

Spadoni College of Education and Social Sciences

Initial Licensure Employer Survey

Spring 2023

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 2021-2022 Initial Licensure graduates.

Survey Response Rate	# Responses	# Invited	% Responses
	29	55	52.7%

Survey Response Rate by Program	# Responses	# Invited	% Responses
Early Childhood Education	6	15	40.0%
Elementary Education	11	16	68.8%
Middle Level Education	1	4	25.0%
Physical Education	2	4	50.0%
Special Education	5	7	71.4%
MAT Social Studies	3	7	42.9%
MAT English	1	1	100.0%
MAT Science	0	1	0.00%
MAT Math	--	--	--

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Initial Licensure Employer Survey

Composite

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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	18 62.1%	9 31.0%	1 3.4%	-	1 3.4%
Ability to help ALL children learn	3.61	18 62.1%	9 31.0%	1 3.4%	-	1 3.4%

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	3.54	15 51.7%	13 44.8%	-	-	1 3.4%
Knowledge of cultural diversity issues that include global and multicultural perspectives	3.50	15 51.7%	12 41.4%	1 3.4%	-	1 3.4%
Ability to develop and teach lessons that incorporate diversity	3.54	16 55.2%	11 37.9%	1 3.4%	-	1 3.4%
Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds	3.57	17 58.6%	10 34.5%	1 3.4%	-	1 3.4%

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	3.79	23 79.3%	4 13.8%	1 3.4%	-	1 3.4%
Demonstration of dispositions that value fairness and the belief that ALL students can learn	3.82	23 79.3%	5 17.2%	-	-	1 3.4%
Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school	3.68	21 75.0%	5 17.9%	2 7.1%	-	-

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 their field	3.79	22 75.9%	6 20.7%	-	-	1 3.4%

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	3.68	19 65.5%	9 31.0%	-	-	1 3.4%

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Initial Licensure Employer Survey

Composite

Spring 2023

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	3.68	19 65.5%	9 31.0%	- -	- -	1 3.4%
Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students	3.64	18 62.1%	10 34.5%	- -	- -	1 3.4%
Ability to analyze personal performance to improve teaching and learning	3.68	19 67.9%	9 32.1%	- -	- -	- -

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	3.64	18 62.1%	10 34.5%	- -	- -	1 3.4%
Knowledge of professional, state, and national standards	3.68	19 65.5%	9 31.0%	- -	- -	1 3.4%

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	3.71	20 69.0%	8 27.6%	- -	- -	1 3.4%
Ability to apply professional and pedagogical knowledge and skills to facilitate student learning	3.68	19 65.5%	9 31.0%	- -	- -	1 3.4%
Demonstration of the ability to use applied methodologies in P-12 academic courses	3.64	18 62.1%	10 34.5%	- -	- -	1 3.4%

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	3.64	19 65.5%	8 27.6%	1 3.4%	- -	1 3.4%
Ability to model professional dispositions in working with students, families and communities	3.68	19 65.5%	9 31.0%	- -	- -	1 3.4%
Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA)	3.64	18 62.1%	10 34.5%	- -	- -	1 3.4%

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Composite

Spring 2023

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	3.71	20 69.0%	8 27.6%	-	-	1 3.4%
Working collaboratively to achieve a goal	3.68	20 69.0%	7 24.1%	1 3.4%	-	1 3.4%

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	3.82	23 79.3%	5 17.2%	-	-	1 3.4%

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	3.68	19 65.5%	9 31.0%	-	-	1 3.4%

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	3.64	18 62.1%	10 34.5%	-	-	1 3.4%

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	3.64	18 62.1%	10 34.5%	-	-	1 3.4%

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	3.61	18 62.1%	9 31.0%	1 3.4%	-	1 3.4%

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)	Unable to rate
	3.75	21	7	-	-	-

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Composite

Spring 2023

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)
	3.86	24	4	-	-

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

Knowledge or R2S (Elementary Education)

Knowledge of teaching and curriculum, communication with parents, willing to take instructional feedback (Elementary Education)

Calm demeanor, knowledge of instruction and standards, receptive to feedback (Elementary Education)

Based on my experiences, CCU graduates have a very sound understanding of the importance of establishing relationships with students. In my experience, CCU graduates have a good understanding of their content and are very coachable. (Special Education)

Diversity, equity and inclusion training Special needs students and how to assist Content related courses How to give formative assessments Classroom management (Elementary Education)

Diversity, equity and inclusion training Special needs students and how to assist Content related courses How to give formative assessments Classroom management (Early Childhood Education)

The graduate gets along well with colleagues. The graduate also has a strong teacher voice and is knowledgeable of different types of content in a co-teach setting. (Special Education)

Knowledge of the state standards and how Horry County Schools aligns instruction to the state standards. (Early Childhood Education)

