

Spadoni College of Education and Social Sciences

Initial Licensure Employer Survey

Spring 2022

Composite



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SURVEY ADMINISTRATION

This survey was administered online. Restricted invitation links (only those receiving a link can access the survey, and only one time per link) were sent to select school district principals and superintendents based on current employment of 2020-2021 Initial Licensure graduates.

Survey Response Rate	# Responses	# Invited	% Responses
	33	53	62.2%

Survey Response Rate by Program	# Responses	# Invited	% Responses
Early Childhood Education	8	16	50.0%
Elementary Education	7	13	53.8%
Middle Level Education	3	3	100.0%
Physical Education	1	5	20.0%
Special Education	6	7	85.7%
MAT English	3	4	75.0%
MAT Music	1	1	100.0%
MAT Science	1	1	100.0%
MAT Social Studies	3	3	100.0%

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InTASC Standard 1: Learner Development						
	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Ability to adapt instruction for ALL students, including students with exceptionalities	3.61	22 66.7%	9 27.3%	2 6.1%	-	-
Ability to help ALL children learn	3.61	22 66.7%	10 30.3%	-	1 3.0%	-

InTASC Standard 2: Learning Differences						
	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Ability to consider school, family, and community contexts and prior experiences of students to develop meaningful learning experiences	3.61	20 60.6%	13 39.4%	-	-	-
Knowledge of cultural diversity issues that include global and multicultural perspectives	3.52	18 54.5%	14 42.4%	1 3.0%	-	-
Ability to develop and teach lessons that incorporate diversity	3.53	18 56.3%	13 40.6%	1 3.1%	-	-
Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds	3.48	17 51.5%	15 45.5%	1 3.0%	-	-

InTASC Standard 3: Learning Environments						
	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Ability to develop a classroom and school climate that values diversity	3.64	21 63.6%	12 36.4%	-	-	-
Demonstration of dispositions that value fairness and the belief that ALL students can learn	3.67	24 72.7%	7 21.2%	2 6.1%	-	-
Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school	3.58	21 63.6%	10 30.3%	2 6.1%	-	-

InTASC Standard 4: Content Knowledge						
	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Knowledge of the content in his/her field	3.67	22 66.7%	11 33.3%	-	-	-

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InTASC Standard 5: Application of Content	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Ability to present the content in the field in clear and meaningful ways to help ALL students learn	3.58	23 69.7%	7 21.2%	2 6.1%	1 3.0%	- -

InTASC Standard 6: Assessment	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Ability to assess student learning	3.66	23 69.7%	7 21.2%	2 6.1%	-	1 3.0%
Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students	3.66	23 69.7%	7 21.2%	2 6.1%	-	1 3.0%
Ability to analyze personal performance to improve teaching and learning	3.52	21 63.6%	8 24.2%	4 12.1%	-	-

InTASC Standard 7: Planning for Instruction	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Knowledge, understanding, and demonstration of the use of the state's P-12 academic standards in the content area	3.59	21 63.6%	9 27.3%	2 6.1%	-	1 3.0%
Knowledge of professional, state, and national standards	3.63	22 66.7%	8 24.2%	2 6.1%	-	1 3.0%

InTASC Standard 8: Instructional Strategies	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Ability to use appropriate instructional strategies in the field	3.64	23 69.7%	8 24.2%	2 6.1%	-	-
Ability to apply professional and pedagogical knowledge and skills to facilitate student learning	3.55	21 63.6%	9 27.3%	3 9.1%	-	-
Demonstration of the ability to use applied methodologies in P-12 academic courses	3.53	20 60.6%	9 27.3%	3 9.1%	-	1 3.0%

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InTASC Standard 9: Professional Learning and Ethical Practice	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Knowledge of dispositions expected of professionals	3.61	23 69.7%	7 21.2%	3 9.1%	-	-
Ability to model professional dispositions in working with students, families and communities	3.67	24 72.7%	7 21.2%	2 6.1%	-	-
Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA)	3.60	19 57.6%	10 30.3%	1 3.0%	-	3 9.1%

