



EMPLOYER SURVEY 2017





Sent to 51 principals in Charleston, Berkeley, Dorchester 2 and Dorchester 4 school districts regarding 2015-16 College of Charleston teacher education graduates who taught in their school in 2016-17.

n=31
61% response rate





Position

Answer	Bar	Response	%
Principal		29	93.55%
Assistant Principal		2	6.45%
Other		0	0.00%
Total		31	100.00%




School District

Answer	Bar	Response	%
Berkeley		11	35.48%
Charleston		9	29.03%
Dorchester 2		9	29.03%
Dorchester 4		2	6.45%
Total		31	100.00%

School level (Choose all that apply)

Answer	Bar	Response	%
Early Childhood		15	48.39%
Elementary		16	51.61%
Middle Level		5	16.13%
Secondary/High School		5	16.13%

Please indicate how many 2015-16 College of Charleston graduates taught in your school this past academic year?

Answer	Bar	Response	%
1		15	48.39%
2-3		13	41.94%
4 or more		3	9.68%

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	11	15	4	-	1	31	3.23
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	13	14	2	1	1	31	3.30
Establish a climate of learning where students value and support each other's learning (peer relationships)	13	11	5	1	1	31	3.20
Support students as they engage in purposeful learning	13	14	3	-	1	31	3.33

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	13	12	5	-	1	31	3.27
Recognize the potential of bias in his/her representation of the discipline	9	15	2	2	3	31	3.11
Keep abreast of new ideas and understandings in the field	12	12	3	2	2	31	3.17
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	11	14	4	1	1	31	3.17

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	11	16	3	-	1	31	3.27
Engage students actively in self- assessment processes	10	14	3	2	2	31	3.10
Provide timely and effective descriptive feedback to students on their progress	12	14	3	1	1	31	3.23
Use multiple types of assessments to support, verify, and document learning	13	14	2	1	1	31	3.30
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	14	11	3	1	2	31	3.31
Use students' diverse strengths and needs to plan effective instruction	10	15	3	2	1	31	3.10
Use new and emerging technologies to support and promote student learning	13	13	2	2	1	31	3.23
Adapt instruction to student responses, ideas, and needs	11	13	5	-	2	31	3.21

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).	9	15	2	2	3	31	3.11
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	7	17	3	2	2	31	3.00
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	12	14	1	3	1	31	3.17
Use ongoing analysis and reflection to improve planning and practice	14	11	3	2	1	31	3.23
Implement continuous improvement and change in the classroom	11	14	3	2	1	31	3.13
Share responsibility for shaping and supporting the mission of his/her school as an advocate for students	13	12	3	2	1	31	3.20
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	13	13	1	3	1	31	3.20
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	13	11	2	4	1	31	3.10

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		13	41.94%
Appropriately effective		13	41.94%
Somewhat effective		3	9.68%
Not effective		2	6.45%
Total		31	100.00%