




EMPLOYER SURVEY 2020




Sent to 52 principals in Charleston, Berkeley and Dorchester Two school districts regarding 2018-19 College of Charleston teacher education graduates who taught in their school in 2018-19.

N=35
67.3% response rate





Position

Answer	Bar	Response	%
Principal		29	82.86%
Assistant Principal		5	14.29%
Other		1	2.86%
Total		35	100.00%

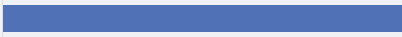


School District

Answer	Bar	Response	%
Berkeley		5	14.29%
Charleston		23	65.71%
Dorchester 2		7	20.00%
Total		35	100.00%

School level (Choose all that apply)

Answer	Bar	Response	%
Early Childhood		11	31.43%
Elementary		17	48.57%
Middle Level		11	31.43%
Secondary/High School		6	17.14%

Please indicate how many 2018-19 College of Charleston graduates taught in your school this past academic year?

Answer	Bar	Response	%
1		23	65.71%
2-3		8	22.86%
4 or more		4	11.43%

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	16	17	1	1	-	35	3.37
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	21	13	-	1	-	35	3.54
Establish a climate of learning where students value and support each other's learning (peer relationships)	20	12	1	2	-	35	3.43
Support students as they engage in purposeful learning	18	14	2	1	-	35	3.40

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	19	3	1	-	35	3.20
Recognize the potential of bias in his/her representation of the discipline	10	21	3	1	-	35	3.14
Keep abreast of new ideas and understandings in the field	17	16	2	-	-	35	3.43
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	22	11	2	-	-	35	3.57

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	12	21	2	-	-	35	3.29
Engage students actively in self- assessment processes	10	21	3	1	-	35	3.14
Provide timely and effective descriptive feedback to students on their progress	16	16	2	1	-	35	3.34
Use multiple types of assessments to support, verify, and document learning	18	14	2	1	-	35	3.40
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	15	17	2	-	1	34	3.38
Use students' diverse strengths and needs to plan effective instruction	13	18	1	2	1	34	3.24
Use new and emerging technologies to support and promote student learning	20	12	3	-	-	35	3.49
Adapt instruction to student responses, ideas, and needs	16	15	2	1	1	34	3.35

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).	13	20	1	1	-	35	3.29
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	14	15	4	-	-	33	3.30
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	18	14	3	-	-	35	3.43
Use ongoing analysis and reflection to improve planning and practice	15	17	3	-	-	35	3.34
Implement continuous improvement and change in the classroom	16	16	3	-	-	35	3.37
Share responsibility for shaping and supporting the mission of his/her school as an advocate for students	14	17	4	-	-	35	3.29
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	17	13	5	-	-	35	3.34
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	19	10	6	-	-	35	3.37

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		19	54.29%
Appropriately effective		13	37.14%
Somewhat effective		1	2.86%
Not effective		2	5.71%
Total		35	100.00%