InTASC Standard 10: Leadership and Collaboration	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Ability to communicate effectively	3.70	24 72.7%	8 24.2%	1 3.0%	-	-
Working collaboratively to achieve a goal	3.55	23 69.7%	5 15.2%	5 15.2%	-	-

ISTE Standard 1: Learner	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Use of technology to improve student learning	3.76	26 78.8%	6 18.2%	1 3.0%	-	-

ISTE Standard 2: Leader	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Evaluation and adoption of new digital resources for teaching and learning	3.71	23 69.7%	7 21.2%	1 3.0%	-	2 6.1%

ISTE Standard 4: Collaborator	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Use of collaborative technology tools to expand students' real-world learning experiences	3.72	23 69.7%	9 27.3%	-	-	1 3.0%

ISTE Standard 5: Designer	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Use of technology to differentiate and personalize instruction to accommodate learner differences and needs	3.78	25 75.8%	7 21.2%	-	-	1 3.0%

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ISTE Standard 7: Analyst	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)	Unable to rate
Use of data to improve student learning	3.56	19 57.6%	12 36.4%	1 3.0%	-	1 3.0%

What is your overall level of satisfaction with Spadoni College of Education graduates that you've hired and/or supervised?	Mean (Out of 4)	Extremely satisfied (4)	Moderately satisfied (3)	Moderately dissatisfied (2)	Extremely dissatisfied (1)
	3.67	23	9	1	-

Would you hire other graduates from Coastal Carolina University's Spadoni College of Education?	Mean (Out of 4)	Definitely yes (4)	Probably yes (3)	Probably not (2)	Definitely not (1)
	3.82	28	4	1	-

Based on your experience, what are CCU graduates' strengths?
Culture and community
Loves students/ builds relationships well. Knows standards and can plan well.
██████ presents as a veteran teacher. She was OUTSTANDING this year.
██████ is a natural teacher. She has been fabulous. She is coachable. She is excellent at relationship building. ██████ was an exceptional first year teacher. She had a wonderful year.
Collaboration, planning lessons, looking for and meeting the needs of students.
Graduates vary, but we have been fortunate to get some strong candidates. They are open to feedback and learning. They understand lesson plan design. They are willing to work on a team.
The strengths of the interns are diminishing, however. most interns are excited to begin a career in education and most have discipline knowledge.
Work ethic, communication, professionalism, relationships with students
Passion, Content, Collaboration
Content knowledge
██████ has worked collaboratively with the administration and instructional team to improve.
I am extremely pleased with ██████. ██████ was a December graduate and I was able to hire her mid year. She came in and did an excellent job from the start. This past school year was her first complete school year. To watch her teach and manage the room you would think that she has several years experience. So, to answer the question, classroom management would be a strength.
Excellent educator and very creative
Excellent teacher and super creative
██████ is an excellent teacher. She strives to incorporate the best teaching practices for students. She is able to execute well-thought-out lessons as well as plan them. She is a team player and she is willing to work hard to achieve school and personal goals. She is coachable and wants to be the best teacher possible.
Ability to work as part of a team, while developing own skills.
Organization, communication, flexibility, able to adapt to student needs, collaboration with a team

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Based on your experience, what are CCU graduates' strengths?

Very satisfied

██████████ was a first year teacher this past school year. She has worked collaboratively with her team. She was named Rookie Teacher of the year at our school. She has shown a willingness to learn, grow, and develop as an educator. She has a great rapport with students, parents, and colleagues.

██████████ is an amazing first year teacher. She is well-versed in structured literacy practices to support student growth in first grade. Her positive, supportive, and caring personality is evident every visit to her room. Her work is so strong that we have video taped her small group reading and invited others to watch her. We also asked her to take in a transfer student from another class with behavioral challenges which she did. The student was much more successful with her. ██████████ understands the curriculum and helped her team develop strong themed plans integrating science and social studies. She is one of the best beginning teachers I have seen in my 30 plus years.

We nominated ██████████ for Loudoun County Public Schools New Teacher of the Year Award. She was extremely well prepared, diligent, collaborative, and invested from Day 1 in making her classroom and collaborative better. Awesome, awesome hire for us.

