



Inter-American University of Puerto Rico
Fajardo Enclosure
Department of Education and Social Sciences

GRADUATE PROGRAM - EDUCATIONAL MANAGEMENT AND LEADERSHIP
EMPLOYER SATISFACTION QUESTIONNAIRE

Revised version: November 2020

Dear Employer:

We appreciate the opportunity it offers our graduates to perform professionally. It is a very valuable opportunity to apply the knowledge, skills and attitudes you acquired through your academic preparation.

Below is a questionnaire to evaluate the employer's satisfaction of the competencies of the graduate of our program with a specialization in **Educational Management and Leadership** that you employ, in your professional performance. We value it in all its parts, they will be confidential.

In the end, you can comment on the performance of the graduate and submit, if necessary, recommendations to our program. Their responses and recommendations will continuously improve the Program's offerings and curriculum.

Thank you for your time and support for our request.

A. Information about the school

1. School name: _____
2. Location (Municipality): _____
3. Zone: Rural Urban b. ___ Elementary (K-6to) c. ___ Secondary (7-12)
4. Type of institution: d. ___ Secondary post
 a. Public b. Private
5. Post occupying the graduate:
 a. ___ Superintendent of Schools
 b. ___ Assistant Superintendent
 c. ___ Principal of the school or school
 d. ___ Principal of the school or school
 e. ___ Counsellor. ___ Other _____
 f. ___ Other _____
6. Levels or grades offered by the school:
 a. ___ Preschool (up to Pre-Kindergarten)
7. Since you are in the school:
 a. ___ Assistant Secretary in Charge of the District
 b. ___ Superintendent of Schools
 c. ___ Assistant Superintendent
 d. ___ Principal of the school or school
 e. ___ Counsellor. ___ Other _____
 f. ___ Other _____

B. Answer the following premises that relate to the employer's satisfaction in the performance of the graduate of our program. These premises relate to the standards of **the CAEP accrediting agency (Column 1) and the professional profile of the Puerto Rico Department of Education (Column 2), in relation to the specialty of Management and Educational Leadership. For the purpose of satisfaction for the program an average of 4.0 or more from the employer is expected. To answer the questionnaire, you will use the following scale and make a mark (x) on the response you select.**

- 5. Very satisfied** - the graduate applies his knowledge and skills according to his expectations as patron, to achieve exceptional performance evidenced between 90% to 100% effectiveness.
- 4. Quite satisfied** – the graduate applies his knowledge and skills consistently according to his expectations as patron to achieve superior performance, evidenced between 80% to 89% effectiveness.
- 3. Satisfied** – The graduate applies his knowledge and skills to achieve an adequate performance according to his expectations as patron, evidenced between 70% to 79% effectiveness.
- 2. Unsatisfied** – The graduate applies his knowledge and skills occasionally according to his expectations as patron, evidenced between 60% and 69% effectiveness.
- 1. Dissatisfied** – The graduate fails to apply the knowledge and skills according to his expectations as patron, evidenced

between 50 and 59% effective.

EMPLOYER SATISFACTION QUESTIONNAIRE

Tag to CAEP	Director Profile from DEPR	Premises	5 Very Satisfied	4 Quite Satisfied	3 Satisfied	2 Low satisfaction	1 Insatisfaction
To. MASTERY OF THE MATTER AND SKILLS OF THE SPECIALTY TO 1.1							
A1.1	IV A, B, C	1. Demonstrates knowledge of management practices and applies them to your work scenario.					
A1.1	IV A.1, C.3	2. It shows that you know the laws, regulations and jurisprudence related to the provision of educational services to the school community.					
A1.1	IV D.4	3. It knows the tax processes that are carried out in the school and ensures that they are carried out in accordance with the established guidelines.					
A1.1	II A-1, 2	4. It shows that you know the standards and expectations students must achieve.					
A1.1	II.A.2	5. Use the circular charts that outline the various programs offered at school.					
B. DIVERSITY A 1.1							
A1.1	II.B.2	6. It supports innovation in the educational area as a mechanism to update teaching strategies and make the curriculum more relevant to the student.					
A.1.1	I.C.4	7. It uses several monitoring models that allow you to address individual differences in your staff.					
A.1.1	II.B.1	8. It promotes the evaluation of programs and curriculum to identify areas that should be tempered to the student's reality.					
A.1.1	II.C.1	9. It encourages the use of various methods to evaluate the academic use of students.					
	II.E.4	10. Demonstrates sensitivity and understanding to the diversity of staff at the school core.					
C. APPLYING RESEARCH SKILLS TO 1.1							
A.1.1	I.A.1	11. It uses effective tools to conduct a comprehensive needs study that allows you to collect and analyze relevant, quantitative, and qualitative information about your school's situation to set priorities for the school year.					
A.1.1	II.B.4	12. It applies scientifically based strategies that contribute to the development of curriculums relevant to the needs of students.					
A.1.1	II.B.5	13. It promotes the development and implementation of innovative projects that influence the improvement of students' academic exploitation.					
A.1.1	II-B.6	14. Promotes research in action as a means to improve educational offerings.					
A.1.1	IV-F.3	15. It uses technology to share the product of this type of research by disclosing the findings, in a varied way.					

