

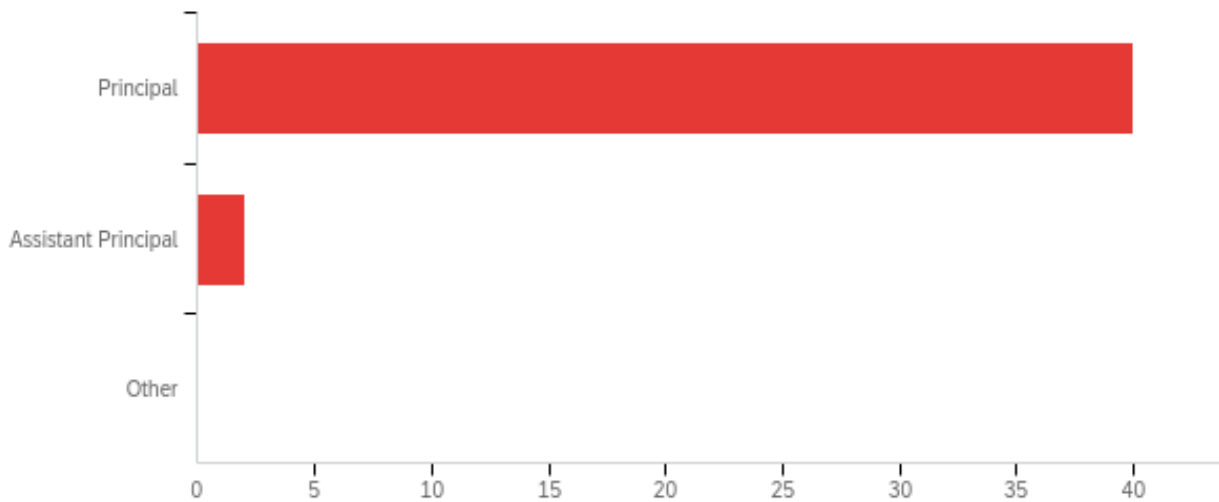
Employer Survey 2021

Sent to 54 principals in Charleston, Berkeley, and Dorchester Two school districts regarding 2019-2020 College of Charleston teacher education graduates who taught in their school in 2019-2020.

N=42 (including 2 partial responses)

