


EMPLOYER SURVEY 2019




Sent to 48 principals in Charleston, Berkeley and Dorchester Two school districts regarding 2017-18 College of Charleston teacher education graduates who taught in their school in 2017-18.

N=30
62.5% response rate

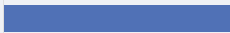
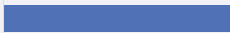


Position

Answer	Bar	Response	%
Principal		28	93.33%
Assistant Principal		2	6.67%
Other		0	0.00%
Total		30	100.00%




School District

Answer	Bar	Response	%
Berkeley		8	26.67%
Charleston		17	56.67%
Dorchester 2		5	16.67%
Dorchester 4		0	0.00%
Total		30	100.00%

School level (Choose all that apply)

Answer	Bar	Response	%
Early Childhood		12	40.00%
Elementary		12	40.00%
Middle Level		11	36.67%
Secondary/High School		4	13.33%

Please indicate how many 2017-18 College of Charleston graduates taught in your school this past academic year?

Answer	Bar	Response	%
1		13	43.33%
2-3		15	50.00%
4 or more		2	6.67%

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	15	15	-	-	-	30	3.50
Respect students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	16	14	-	-	-	30	3.53
Establish a climate of learning where students value and support each other's learning (peer relationships)	17	10	3	-	-	30	3.47
Support students as they engage in purposeful learning	15	14	1	-	-	30	3.47

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	11	17	2	-	-	30	3.30
Recognize the potential of bias in his/her representation of the discipline	11	14	3	-	-	28	3.29
Keep abreast of new ideas and understandings in the field	14	14	-	1	-	29	3.41
Embrace flexible learning environments that encourage student exploration, discovery, and expression across content areas	14	15	1	-	-	30	3.43

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:

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	19	-	-	-	30	3.37
Engage students actively in self- assessment processes	9	17	4	-	-	30	3.17
Provide timely and effective descriptive feedback to students on their progress	14	14	2	-	-	30	3.40
Use multiple types of assessments to support, verify, and document learning	15	14	1	-	-	30	3.47
Make accommodations in assessments and testing conditions, especially for students with disabilities and language learning needs	10	19	1	-	-	30	3.30
Use students' diverse strengths and needs to plan effective instruction	15	13	2	-	-	30	3.43
Use new and emerging technologies to support and promote student learning	13	16	1	-	-	30	3.40
Adapt instruction to student responses, ideas, and needs	13	15	2	-	-	30	3.37

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).	12	15	1	-	-	28	3.39
Seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	12	14	2	1	-	29	3.28
Adhere to codes of ethics, professional standards of practice, and relevant law and policy	15	14	1	-	-	30	3.47
Use ongoing analysis and reflection to improve planning and practice	13	16	1	-	-	30	3.40
Implement continuous improvement and change in the classroom	13	16	1	-	-	30	3.40
Share responsibility for shaping and supporting the mission of his/her school as an advocate for students	13	16	1	-	-	30	3.40
Work collaboratively with the learning community (e.g., students, colleagues, families, larger community) in setting and meeting challenging goals	15	15	-	-	-	30	3.50
Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	16	14	-	-	-	30	3.53

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	43.33%
Appropriately effective		16	53.33%
Somewhat effective		1	3.33%
Not effective		0	0.00%
Total		30	100.00%