

Spadoni College of Education and Social Sciences

Initial Licensure Employer Survey

Fall 2021

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 2019-2020 Initial Licensure graduates.

Responses by Degree Program of Graduates	
Early Childhood Education	8

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	3.38	4 50.0%	3 37.5%	1 12.5%	-	-
Ability to help ALL children learn	3.38	4 50.0%	3 37.5%	1 12.5%	-	-

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	3.50	5 62.5%	2 25.0%	1 12.5%	-	-
Knowledge of cultural diversity issues that include global and multicultural perspectives	3.50	5 62.5%	2 25.0%	1 12.5%	-	-
Ability to develop and teach lessons that incorporate diversity	3.57	4 57.1%	3 42.9%	-	-	-
Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds	3.57	4 57.1%	3 42.9%	-	-	-

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	3.50	6 75.0%	1 12.5%	-	1 12.5%	-
Demonstration of dispositions that value fairness and the belief that ALL students can learn	3.63	6 75.0%	1 12.5%	1 12.5%	-	-
Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school	3.38	5 62.5%	2 25.0%	-	1 12.5%	-

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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	3.50	4 50.0%	4 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	3.57	4 57.1%	3 42.9%	- -	- -	- -

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	3.38	5 62.5%	1 12.5%	2 25.0%	- -	- -
Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students	3.38	5 62.5%	1 12.5%	2 25.0%	- -	- -
Ability to analyze personal performance to improve teaching and learning	3.13	4 50.0%	2 25.0%	1 12.5%	1 12.5%	- -

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	3.25	3 37.5%	4 50.0%	1 12.5%	- -	- -
Knowledge of professional, state, and national standards	3.38	4 50.0%	3 37.5%	1 12.5%	- -	- -

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	5 62.5%	2 25.0%	1 12.5%	- -	- -
Ability to apply professional and pedagogical knowledge and skills to facilitate student learning	3.13	3 37.5%	3 37.5%	2 25.0%	- -	- -
Demonstration of the ability to use applied methodologies in P-12 academic courses	3.25	4 50.0%	2 25.0%	2 25.0%	- -	- -

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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	3.50	5 62.5%	2 25.0%	1 12.5%	-	-
Ability to model professional dispositions in working with students, families and communities	3.63	5 62.5%	3 37.5%	-	-	-
Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA)	3.50	3 37.5%	3 37.5%	-	-	2 25.0%

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	3.38	5 62.5%	2 25.0%	-	1 12.5%	-
Working collaboratively to achieve a goal	3.38	5 62.5%	2 25.0%	-	1 12.5%	-

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	3.75	6 75.0%	2 25.0%	-	-	-

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	3.63	5 62.5%	3 37.5%	-	-	-

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	6 75.0%	2 25.0%	-	-	-

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	3.50	5 62.5%	2 25.0%	1 12.5%	-	-

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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	6 75.0%	-	2 25.0%	-	-

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)
	3.14	3	3	-	1

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)
	3.88	7	1	-	-

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
██████████ 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.
██████████ is very flexible! She is willing to try new things and her personality is calming for her students. She is a hard worker!
Knowledge of Horry County curriculum and experience in HCS classrooms
Unable to rate.

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.
Need to know how to teach in person and virtually. Classroom management skills, Having a good work ethic being prepared each day
Small group instruction/mini lesson
She doesn't receive constructive feedback well.

Are there other comments that you would like to share with the Spadoni College of Education?
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 having experience with ESOL would also be helpful. Social-Emotional Learning is very important now that we are still in the pandemic.
The Spadoni College of Education and Social Sciences is a great Program. The teacher at hand was not receptive to improvement.