EMPLOYER SURVEY 2018

Sent to 58 principals in Charleston, Berkeley and Dorchester Two school districts regarding 2016-17 College of Charleston teacher education graduates who taught in their school in 2017-18.

n=36
62% response rate

Position

Answer	Bar	Response	%
Principal		34	94.44%
Assistant Principal		2	5.56%
Other		0	0.00%
Total		36	100.00%

School District

Answer	Bar	Response	%
Berkeley		12	33.33%
Charleston		17	47.22%
Dorchester 2		7	19.44%
Dorchester 4		0	0.00%
Total		36	100.00%

School level (Choose all that apply)

Answer	Bar	Response	%
Early Childhood		10	27.78%
Elementary		16	44.44%
Middle Level		14	38.89%
Secondary/High School		7	19.44%

Please indicate how many 2016-17 College of Charleston graduates taught in your school this past academic year?

Answer	Bar	Response	%
1		20	55.56%
2-3		11	30.56%
4 or more		5	13.89%

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

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	Response	Average Value
Promote students' growth and development	10	22	3	1	-	36	3.14
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	18	14	2	2	-	36	3.33
Establish a climate of learning where students value and support each other's learning (peer relationships)	11	22	1	2	-	36	3.17
Support students as they engage in purposeful learning	13	19	2	2	-	36	3.19

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:

Content Knowledge

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	Response	Average Value
Work toward each student's mastery of disciplinary content and skills	12	21	3	-	-	36	3.25
Recognize the potential of bias in his/her representation of the discipline	7	25	2	1	1	36	3.09
Keep abreast of new ideas and understandings in the field	16	18	2	-	-	36	3.39
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	16	19	1	-	-	36	3.42

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:

Instructional Practice

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	Response	Average Value
Align instruction and assessment with learning goals	13	19	3	1	-	36	3.22
Engage students actively in self-assessment processes	10	19	6	1	-	36	3.06
Provide timely and effective descriptive feedback to students on their progress	9	22	4	1	-	36	3.08
Use multiple types of assessments to support, verify, and document learning	8	23	4	1	-	36	3.06
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	9	21	5	1	-	36	3.06
Use students' diverse strengths and needs to plan effective instruction	12	17	5	2	-	36	3.08
Use new and emerging technologies to support and promote student learning	11	23	2	-	-	36	3.25
Adapt instruction to student responses, ideas, and needs	11	20	3	2	-	36	3.11

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:

Professional Responsibility

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	Response	Average Value
Manage potential biases within his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	14	16	3	2	1	36	3.20
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	11	19	3	1	2	36	3.18
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	17	17	1	1	-	36	3.39
Use ongoing analysis and reflection to improve planning and practice	11	21	3	1	-	36	3.17
Implement continuous improvement and change in the classroom	15	18	2	1	-	36	3.31
Share responsibility for shaping and supporting the mission of his/her school as an advocate for students	16	15	2	2	1	36	3.29
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	15	16	2	2	1	36	3.26
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	16	16	2	2	-	36	3.28

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

Answer	Bar	Response	%
More than effective		17	47.22%
Appropriately effective		15	41.67%
Somewhat effective		4	11.11%
Not effective		0	0.00%
Total		36	100.00%