

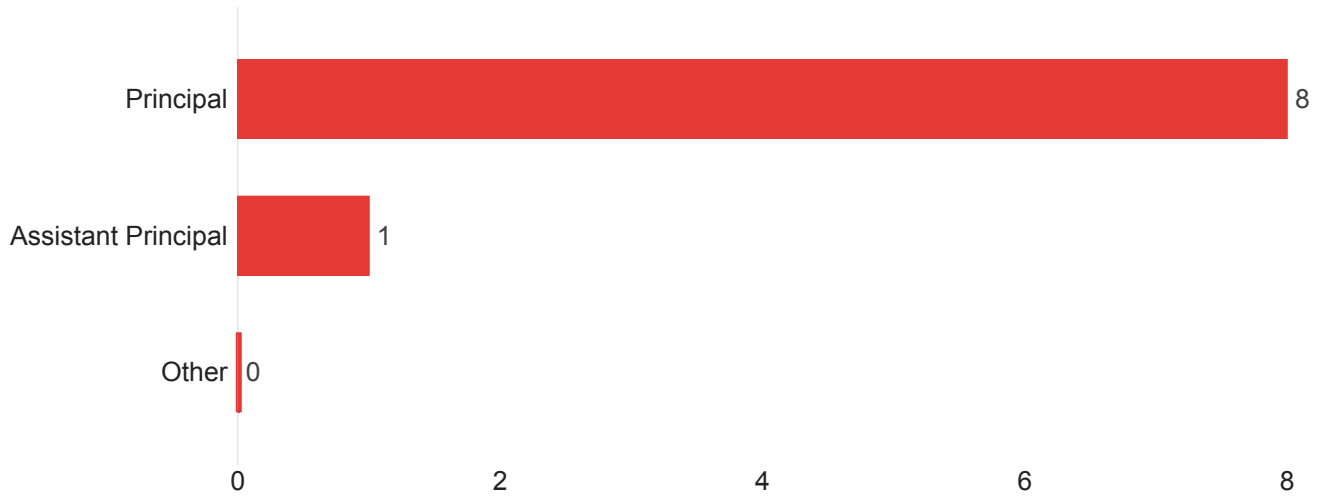
Employer Survey 2023

Sent to 22 principals in local schools regarding 2021-2022 College of Charleston teacher education graduates who taught in their school in 2022-2023.

N= 9 (including 3 partial responses)

