Spadoni College of Education and Social Sciences

# Initial Licensure Employer Survey
## Fall 2021
## Elementary 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 | |
|---|---|
| **Elementary Education** | 3 |

| 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** | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |
| **Ability to help ALL children learn** | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |

| 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** | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |
| **Knowledge of cultural diversity issues that include golobal and multicultural perspectives** | 3.33 | 1 33.3% | 2 66.7% | - - | - - | - - |
| **Ability to develop and teach lessons that incorporate diversity** | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |
| **Awareness of different teaching and learning styles that are shaped by cultural influences and backgrounds** | 3.33 | 1 33.3% | 2 66.7% | - - | - - | - - |

| 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** | 3.33 | 1 33.3% | 2 66.7% | - - | - - | - - |
| **Demonstration of dispositions that value fairness and the belief that ALL students can learn** | 3.33 | 1 33.3% | 2 66.7% | - - | - - | - - |
| **Knowledge, skills and dispositions to identify and prevent bullying, harrassment, and intimidation in school** | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |

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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 | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |

| 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 | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |

| 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 | 1 33.3% | 2 66.7% | - - | - - | - - |
| Ability to use assessments to develop meaningful learning experiences for students based on developmental levels and prior experiences of students | 3.33 | 1 33.3% | 2 66.7% | - - | - - | - - |
| Ability to analyze personal performance to improve teaching and learning | 3.33 | 2 66.7% | - - | 1 33.3% | - - | - - |

| 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 | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |
| Knowledge of professional, state, and national standards | 3.33 | 1 33.3% | 2 66.7% | - - | - - | - - |

| 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 | 3.33 | 1 33.3% | 2 66.7% | - - | - - | - - |
| Ability to apply professional and pedagogical knowledge and skills to facilitate student learning | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |
| Demonstration of the ability to use applied methodologies in P-12 academic courses | 3.33 | 1 33.3% | 2 66.7% | - - | - - | - - |

| 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 | 2 66.7% | 1 33.3% | - - | - - | - - |
| Ability to model professional dispositions in working with students, families and communities | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |
| Knowledge, skills and dispositions to integrate the state's career guidance and planning into the P-12 curriculum (EEDA) | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |

| 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 | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |
| Working collaboratively to achieve a goal | 3.67 | 2 66.7% | 1 33.3% | - - | - - | - - |

| 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 | 2 66.7% | 1 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 | 3.50 | 1 33.3% | 1 33.3% | - | - | 1 33.3% |

| 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 | 1 50.0% | - | - | - | 1 50.0% |

| 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 | 3.33 | 2 66.7% | - | 1 33.3% | - | - |

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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** | 3.00 | 1 / 33.3% | 1 / 33.3% | 1 / 33.3% | - / - | - / - |

| 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) |
|---|---|---|---|---|---|
| | 3.33 | 1 | 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) |
|---|---|---|---|---|---|
| | 3.33 | 1 | 2 | - | - |

| Based on your experience, what are CCU graduates' strengths? |
|---|
| 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 teacher 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 soo soo proud to call her a timber wolf. |

| Based on your experience, what are CCU graduates' weaknesses? |
|---|
| N/A |

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