Tag to CAEP	Director Profile from DEPR	Premises	5 Very Satisfied	4 Quite Satisfied	3 Satisfied	2 Low satisfaction	1 Insatisfaction
A.1.1		16. It uses the results of the data of the needs/research studies in action carried out to promote K-12 use and CCR skills.					
D. APPLICATION OF EDUCATIONAL LEADERSHIP AND MANAGEMENT SKILLS							
A1.2	III.A	17. It promotes the development of a learning community where reflection, respect and effective communication between its various components prevail.					
A1.2	III.A.1	18. Establish communication channels that facilitate the exchange of ideas among members of the school community.					
A1.2	III.A.4	19. It facilitates the development of spaces for dialogue and exchange of ideas between colleagues, which promote the understanding, support and continuous improvement of programs and services in the school and in the community it serves.					
A1.2	II-C.2	20. It encourages the use of different means to evaluate the academic use of students.					
A1.2	II-B	21. It promotes curriculum enrichment as a means to make it relevant to students in the school community.					
A1.2	A.i	22. It articulates and implements your school's work plans based on inputs from all members of your school community and bases them on high expectations for your students.					
A1.2	II.B.2	23. It promotes the use of assessment in the educational area as a means of updating teaching strategies and making the curriculum more relevant to students.					
A1.2	II.B.3	24. It encourages communication between teachers to exchange effective teaching strategies and techniques.					
E. DISPOSITION TO 1.1							
A.1.1	V.A.1	25. Show respect for students, institution staff, parents, and others you relate to in both the school community and the community at large.					
A.1.1	V.A.2	26. It models standards of conduct that are representative of institutional values and society at large.					
A.1.1	111-A	27. It promotes the development of a learning community where reflection, respect and effective communication between its various components prevail.					
A.1.1	111-B	28. Modela practices of work and peaceful coexistence that offer security and protection to all members of the community, fostering a culture of learning favorable to students.					
A.1.1	III-C	29. Promotes effective relationships with the community you serve.					
A.1.1	II. D.5	30. It organizes educational, cultural and/or recreational activities that contribute to the development of academic, social and leadership skills in students.					

Tag to CAEP	Director Profile from DEPR	Premises	5 Very Satisfied	4 Quite Satisfied	3 Satisfied	2 Low satisfaction	1 Insatisfaction
F. ETHICAL AND PROFESSIONAL BEHAVIORS AT 1.1							
A.1.1	IV.C.5	31. It makes it possible to implement the agreements/laws entered into with the Department of Education (or the Board).					
A.1.1	V.A.3	32. His actions denote commitment to the institution for which he works and according to the functions performed.					
A.1.1	II-D	33. It promotes the professional development of teachers and faculty as a means of improving the academic use of students.					
A.1.1	V.B.1	34. Reflect on their working practices and their effects on the school community to improve their personal and professional performance.					
A.1.1	V.B.4	35. It promotes professional relationships with fellow principals in order to share ideas and work strategies that have been effective in their respective schools.					
G. APPLICATION OF TECHNOLOGY IN YOUR SPECIALTY AREA							
A.1.1	IV.F.1	36. Dundertakes mastery of various scheduled such as word processors, spreadsheets, presentation programs and others, with the purpose of communicating information, collecting and analyzing data, as well as presenting your ideas more effectively.					
A.1.1	IV-E.1	37. It keeps all information related to your school up-to-date and accessible and uses various mechanisms to disseminate it, including technology.					
A.1.1		38. It uses various computer/innovative technology programs to promote K-12 learning and CCR thinking skills.					
A.1.1		39. It uses computer application programs to keep the entire educational community up-to-date and informed of research/needs studies conducted.					
H. COLLABORATE AND PARTICIPATE IN COLLABORATIVE ACTIVITIES							
A.1.1	V-A.1	40. Promotes the participation of faculty, students, parents and/or community in collaborative activities with government agencies.					
A.1.1	V-B.1	41. Promotes the participation of faculty, students, parents and/or community in collaborative activities with community entities					
A.1.1	V-B.3	42. Promotes and/or participates in collaborative professional development activities with peers and/or colleagues at the district level or at the school level where it works.					
A.1.1	V-A.1	43. Promotes and/or participates in collaborative activities in school for the professional development of parents.					
A.1.1	II-D	44. It promotes the professional development of teachers and faculty as a means of improving the academic use of students.					

