

Spadoni College of Education and Social Sciences

# Initial Licensure Employer Survey

Fall 2021

**MAT Mathematics**



Institutional Research, Assessment and Analysis  
September 16 2021

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Program: MAT Mathematics

**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.

Responses by Degree Program of Graduates	
MAT Mathematics	2

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	2 100.0%	-	-	-	-
Ability to help ALL children learn	4.00	2 100.0%	-	-	-	-

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	4.00	2 100.0%	-	-	-	-
Knowledge of cultural diversity issues that include global and multicultural perspectives	4.00	2 100.0%	-	-	-	-
Ability to develop and teach lessons that incorporate diversity	3.50	1 50.0%	1 50.0%	-	-	-
Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds	3.50	1 50.0%	1 50.0%	-	-	-

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	4.00	2 100.0%	-	-	-	-
Demonstration of dispositions that value fairness and the belief that ALL students can learn	4.00	2 100.0%	-	-	-	-
Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school	4.00	2 100.0%	-	-	-	-

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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	4.00	2 100.0%	- -	- -	- -	- -

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	4.00	2 100.0%	- -	- -	- -	- -

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	2 100.0%	- -	- -	- -	- -
Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students	4.00	2 100.0%	- -	- -	- -	- -
Ability to analyze personal performance to improve teaching and learning	4.00	2 100.0%	- -	- -	- -	- -

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	4.00	2 100.0%	- -	- -	- -	- -
Knowledge of professional, state, and national standards	4.00	2 100.0%	- -	- -	- -	- -

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	2 100.0%	- -	- -	- -	- -
Ability to apply professional and pedagogical knowledge and skills to facilitate student learning	4.00	2 100.0%	- -	- -	- -	- -
Demonstration of the ability to use applied methodologies in P-12 academic courses	4.00	2 100.0%	- -	- -	- -	- -

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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	2 100.0%	- -	- -	- -	- -
Ability to model professional dispositions in working with students, families and communities	4.00	2 100.0%	- -	- -	- -	- -
Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA)	4.00	2 100.0%	- -	- -	- -	- -

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	4.00	2 100.0%	- -	- -	- -	- -
Working collaboratively to achieve a goal	4.00	2 100.0%	- -	- -	- -	- -

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	2 100.0%	- -	- -	- -	- -

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	2 100.0%	- -	- -	- -	- -

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	2 100.0%	- -	- -	- -	- -

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	2 100.0%	- -	- -	- -	- -

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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	4.00	2 100.0%	-	-	-	-

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	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)
	1.00	-	-	-	2

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

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.

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

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.

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

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.