

Spadoni College of Education and Social Sciences

# Initial Licensure Employer Survey

Spring 2023

**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 2021-2022 Initial Licensure graduates.

Survey Response Rate by Program	# Responses	# Invited	% Responses
Early Childhood Education	6	15	40.0%

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	3.33	2 33.3%	4 66.7%	-	-	-
Ability to help ALL children learn	3.33	2 33.3%	4 66.7%	-	-	-

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	3.17	1 16.7%	5 83.3%	-	-	-
Knowledge of cultural diversity issues that include global and multicultural perspectives	3.17	1 16.7%	5 83.3%	-	-	-
Ability to develop and teach lessons that incorporate diversity	3.17	1 16.7%	5 83.3%	-	-	-
Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds	3.17	1 16.7%	5 83.3%	-	-	-

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	3.67	4 66.7%	2 33.3%	-	-	-
Demonstration of dispositions that value fairness and the belief that ALL students can learn	3.50	3 50.0%	3 50.0%	-	-	-
Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school	3.50	3 50.0%	3 50.0%	-	-	-

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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 their field	3.50	3 50.0%	3 50.0%	- -	- -	- -

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	3.50	3 50.0%	3 50.0%	- -	- -	- -

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	3.33	2 33.3%	4 66.7%	- -	- -	- -
Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students	3.33	2 33.3%	4 66.7%	- -	- -	- -
Ability to analyze personal performance to improve teaching and learning	3.33	2 33.3%	4 66.7%	- -	- -	- -

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	3.33	2 33.3%	4 66.7%	- -	- -	- -
Knowledge of professional, state, and national standards	3.50	3 50.0%	3 50.0%	- -	- -	- -

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	3.50	3 50.0%	3 50.0%	- -	- -	- -
Ability to apply professional and pedagogical knowledge and skills to facilitate student learning	3.50	3 50.0%	3 50.0%	- -	- -	- -
Demonstration of the ability to use applied methodologies in P-12 academic courses	3.50	3 50.0%	3 50.0%	- -	- -	- -

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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	3.33	2 33.3%	4 66.7%	- -	- -	- -
Ability to model professional dispositions in working with students, families and communities	3.33	2 33.3%	4 66.7%	- -	- -	- -
Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA)	3.33	2 33.3%	4 66.7%	- -	- -	- -

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	3.50	3 50.0%	3 50.0%	- -	- -	- -
Working collaboratively to achieve a goal	3.50	3 50.0%	3 50.0%	- -	- -	- -

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	3.67	4 66.7%	2 33.3%	- -	- -	- -

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	3.33	2 33.3%	4 66.7%	- -	- -	- -

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	3.33	2 33.3%	4 66.7%	- -	- -	- -

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	3.50	3 50.0%	3 50.0%	- -	- -	- -

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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	3.50	3 50.0%	3 50.0%	-	-	-

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	4	2	-	-

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)
	4.00	6	-	-	-

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

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

Knowledge of the state standards and how Horry County Schools aligns instruction to the state standards.

Positivity, willingness to try new things, parent communication

Based on my experience [REDACTED] strengths are planning engaging lessons that are age appropriate. She maintains a neat and organized classroom.

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

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

Class Management strategies coming in to the profession.

Classroom management, ability to manage multiple academic groups at once

[REDACTED] weakness would be utilizing data to drive instruction and poor ethical choices.

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

[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.