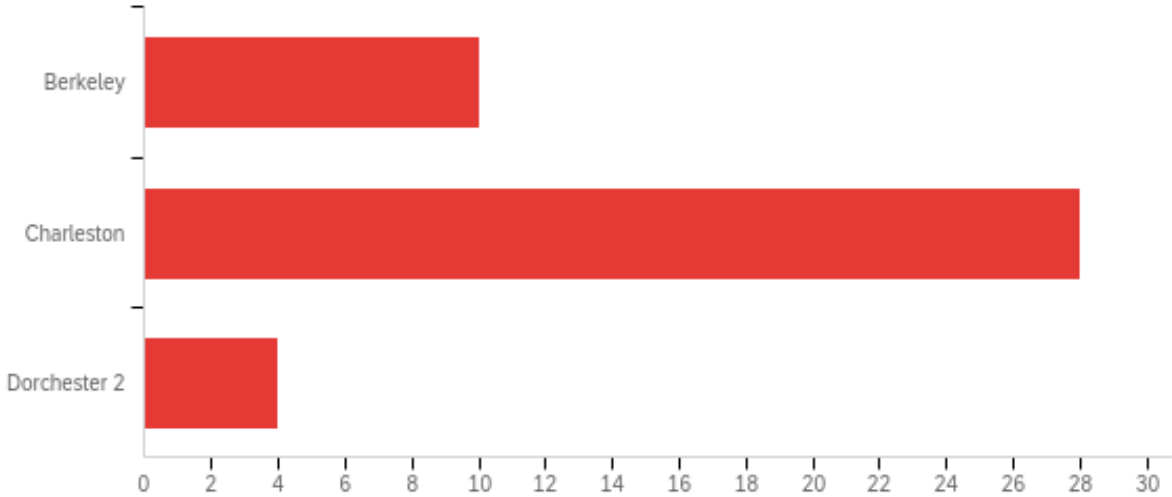
78% response rate

Position



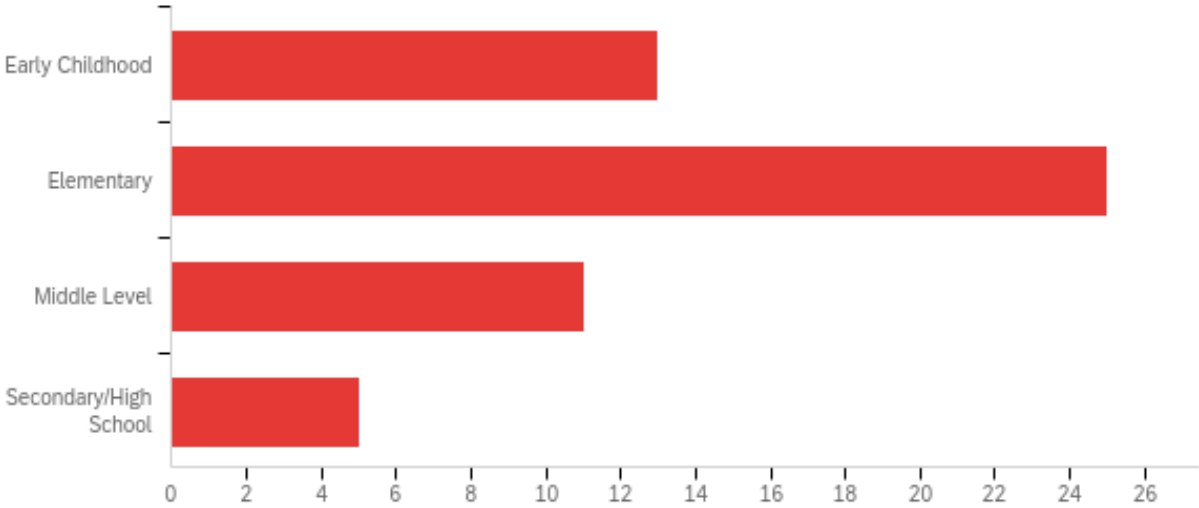
Answer	%	Count
Principal	95.24%	40
Assistant Principal	4.76%	2
Other	0.00%	0
Total	100%	42

School District



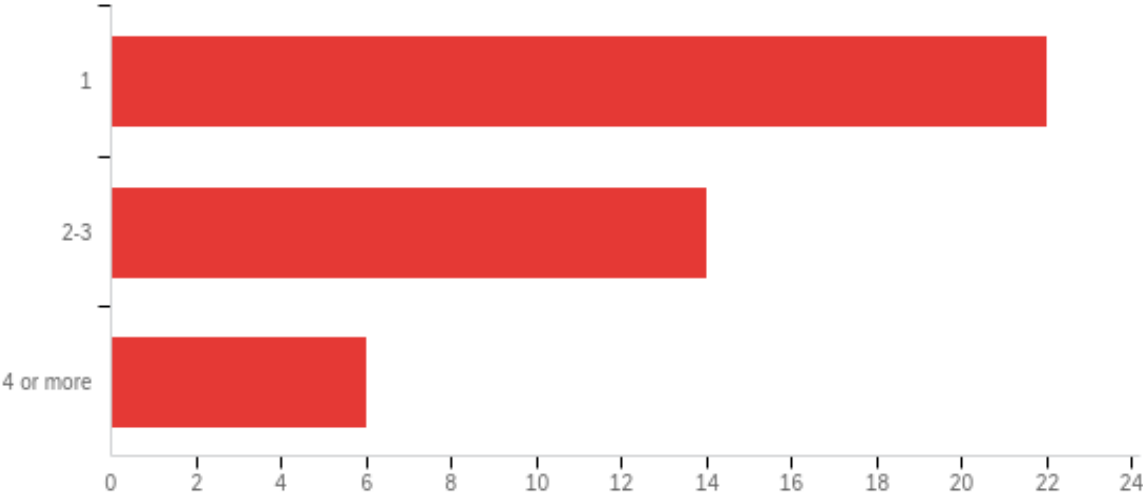
Answer	%	Count
Berkeley	23.81%	10
Charleston	66.67%	28
Dorchester 2	9.52%	4
Total	100%	42

