

Spadoni College of Education and Social Sciences

Initial Licensure Employer Survey

Spring 2023

Special Education



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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 by Program	# Responses	# Invited	% Responses
Special Education	5	7	71.4%

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	3.75	3 60.0%	1 20.0%	-	-	1 20.0%
Ability to help ALL children learn	3.75	3 60.0%	1 20.0%	-	-	1 20.0%

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	3.75	3 60.0%	1 20.0%	-	-	1 20.0%
Knowledge of cultural diversity issues that include global and multicultural perspectives	3.50	2 40.0%	2 40.0%	-	-	1 20.0%
Ability to develop and teach lessons that incorporate diversity	3.50	2 40.0%	2 40.0%	-	-	1 20.0%
Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds	3.75	3 60.0%	1 20.0%	-	-	1 20.0%

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	3.75	3 60.0%	1 20.0%	-	-	1 20.0%
Demonstration of dispositions that value fairness and the belief that ALL students can learn	4.00	4 80.0%	-	-	-	1 20.0%
Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school	4.00	4 100.0%	-	-	-	-

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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 their field	4.00	4 80.0%	- -	- -	- -	1 20.0%

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	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%

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	4.00	4 80.0%	- -	- -	- -	1 20.0%
Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students	4.00	4 80.0%	- -	- -	- -	1 20.0%
Ability to analyze personal performance to improve teaching and learning	3.75	3 75.0%	1 25.0%	- -	- -	- -

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	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%
Knowledge of professional, state, and national standards	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%

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	4.00	4 80.0%	- -	- -	- -	1 20.0%
Ability to apply professional and pedagogical knowledge and skills to facilitate student learning	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%
Demonstration of the ability to use applied methodologies in P-12 academic courses	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%

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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	4.00	4 80.0%	- -	- -	- -	1 20.0%
Ability to model professional dispositions in working with students, families and communities	4.00	4 80.0%	- -	- -	- -	1 20.0%
Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA)	4.00	4 80.0%	- -	- -	- -	1 20.0%

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	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%
Working collaboratively to achieve a goal	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%

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	4.00	4 80.0%	- -	- -	- -	1 20.0%

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	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%

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	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%

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	3.75	3 60.0%	1 20.0%	- -	- -	1 20.0%

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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	3.75	3 60.0%	1 20.0%	-	-	1 20.0%

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)
	4.00	4	-	-	-

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	4	-	-	-

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

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.

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.

██████████ 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.

Communication skills!

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

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

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 get a CEAS in another area so she can teach in this state.

Lack of confidence that comes from lack of experience.

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

N/A

No