We were very fortunate to have ██████████ join our Heath Springs Elementary family. She came with confidence and quickly became a leader on the early childhood team. She never hesitates to step up and help in any way she can. ██████████ works hard to stay informed of best practices. She values relationships. She makes sure her students and families receive the best experiences to close gaps and meet their needs. Her 4 year old students developed a respect for technology as technology is one of ██████████'s many strengths. Her peers elected her Beginning Teacher of the Year for Heath Springs Elementary School. Her work ethic sets a bar for others to reach. She is a gem and we are thankful for her.

As a new teacher, she was very confident and demonstrated a professional attitude towards her work and her students.

She is a talented singer and is aware of students' cultural backgrounds.

Organization, communication, collaboration and developing relationships with students, parents and peers.

██████████ is a wonderful young teacher. She "gets" it. She has come to our school very well prepared.

Based on your experience, what are CCU graduates' weaknesses?

N/a

Differentiation and small group instruction Understanding students who may not be like her.

None

Using formative assessment and data to drive assessment, as well as small group instruction.

Any new teacher has to develop their "tool box" of pedagogical skills and strategies. Engaging students and keeping them engaged is also important for new teachers.

Communicating verbally with parents. This is not unique to CCU. However, most of our young new teachers text. They are uncomfortable having conversations with parents, especially if they need to communicate areas of need.

Teachers report that many interns lack work ethic, drive, creativity, and management skills. Teachers report having to spoon feed interns every step of the way.

None

Experience

Taking directions

.

I can't think of a glaring weaknesses. With all new teachers they just need to gain experience.

Classroom management was a weakness the first semester of school, but she was very willing to learn ideas to help her better manage the children.

██████████ can second guess her teaching abilities.

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Based on your experience, what are CCU graduates' weaknesses?

Ability to handle difficult parents. I am confident he will work on developing this skill as he gains more experience.

self-confidence: as a new educator, [REDACTED]'s self-confidence is improving. She still needs support in this area.

None

[REDACTED] can develop her classroom management skills. This is an area that develops with experience.

[REDACTED] will continue to grow in her ability to differentiate work for students as she gains experience. I really can't think of any significant weaknesses.

[REDACTED] was a first year Science 7 teacher. She had to learn content, lean on her collaborative team for assessments, and thoughtfully approach lab and classroom management in a science classroom. She had two great teams of veterans to support her, and made some adjustments along the way.

Based on my experiences with [REDACTED], there are no weaknesses.

No weakness, per se, but to continue to develop an understanding of culturally relevant practices as foundational to working with all students.

Classroom management was a significant struggle for her. Because she struggled with management, she struggled with instruction and helping students meet instructional goals.

Like any other new teacher, she just needs more experience.

Based on my experience with [REDACTED], I have not found any weaknesses. Thank you

Are there other comments that you would like to share with the Spadoni College of Education?

We are very fortunate to have [REDACTED] on our staff. She is dedicated, hard working, and conscientious. She is going to make a wonderful teacher as she continues to learn and grow. We loved having her in our family!

I am happy that we have the opportunity to partner with you in growing and developing them through the student intern program.

He has the ability to be an excellent teacher. Unfortunately, he feels a sense of entitlement which could be based on his youth.

Please send more teachers to Greenwood SC!! Thank you!!!

She is a great teacher.

She has been an excellent addition to our school faculty!

N/A

Special education graduates are well prepared to enter the classroom. I would love to continue working with SPED students and graduate students.

Doing a great job preparing educators.

Thank you for providing a strong foundation in reading focused on the Science of Reading. It truly makes a difference.

Like our graduates from James Madison University, due to the strength (and time commitment) required in your program, [REDACTED] came to us like a second year teacher. We were extremely impressed with her level of preparation at your University, and would love to establish a pipeline to our school and district with your candidates. Exceptional job on your part.

Thank you for preparing your students to be ready to step in a classroom with the knowledge and confidence needed to meet the needs of our children. You wouldn't happen to have a teacher certified to be a librarian would you? :)

Not at this time

Thank you! Keep them coming!! P.S. -- I am currently looking for a middle school science teacher for this school year. If you know of any teachers looking for a teaching position, please send him/her my way. Thanks again!