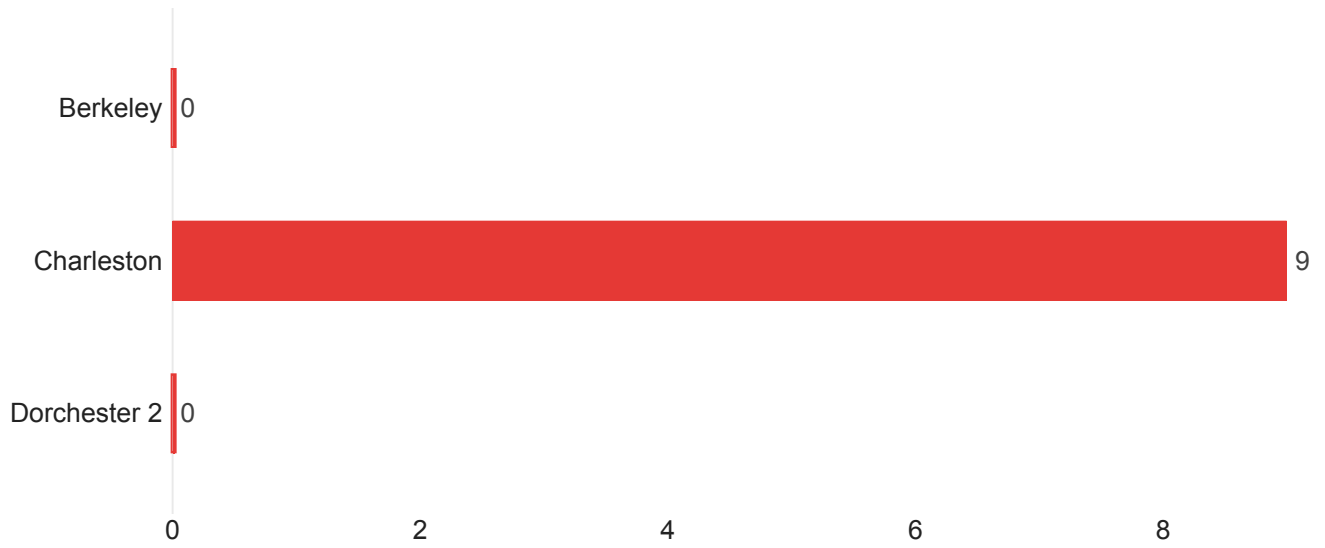
41% response rate

Position



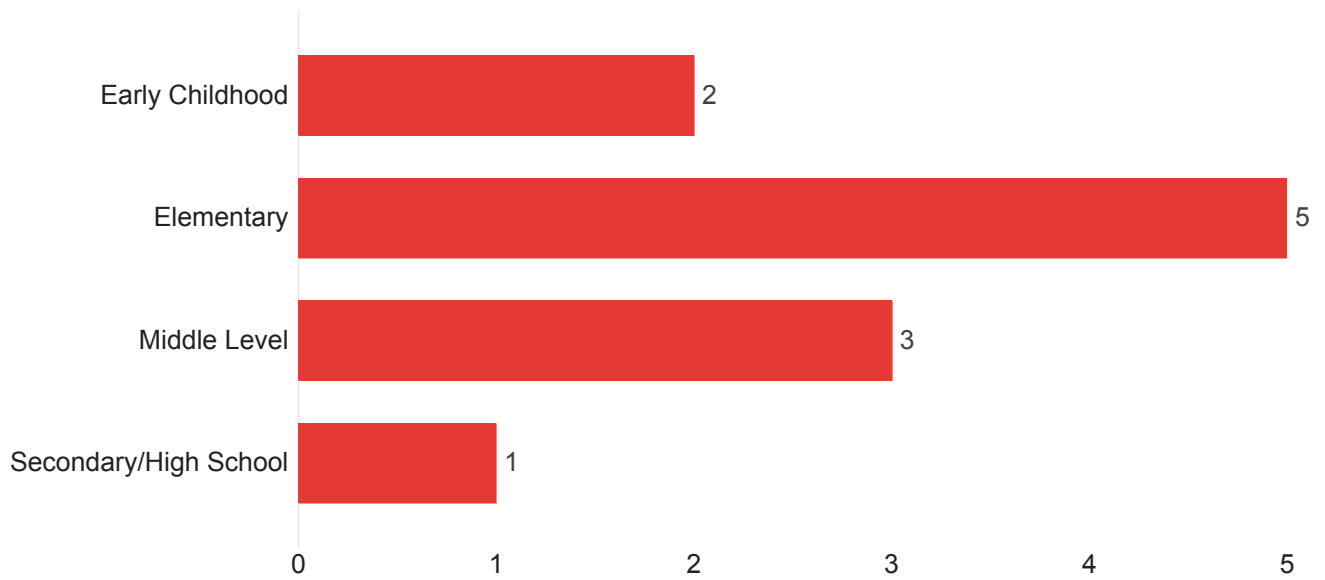
Answer	%	Count
Principal	88.89%	8
Assistant Principal	11.11%	1
Other	0.00%	0

School District



Answer	%	Count
Berkeley	0%	0
Charleston	100%	9
Dorchester 2	0%	0
Dorchester 4	0%	0

