

Spadoni College of Education and Social Sciences

# **Initial Licensure Employer Survey**

**Spring 2022**

**Early Childhood Education**



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Program: Early Childhood Education

**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 2019-2020 Initial Licensure graduates.

Survey Response Rate by Program	# Responses	# Invited	% Responses
Early Childhood Education	8	16	50.0%

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	4.00	8 100.0%	-	-	-	-
Ability to help ALL children learn	4.00	8 100.0%	-	-	-	-

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	3.88	7 87.5%	1 12.5%	-	-	-
Knowledge of cultural diversity issues that include global and multicultural perspectives	3.63	5 62.5%	3 37.5%	-	-	-
Ability to develop and teach lessons that incorporate diversity	3.88	7 87.5%	1 12.5%	-	-	-
Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds	3.63	5 62.5%	3 37.5%	-	-	-

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	4.00	8 100.0%	-	-	-	-
Demonstration of dispositions that value fairness and the belief that ALL students can learn	4.00	8 100.0%	-	-	-	-
Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school	4.00	8 100.0%	-	-	-	-

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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	3.88	7 87.5%	1 12.5%	-	-	-

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	3.88	7 87.5%	1 12.5%	-	-	-

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	4.00	8 100.0%	-	-	-	-
Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students	4.00	8 100.0%	-	-	-	-
Ability to analyze personal performance to improve teaching and learning	4.00	8 100.0%	-	-	-	-

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	3.88	7 87.5%	1 12.5%	-	-	-
Knowledge of professional, state, and national standards	3.88	7 87.5%	1 12.5%	-	-	-

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	4.00	8 100.0%	-	-	-	-
Ability to apply professional and pedagogical knowledge and skills to facilitate student learning	3.88	7 87.5%	1 12.5%	-	-	-
Demonstration of the ability to use applied methodologies in P-12 academic courses	3.88	7 87.5%	1 12.5%	-	-	-

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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	3.75	6 75.0%	2 25.0%	- -	- -	- -
Ability to model professional dispositions in working with students, families and communities	3.88	7 87.5%	1 12.5%	- -	- -	- -
Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA)	3.75	6 75.0%	2 25.0%	- -	- -	- -

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	3.88	7 87.5%	1 12.5%	- -	- -	- -
Working collaboratively to achieve a goal	3.88	7 87.5%	1 12.5%	- -	- -	- -

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	4.00	8 100.0%	- -	- -	- -	- -

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	4.00	8 100.0%	- -	- -	- -	- -

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	4.00	8 100.0%	- -	- -	- -	- -

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	4.00	8 100.0%	- -	- -	- -	- -

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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	3.88	7 87.5%	1 12.5%	-	-	-

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)
	4.00	8	-	-	-

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)
	3.88	7	1	-	-

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

Loves students/ builds relationships well. Knows standards and can plan well.

██████ presents as a veteran teacher. She was OUTSTANDING this year.

██████ 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 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 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.

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

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

None

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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.

██████████ 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.

Based on my experiences with ██████████, there are no weaknesses.

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

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

She is a great teacher.

She has been an excellent addition to our school faculty!

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

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? :)