Tag to CAEP	Director Profile from DEPR	Premises	5 Very Satisfied	4 Quite Satisfied	3 Satisfied	2 Low satisfaction	1 Insatisfaction
A.1.1	V-B.1	45. Promueve and/or participates in collaborative activities at the school for the professional development of parents.					
A.1.1	II-D	46. Promotes the professional development of teachers and faculty as a means of improving the academic use of students.					
I. APPLY KNOWLEDGE/THINKING SKILLS TO PROMOTE/INCREASE K-12 LEARNING AND CCR SKILLS							
A.1.1		47. Promotes the use of professional specialty strategies to promote k-12 learning towards achieving CCR skills.					
A.1.1		48. Facilitates and trains in the application of professional skills to teaching/non-teaching staff in the performance of K-12 school use, especially in critical thinking skills, research, SKILLS related to CCR.					
A.1.1		49. Analyze state test data to establish activities to improve k-12 academic exploitation in your students.					
A.1.1		50. Plan and develop activities with the faculty and educational community to develop critical and deep skills that result in increasing k-12 academic use and CCR skills.					

II. According to your assessment of the performance of the graduate and his experience as an educational leader:

- 1. Include areas of graduate strength over your knowledge, skills, and commitment to your management and educational leadership phase.

- 2. In general, evaluate how prepared you consider graduates to be regarding your knowledge, skills, and commitment to your educational leadership and management phase.

_____ **Very prepared.** It demonstrates a lot of knowledge, skills and commitment in relation to its management and educational leadership evidenced between 90-100% effective.

_____ **Properly prepared.** Demuestra has a lot of knowledge, skills and commitment in relation to its management phase and educational leadership evidenced between 80-89% effectiveness.

_____ **Improperly prepared.** Dundertakes little knowledge, skills and commitment in relation to its management phase and educational leadership evidenced between 70-79% effectiveness.

_____ **Does not demonstrate being prepared** It does not demonstrate knowledge, skills and commitment in relation to its management and educational leadership phase.

- 3. Mention recommendations, if any, to enrich the Management and Leadership Program at the University.

- 4. How do you compare the quality of the preparation offered to the Leadership Program graduate you employ compared to other graduates you use from other Leadership programs?

- a. _____Very prepared compared to other graduates of other programs evidenced between 90-100% effectiveness.
- b. _____Quite prepared compared to other graduates of other programs evidenced between 80-89% effectiveness.
- c. _____Prepared compared to other graduates of other programs evidenced between 70-79% effectiveness.

- d. _____Prepared on a limited basis compared to othergraduates of other programs evidenced between 60-69% effectiveness.
 - e. _____Poorly prepared compared to other graduates of other programs evidenced between 50-59% effectiveness.
5. How do you compare your level of satisfaction about the professional execution of the Leadership Program graduate you employ compared to your level of satisfaction with other graduates you use from other Leadership programs?
- a. _____Very satisfied with the professional performance of the Fajardo Campus Leadership Program graduate compared to my level of satisfaction with other graduates of other Leadership programs.
 - b. _____Quite Satisfied regarding the professional performance of the Fajardo Campus Leadership Program graduate compared to my level of satisfaction with other graduates of other Leadership programs
 - c. ___Satisfied with the professional performance of the Fajardo Campus Leadership Program graduate compared to my level of satisfaction with other graduates of other Leadership programs
 - d. ___Unsatisfied with the professional performance of the Fajardo Campus Leadership Program graduate compared to my level of satisfaction with other graduates of other Leadership programs
 - e. ___I am not satisfied with the professional performance of the Fajardo Campus Leadership Program graduate compared to my level of satisfaction with other graduates of other Leadership programs
6. How do you compare the effectiveness of the professional executives of the Leadership Program graduate you employ compared to the level of effectiveness of the professional performers of other graduates of other Leadership programs you employ at your school?
- a. ___Very effective the professional performances of the Leadership Program graduate you employ compared to the level of effectiveness of the professional performers of other graduates of other Leadership programs that you employ in your school
 - b. ___Fairly effective the professional performances of the Leadership Program graduate you employ compared to the level of effectiveness of the professional performers of other graduates of other Leadership programs that you employ in your school.
 - c. ___Effective professional performances of the Leadership Program graduate you employ compared to the level of effectiveness of professional performers of other graduates of other Leadership programs you employ at your school
 - d. ___Ineffective professional executives of the Leadership Program graduate you employ compared to the level of effectiveness of professional performers of other graduates of other Leadership programs you employ at your school
 - e. Not effective the professional performances of the Leadership Program graduate you employ compared to the level of effectiveness of the professional performers of other graduates of other Leadership programs that you employ at your school

Thank you for your valuable collaboration!