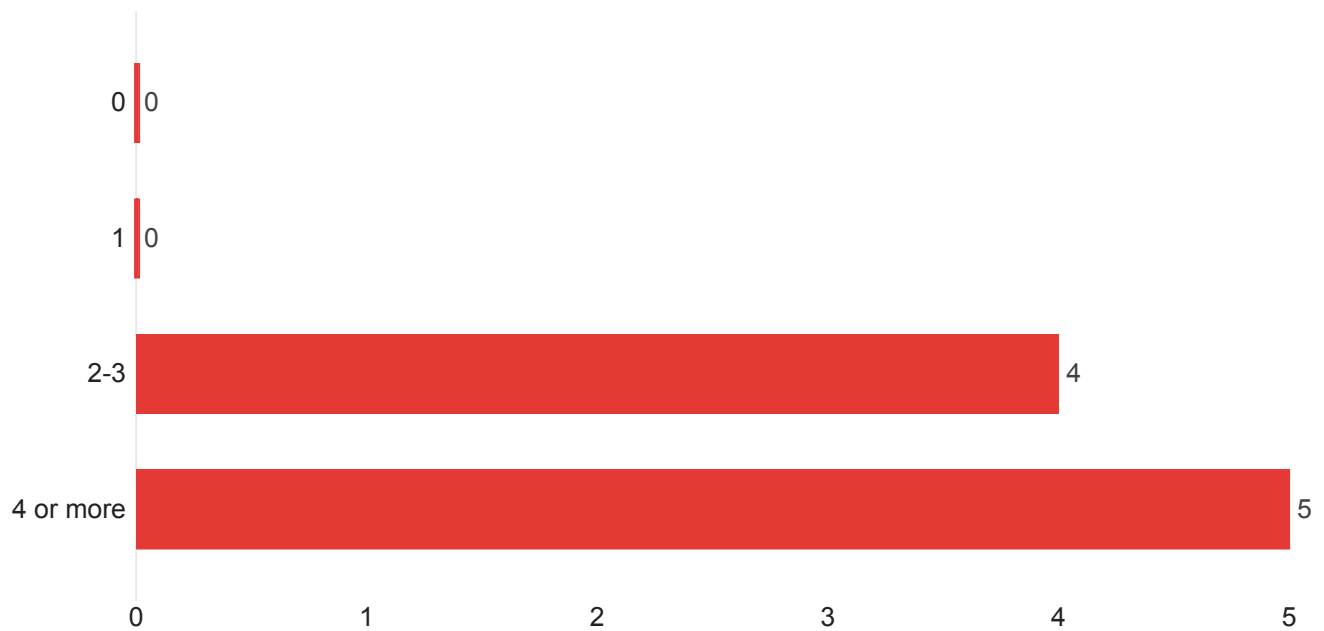
School Level



Q3 - School level (Choose all that apply)

Answer	%	Count
Early Childhood	18%	2
Elementary	45%	5
Middle Level	27%	3
Secondary/High School	9%	1

Please indicate how many 2019-20 College of Charleston graduates taught in your school this past academic year?



Answer	%	Count
0	0%	0
1	0%	0
2-3	44%	4
4 or more	56%	5

Compared to other first year teachers with whom you work, please indicate how prepared the College of Charleston teacher education graduates are to do each of the following in relation to the responsibilities they confront on the job:

The Learner and Learning

Field	Mean	Standard Deviation
Promote students' growth and development	3.43	0.49
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	3.57	0.49
Establish a climate of learning where students value and support each other's learning (peer relationships)	3.57	0.49
Support students as they engage in purposeful learning	3.43	0.73

Question	Better prepared than others (4)		Equally prepared as others (3)		Not as well prepared as others (2)		Not prepared at all/ No evidence of professional training (1)		No opportunity to observe/ NA		Total
Promote students' growth and development	42.86%	3	57.14%	4	0.00%	0	0.00%	0	0.00%	0	7
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	57.14%	4	42.86%	3	0.00%	0	0.00%	0	0.00%	0	7
Establish a climate of learning where students value and support each other's learning (peer relationships)	57.14%	4	42.86%	3	0.00%	0	0.00%	0	0.00%	0	7
Support students as they engage in purposeful learning	57.14%	4	28.57%	2	14.29%	1	0.00%	0	0.00%	0	7

Compared to other first year teacher with whom you work, please indicate how prepared the College of Charleston teacher education graduates are to do each of the following in relation to the responsibilities they confront on the job:

Content Knowledge

Question	Mean	Standard Deviation	Responses
Work toward each student's mastery of disciplinary content and skills	3.43	0.49	7
Recognize the potential of bias in his/her representation of the discipline	3.43	0.49	7
Keep abreast of new ideas and understandings in the field	3.14	0.64	7
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	3.29	0.70	7

Field	Not prepared at all/ No evidence of professional training		Not as well prepared as others		Equally prepared as others		Better prepared than others		No opportunity to observe/NA		Total
Work toward each student's mastery of disciplinary content and skills	0.00%	0	0.00%	0	57.14%	4	42.86%	3	0.00%	0	7
Recognize the potential of bias in his/her representation of the discipline	0.00%	0	0.00%	0	57.14%	4	42.86%	3	0.00%	0	7
Keep abreast of new ideas and understandings in the field	0.00%	0	14.29%	1	57.14%	4	28.57%	2	0.00%	0	7
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	0.00%	0	14.29%	1	42.86%	3	42.86%	3	0.00%	0	7

Compared to other first year teacher with whom you work, please indicate how prepared the College of Charleston teacher education graduates are to do each of the following in relation to the responsibilities they confront on the job:

Instructional Plans

Question	Mean	Standard Deviation	Responses
Align instruction and assessment with learning goals	3.50	0.50	6
Provide timely and effective descriptive feedback to students on their progress	3.33	0.75	6
Use multiple types of assessments to support, verify, and document learning	3.00	0.58	6
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	3.33	0.75	6
Use students' diverse strengths and needs to plan effective instruction	3.17	0.69	6
Use new and emerging technologies to support and promote student learning	3.33	0.75	6
Adapt instruction to student responses, ideas, and needs	3.50	0.76	6

Questions	Better prepared than others (4)		Equally prepared as others (3)		Not as well prepared as others (2)		Not prepared at all / No evidence of professional training (1)		No opportunity to observe/ NA		Total
Align instruction and assessment with learning goals	50.00%	3	50.00%	3	0.00%	0	0.00%	0	0.00%	0	6
Provide timely and effective descriptive feedback to students on their progress	50.00%	3	33.33%	2	16.67%	1	0.00%	0	0.00%	0	6
Use multiple types of assessments to support, verify, and document learning	16.67%	1	66.67%	4	16.67%	1	0.00%	0	0.00%	0	6
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	50.00%	3	33.33%	2	16.67%	1	0.00%	0	0.00%	0	6