School level (Choose all that apply)



Answer	%	Count
Early Childhood	24.07%	13
Elementary	46.30%	25
Middle Level	20.37%	11
Secondary/High School	9.26%	5
Total	100%	54

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



Answer	%	Count
1	52.38%	22
2-3	33.33%	14
4 or more	14.29%	6
Total	100%	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:

The Learner and Learning

Field	Mean	Std Deviation	Count
Promote students' growth and development	3.29	0.70	42
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	3.62	0.53	42
Establish a climate of learning where students value and support each other's learning (peer relationships)	3.43	0.69	42
Support students as they engage in purposeful learning	3.38	0.65	42

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
Support students as they engage in purposeful learning	45.24%	19	50.00%	21	2.38%	1	2.38%	1	0.00%	0	42
Establish a climate of learning where students value and support each other's learning (peer relationships)	52.38%	22	40.48%	17	4.76%	2	2.38%	1	0.00%	0	42
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	64.29%	27	33.33%	14	2.38%	1	0.00%	0	0.00%	0	42
Promote students' growth and development	40.48%	17	50.00%	21	7.14%	3	2.38%	1	0.00%	0	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:

Content Knowledge

Field	Mean	Std Deviation	Count
Work toward each student’s mastery of disciplinary content and skills	3.41	0.58	41
Recognize the potential of bias in his/her representation of the discipline	3.44	0.86	41
Keep abreast of new ideas and understandings in the field	3.41	0.76	41
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	3.41	0.73	41

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
Work toward each student’s mastery of disciplinary content and skills	46.34%	19	48.78%	20	4.88%	2	0.00%	0	0.00%	0	41
Recognize the potential of bias in his/her representation of the discipline	41.46%	17	43.90%	18	2.44%	1	4.88%	2	7.32%	3	41
Keep abreast of new ideas and understandings in the field	41.46%	17	46.34%	19	4.88%	2	2.44%	1	4.88%	2	41
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	53.66%	22	36.59%	15	7.32%	3	2.44%	1	0.00%	0	41

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

Field	Mean	Std Deviation	Count
Use students' diverse strengths and needs to plan effective instruction	3.30	0.78	40
Use new and emerging technologies to support and promote student learning	3.42	0.54	40
Use multiple types of assessments to support, verify, and document learning	3.23	0.61	40
Provide timely and effective descriptive feedback to students on their progress	3.17	0.63	40
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	3.38	0.76	40
Align instruction and assessment with learning goals	3.30	0.56	40
Adapt instruction to student responses, ideas, and needs	3.27	0.71	40

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
Use students' diverse strengths and needs to plan effective instruction	40.00%	16	45.00%	18	10.00%	4	2.50%	1	2.50%	1	40
Use new and emerging technologies to support and promote student learning	45.00%	18	52.50%	21	2.50%	1	0.00%	0	0.00%	0	40
Use multiple types of assessments to support, verify, and document learning	32.50%	13	57.50%	23	10.00%	4	0.00%	0	0.00%	0	40
Provide timely and effective descriptive feedback to students on their progress	30.00%	12	57.50%	23	12.50%	5	0.00%	0	0.00%	0	40

Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	37.50%	15	50.00%	20	5.00%	2	2.50%	1	5.00%	2	40
Align instruction and assessment with learning goals	35.00%	14	60.00%	24	5.00%	2	0.00%	0	0.00%	0	40
Adapt instruction to student responses, ideas, and needs	40.00%	16	50.00%	20	7.50%	3	2.50%	1	0.00%	0	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:

