiency.)"* The remaining 25% rated the graduates *"Proficient (You see this employee performing this standard/leadership trait at an above average level of proficiency.)"*

Which position best describes your role?

#	Answer	%	Count
1	Superintendent	0.00%	0
2	Asst. Superintendent	0.00%	0
3	District Level Coordinator	0.00%	0
4	School Principal	90.00%	9
5	District Human Resources	10.00%	1
6	Other	0.00%	0
	Total	100%	10

Please identify the role which most closely describes the role they assumed.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The administrator/leader demonstrates the ability to develop and use evidence-centered research strategies to inform strategic planning processes.	4.00	5.00	4.75	0.43	0.19	8
2	The administrator/leader demonstrates the skills required to develop and analyze his/her annual budgets in alignment with the school's priorities and goals.	1.00	5.00	3.63	1.58	2.48	8
3	The administrator /leader creates schedules that maximize teacher instructional time and student learning.	1.00	5.00	4.13	1.27	1.61	8
4	The administrator/leader uses problem solving to plan, monitor, and evaluate school management and operational systems.	4.00	5.00	4.50	0.50	0.25	8
5	The administrator/leader creatively identifies and uses diverse community resources to improve school programs.	4.00	5.00	4.50	0.50	0.25	8
6	The administrator/leader uses technologies, relevant to his/her job, to manage school operational systems.	4.00	5.00	4.75	0.43	0.19	8
7	The administrator/leader is able to collaborate with multiple stakeholders to collect, analyze, and interpret school-level and student data.	4.00	5.00	4.57	0.49	0.24	7
8	The administrator/leader applies his/her understanding of community relations and multiculturalism to conduct a needs assessment of community partnerships.	4.00	5.00	4.50	0.50	0.25	8
9	The administrator/leader employs various methods of outreach to develop and sustain productive, collaborative relationships with community partners that best support their school community.	1.00	5.00	4.13	1.36	1.86	8
10	The administrator/leader demonstrates active involvement within the community, which include interacting with individuals and groups whose perspectives conflict.	4.00	5.00	4.57	0.49	0.24	7
11	The administrator/leader consistently involves community partners in the decision-making processes at the school.	4.00	5.00	4.50	0.50	0.25	8

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The administrator/leader recognizes and incorporates diversity (cultural, ethnic, racial, economic and special interest groups) in his/her school-based programs, curricula and/or instructional practices.	4.00	5.00	4.88	0.33	0.11	8
2	The administrator/leader demonstrates an understanding of and an ability to promote positive relationships among students, parents, and school staff.	4.00	5.00	4.75	0.43	0.19	8
3	The administrator/leader uses diverse sets of community resources to improve his/her school programs.	4.00	5.00	4.63	0.48	0.23	8
4	The administrator/leader is able to identify and anticipate the emerging trends and issues that are likely to affect the school he/she is leading.	4.00	5.00	4.75	0.43	0.19	8
5	The administrator/leader adapts his/her leadership strategies and practices in order to address emerging trends and issues.	4.00	5.00	4.63	0.48	0.23	8
6	The administrator /leader reviews and critiques school policies, programs, and practices to ensure that students' needs inform all aspects of schooling (including social justice, equality, confidentiality, acceptance, and respect between and among students and faculty within the school).	4.00	5.00	4.63	0.48	0.23	8
7	The administrator/leader analyzes his/her leadership decisions according to established ethical practices.	3.00	5.00	4.38	0.70	0.48	8
8	The administrator/leader communicates pertinent policies, laws, regulations, and procedures to the appropriate school stakeholders.	4.00	5.00	4.75	0.43	0.19	8
9	The administrator/leader can advocate for school policies and programs that promote equitable learning opportunities for students.	4.00	5.00	4.75	0.43	0.19	8
10	The administrator/leader advocates for students according to the principle that all children can learn.	4.00	5.00	4.75	0.43	0.19	8

Please include any additional feedback addressing areas of strength or areas for improvement regarding the preparation of graduates in the Winthrop University Educational Leadership Program.

NA

The...promotes a strong emphasis and appreciation on diversity.

_____ is an excellent dean of students with high ethical standards!