██████████ has been an outstanding first year teacher. She has embraced our diverse school and adjusted instruction accordingly. ██████████ has build strong relationships with students, parents and colleague during this school year. She is always willing to assist with any extra duties or needs, has a positive attitude and has been dedicated to our school and district. ██████████ instruction and classroom management was excellent as she reflected on experiences and planned proactively for the future. ██████████ has been a blessing to RES! (Physical Education)

██████████ was able to hit the ground running. She was a great teammate, cared deeply for her students, and had content knowledge to get the job done. (Elementary Education)

Great attitude and knowledge of the foundations of teaching. (Middle Level Education)

██████████ is a well rounded individual and she brings many strengths to the classroom. She has demonstrated knowledge in the area of ABA and its use for instructional and behavioral purposes. She is skilled at differentiating instruction to meet the range of students in her class. She has worked cooperatively with her mentor and collaboratively with the teachers and therapists in her hallway to share ideas, troubleshoot issues, and to plan group activities. ██████████ has entered her teaching position well prepared to take on the challenges of her classroom and to work cooperatively with classroom staff, administrators, and families for the benefit of her students. (Special Education)

Their ability to adapt to the needs of their students and differentiate her instruction. (MAT English)

Very skilled in engaging her students and maintaining a positive class environment. (Elementary Education)

Excellent understanding of child development, diverse needs, effective communication, classroom management, and best instructional practices. (MAT Social Studies)

Extremely knowledgeable in content, very supportive of school goals (MAT Social Studies)

Positivity, willingness to try new things, parent communication (Early Childhood Education)

Based on my experience ██████████ strengths are planning engaging lessons that are age appropriate. She maintains a neat and organized classroom. (Early Childhood Education)

Forming relationships with students. (Elementary Education)

She does a great job integrating technology in the classroom. Building relationships with students and families is a strength. (Elementary Education)

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Composite

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

Communication skills! (Special Education)

The ability to connect with all students. (Physical Education)

Ability to evaluate strengths and weaknesses. Collaboration with colleagues. Dedication. (Elementary Education)

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

Need to learn how to plan together based on standards To be prepared and plan ahead. Code of professionalism needs to be shared (Elementary Education)

understanding needs of students from different background, too casual with parents (Elementary Education)

Learning classroom management (Elementary Education)

██████████ is exceptional. However, in talking with her, CCU students remaining in Horry County might could be versed on the things Horry County utilizes or do. Some examples are: Powerschool How to have an Open House State testing requirements for SC Dibels training Communication ideas, apps or resources to use with parents MAP and its's logistics and scores and how to use the data to differentiate small group instruction (Elementary Education)

Students who plan to work in Horry County could use the following: Powerschool How to have an Open House State testing requirements for SC Dibels training Communication ideas, apps or resources to use with parents MAP and its's logistics and scores and how to use the data to differentiate small group instruction (Early Childhood Education)

The graduate will need to develop more mental stability and resiliency. These are attributes that should be gained with years of experience. (Special Education)

Class Management strategies coming in to the profession. (Early Childhood Education)

None noted (Physical Education)

██████████ is still young and growing in her professional role. (Elementary Education)

He does not adapt or know how to handle classroom management issues. (Middle Level Education)

No weaknesses but it has been very difficult for her to get her teaching certification in New Jersey. She is hopeful to have it all straightened out by the summer, but because NJ doesn't accept a bachelors degree in special education any more (special education is now an endorsement that has to get attached to a subject area certification) she has had to jump through hoops to try to get a CEAS in another area so she can teach in this state. (Special Education)

None (MAT English)

None (Elementary Education)

Continue to promote resilience and the ability to adapt to new challenges post-covid. (MAT Social Studies)

N/A (MAT Social Studies)

Classroom management, ability to manage multiple academic groups at once (Early Childhood Education)

██████████ weakness would be utilizing data to drive instruction and poor ethical choices. (Early Childhood Education)

Classroom management and using assessment data to determine differentiated strategies for students. (Elementary Education)

Continuing to find her place in a team and work and plan together (Elementary Education)

Lack of confidence that comes from lack of experience. (Special Education)

n/a (Physical Education)

Time management and flexibility. Some work on classroom management needed. (Elementary Education)

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

N/A (Special Education)

I am very satisfied with [REDACTED]. She has done everything expected of her. (Elementary Education)

[REDACTED] is a wonderful first year teacher and we are thrilled to have her on our team. (Elementary Education)

N/A (Middle Level Education)

Excellent teacher candidates. (MAT Social Studies)

[REDACTED] was thrown into a co-teach situation due to a building of the school being destroyed by the hurricane. I think the allowed this more dominant teacher to control the classroom, and it hurt [REDACTED] since she didn't get the chance to have full control of the room and learn her strengths and weaknesses. She is moving schools next year and will hopefully used what she learned this year to excel. I wish her luck. (Early Childhood Education)

I am thankful for all Coastal does to prepare their students to be effective teachers. (Elementary Education)

No (Special Education)

n/a (Physical Education)

She will grow and be a wonderful teacher with experience. Experience in teaching and learning is the key! (Elementary Education)