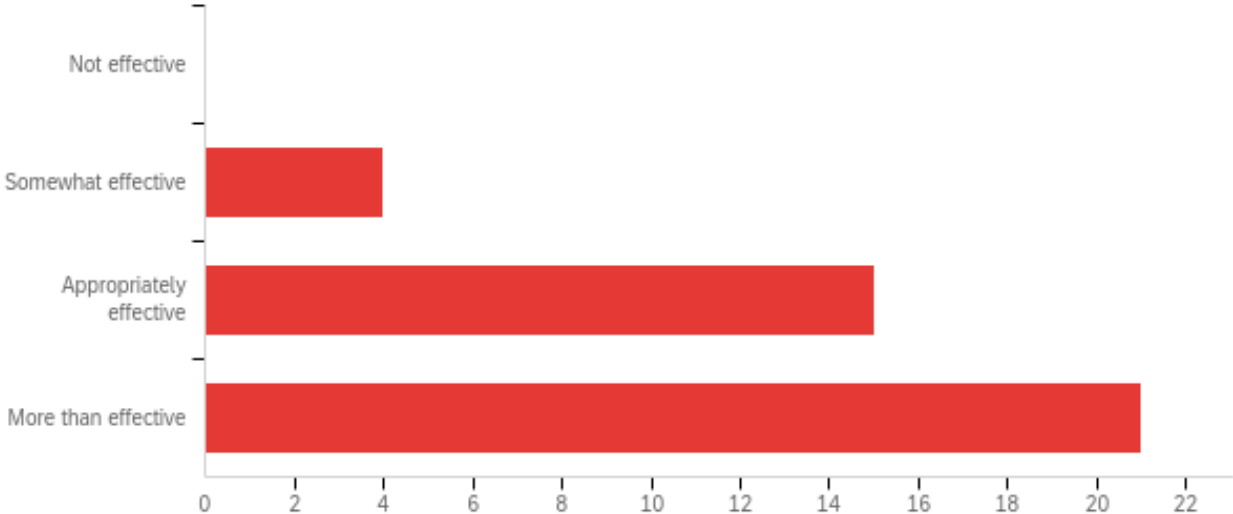
Professional Responsibility

Field	Mean	Std Deviation	Count
Manage potential biases within his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).	3.42	0.86	40
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	3.40	0.94	40
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	3.52	0.63	40
Share responsibility for shaping and supporting the mission of his/her school as an advocate for students	3.33	0.72	40
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	3.45	0.77	40
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	3.42	0.63	40

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
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	45.00%	18	47.50%	19	2.50%	1	0.00%	0	5.00%	2	40
Analyzes and reflects, independently and with colleagues, to support continuous classroom improvement that promotes student learning	42.50%	17	50.00%	20	5.00%	2	0.00%	0	2.50%	1	40
Manage potential biases within his/her own	40.00%	16	45.00%	18	2.50%	1	5.00%	2	7.50%	3	40

frame of reference (e.g., culture, gender, language, abilities, ways of knowing).											
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	37.50%	15	40.00%	16	7.50%	3	5.00%	2	10.00%	4	40
Share responsibility for shaping and supporting the mission of his/her school as an advocate for students	37.50%	15	52.50%	21	5.00%	2	2.50%	1	2.50%	1	40
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	52.50%	21	35.00%	14	7.50%	3	2.50%	1	2.50%	1	40

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



Field	Mean	Std Deviation	Count
Overall, how effective was the teacher education program at the College of Charleston in preparing the graduate(s) as a teacher?	3.42	0.67	40

Answer	%	Count
More than effective (4)	52.50%	21
Appropriately effective (3)	37.50%	15
Somewhat effective (2)	10.00%	4
Not effective (1)	0.00%	0
Total	100%	40