

Spadoni College of Education and Social Sciences

Initial Licensure Employer Survey

Fall 2021

Composite



Institutional Research, Assessment and Analysis
September 16 2021

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n = 18

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	# Responses	# Invited	% Responses
	18	53	34%

Survey Response Rate by Program	# Responses	# Invited	% Responses
Early Childhood Education	8	16	50.0%
Elementary Education	3	10	30.0%
Middle Level Education	1	3	33.3%
Physical Education	0	1	0.0%
Special Education	2	9	22.2%
MAT English	2	2	100.0%
MAT Math	2	2	100.0%
MAT Music	0	1	0.0%
MAT Science	0	4	0.0%
MAT Social Studies	0	5	0.0%

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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	3.56	11 61.1%	6 33.3%	1 5.6%	-	-
Ability to help ALL children learn	3.61	12 66.7%	5 27.8%	1 5.6%	-	-

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	3.56	11 61.1%	6 33.3%	1 5.6%	-	-
Knowledge of cultural diversity issues that include global and multicultural perspectives	3.50	10 55.6%	7 38.9%	1 5.6%	-	-
Ability to develop and teach lessons that incorporate diversity	3.53	9 52.9%	8 47.1%	-	-	-
Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds	3.53	9 52.9%	8 47.1%	-	-	-

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	3.61	13 72.2%	4 22.2%	-	1 5.6%	-
Demonstration of dispositions that value fairness and the belief that ALL students can learn	3.72	14 77.8%	3 16.7%	1 5.6%	-	-
Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school	3.67	14 77.8%	3 16.7%	-	1 5.6%	-

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	3.72	13 72.2%	5 27.8%	-	-	-

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	3.65	11 64.7%	6 35.3%	-	-	-

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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	3.56	12 66.7%	4 22.2%	2 11.1%	-	-
Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students	3.50	11 61.1%	5 27.8%	2 11.1%	-	-
Ability to analyze personal performance to improve teaching and learning	3.44	12 66.7%	3 16.7%	2 11.1%	1 5.6%	-

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	3.50	10 55.6%	7 38.9%	1 5.6%	-	-
Knowledge of professional, state, and national standards	3.56	11 61.1%	6 33.3%	1 5.6%	-	-

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	3.56	11 61.1%	6 33.3%	1 5.6%	-	-
Ability to apply professional and pedagogical knowledge and skills to facilitate student learning	3.50	11 61.1%	5 27.8%	2 11.1%	-	-
Demonstration of the ability to use applied methodologies in P-12 academic courses	3.41	9 52.9%	6 35.3%	2 11.8%	-	-

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	3.67	13 72.2%	4 22.2%	1 5.6%	-	-
Ability to model professional dispositions in working with students, families and communities	3.72	13 72.2%	5 27.8%	-	-	-
Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA)	3.63	10 55.6%	6 33.3%	-	-	2 11.1%

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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	3.61	13 72.2%	4 22.2%	- -	1 5.6%	- -
Working collaboratively to achieve a goal	3.61	13 72.2%	4 22.2%	- -	1 5.6%	- -

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	3.78	14 77.8%	4 22.2%	- -	- -	- -

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	12 66.7%	5 27.8%	- -	- -	1 5.6%

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	3.80	12 75.0%	3 18.8%	- -	- -	1 6.3%

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	3.56	12 66.7%	4 22.2%	2 11.1%	- -	- -

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	12 66.7%	3 16.7%	3 16.7%	- -	- -

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
	3.47	10	6	-	1	

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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)
	3.50	13	3	-	2

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

Coming out of CCU with a sense of the way HCS operates and expectations for students.

She is very personable and loves her kids

■■■■ loves her students and has a true heart for special education.

■■■■ is a relational teacher who individually personalizes lessons to meet the diverse needs of her PMD/TMD students. She is a positive team member who takes an active role in her class, school and community. Her passion to serve students and support their academic, social and emotional performance are exceptional in her early career.

■■■■ is eager to learn and always seeks ways to perfect her craft. She is a team player who is great at collaborating with other teachers.

■■■■ did a great job last year in the middle of the Pandemic starting Hybrid, distant learning and in person.

If I could clone her 1000 times I would. She has been a true asset to this school and community. She's the first one here and the last one to leave. She is the epitome of what an educator should be. She truly loves her students and takes the time to get to know their strengths and weaknesses. She works well with her teammates on her grade level as well as with other teachers in the school. She plans well with her team and takes the initiative to ask questions. She has a heart of gold and I am sooo proud to call her a timber wolf.

Knowledge of subject matter, willingness to collaborate with others.

■■■■ is very flexible! She is willing to try new things and her personality is calming for her students. She is a hard worker!

Well prepared. Great work ethic. Understand the amount of work it takes to be successful.

Knowledge of Horry County curriculum and experience in HCS classrooms

This student was willing to learn and took advantage of the many trainings we offered. Content knowledge is very strong.

She is a very motivated and determined teacher. Her content knowledge is solid and she has a strong desire to learn from others to improve her teaching.

■■■■ has the ability to develop positive relationships with students and peers. He actively participates in professional development. He collaborates with his team of teachers to plan instruction.

Unable to rate.

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

Just experience overall. It was hard to check extremely satisfied and moderately sound punitive when meaning of the questions deal with having to embrace experiences over time.
Curriculum, standards and data analysis.
An understanding that doing what it takes means we may have to stay at work a little after the school day. She is easily overwhelmed.
Overall experience is the only weakness I see, which is decreasing with every day she works.
Need to know how to teach in person and virtually. Classroom management skills, Having a good work ethic being prepared each day
N/A
classroom management. The importance of being early to work. Confidence
Small group instruction/mini lesson
Her pedagogical training from the classroom and internship were weak and undeveloped. Fortunately, she worked closely with colleagues to develop these skills on the job.
Initial teaching methods were inappropriate to the level of the courses. Fortunately, working with colleagues, she quickly adapted.
Using data to make instructional decisions. Implementing student use of technology to impact students' learning.
She doesn't receive constructive feedback well.

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

I'm a CCU alumni as well. Go Chants!
We need to have all students to have some training in special education as many students are mainstreamed. we also have over 170 ELL students haveing experience with ESOL would also be helpful. Social-Emotional Learning is very important now that we are still in the pandemic.
As an alumni of CCU (Class of 2003 - degree in education - Alpha Kappa Alpha Sorority, Spg. 2000 - Alumni Association), it's an honor to now serve in the capacity as an AP. We are right down the road from Coastal and we love, love, love taking in interns and serving Coastal in any capacity that suits. We have hired numerous teachers from Coastal and will continue to do so.
The MAT program seems to focus on checking boxes and not developing teachers. Content knowledge is high; pedagogical knowledge is weak.
You seem to have very good students but are more concerned meeting arbitrary goals than developing teachers.
NA
The Spadoni College of Education and Social Sciences is a great Program. The teacher at hand was not receptive to improvement.