Use students' diverse strengths and needs to plan effective instruction	33.33%	2	50.00%	3	16.67%	1	0.00%	0	0.00%	0	6
Use new and emerging technologies to support and promote student learning	50.00%	3	33.33%	2	16.67%	1	0.00%	0	0.00%	0	6
Adapt instruction to student responses, ideas, and needs	66.67%	4	16.67%	1	16.67%	1	0.00%	0	0.00%	0	6

Compared to other first year teacher with whom you work, please indicate how prepared the College of Charleston teacher education graduates are to do each of the following in relation to the responsibilities they confront on the job:

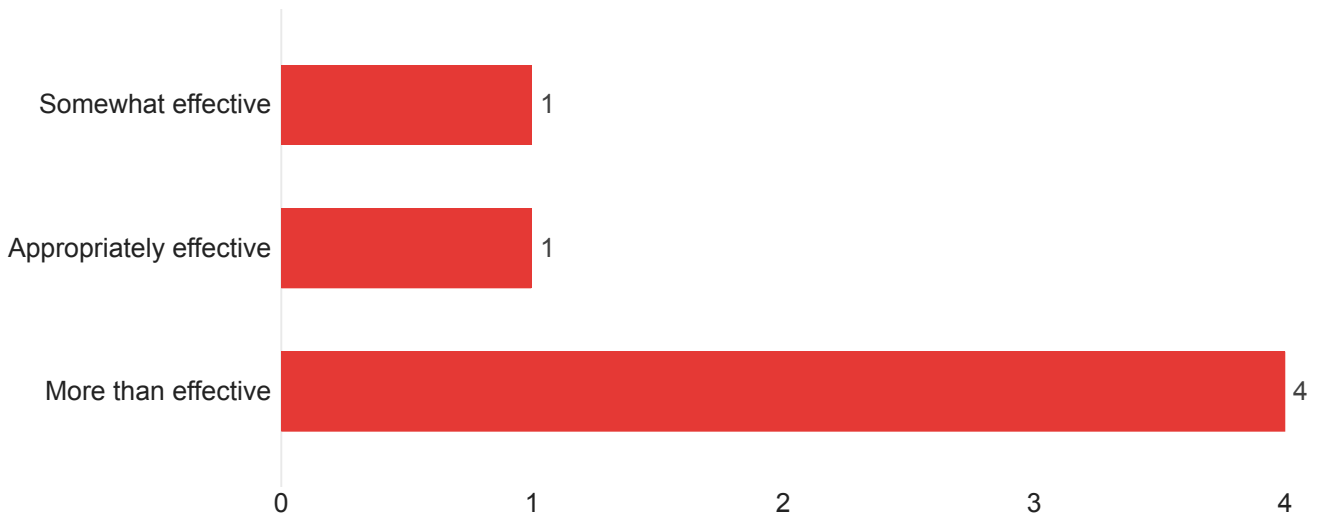
Professional Responsibility

Field	Mean	Standard Deviation	Responses
Manage potential biases within his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	3.67	0.47	6
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	3.33	0.75	6
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	3.83	0.37	6
Share responsibility for shaping and supporting the mission of his/her school as an advocate for students	3.50	0.50	6
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	3.67	0.47	6
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	3.67	0.47	6

Question	Better prepared than others (4)		Equally prepared as others (3)		Not as well prepared as others (2)		Not prepared at all / No evidence of professional training (1)		No opportunity to observe/ NA		Total
Manage potential biases within his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	66.67%	4	33.33%	2	0.00%	0	0.00%	0	0.00%	0	6
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	50.00%	3	33.33%	2	16.67%	1	0.00%	0	0.00%	0	6

Adhere to codes of ethics, professional standards of practice, and relevant law and policy	83.33%	5	16.67%	1	0.00%	0	0.00%	0	0.00%	0	6
Share responsibility for shaping and supporting the mission of his/her school as an advocate for students	50.00%	3	50.00%	3	0.00%	0	0.00%	0	0.00%	0	6
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	66.67%	4	33.33%	2	0.00%	0	0.00%	0	0.00%	0	6
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	66.67%	4	33.33%	2	0.00%	0	0.00%	0	0.00%	0	6

Overall, how effective was the teacher education program at the College of Charleston in preparing the graduate(s) as a teacher?



Field	Mean	Standard Deviation	Responses
Overall, how effective was the teacher education program at the College of Charleston in preparing the graduate(s) as a teacher?	3.50	0.76	6

Field	%	Count
More than effective (4)	67%	4
Appropriately effective (3)	17%	1
Somewhat effective (2)	17%	1
Not effective (1)	0%	0