

CAEP Annual 2017 Employer Satisfaction

The employer survey is sent to all partner districts; these districts employ the majority of our graduates. The assessment is designed to gather feedback related to the preparation of our candidates and their success in the field, specifically their ability to apply the professional knowledge, skills and dispositions their preparation was designed to achieve and employer's satisfaction with completers performance.

The survey is sent out annually to partner districts by the Dean of the School of Education through the Assessment Coordinator. Program completers are rated on a 4-point scale as 4-Completely Prepared, 3-Prepared, 2-Partially Prepared, and 1-Not Prepared. Administrators are asked to focus their responses on recent USC Upstate graduates, specifically those who completed their SAFE-T Formal Evaluation process (which occurs in the second year of teaching) the previous school year. Administrators respond holistically for all recent program completers in that cohort employed in their school or district.

This survey provides feedback as to the success of program completers in the field, so does not affect a candidates' progression. However, results are shared with the unit and analyzed to shape the future development of programs and work to improve candidate preparation. Asking administrators to rate holistically program completers who completed their second year of teaching intentionally provides complementary data for the SAFE-T Formal Evaluations.

Table 1: Data from the Employer Survey, Spring 2017

#	Question	(4.0) Completely Prepared	(3.0) Prepared	(2.0) Partially Prepared	(1.0) Not Prepared	Total
1	-Understand how learners grow and develop based on your School/District evaluation criteria?	2	5	1	0	8
2	-Design and implement developmentally appropriate, challenging learning experiences?	1	6	1	0	8
3	- Use an understanding of individual differences, diverse cultures, and diverse communities to ensure inclusive learning environments that enable each learner to meet high standards?	2	6	0	0	8
4	-Work with others to create environments that support individual and collaborative learning?	3	5	0	0	8
5	-Encourage positive social interaction, active engagement in learning, and self-motivation?	3	4	1	0	8
6	-Apply the central concepts, tools of inquiry, and structures of the disciplines he or she teaches based on your School/District evaluation criteria?	1	6	1	0	8
7	-Create learning experiences that make the disciplines accessible and meaningful for learners to ensure mastery of content?	1	6	1	0	8

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8	-Connect various disciplinary concepts and the differing perspectives they offer to engage learners in critical thinking, creativity, and collaborative problem solving?	1	5	2	0	8
9	-Understand and use multiple methods of assessment to engage learners in their own growth and monitor learner progress?	1	5	2	0	8
10	-Use multiple methods of assessment to guide teacher and learner decision-making?	1	5	2	0	8
11	-Plan instruction that supports every student in meeting rigorous learning goals by drawing on knowledge from content areas, curriculum, cross-disciplinary skills, pedagogy, knowledge of learners and community context?	1	5	2	0	8
12	-Understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections?	0	6	2	0	8
13	-Understand and use a variety of instructional strategies to build learner skills and apply knowledge in meaningful ways?	0	6	2	0	8
14	-Engage in ongoing professional development and continually evaluate his/her practices?	3	5	0	0	8
15	-Adapt their practices to meet the needs of each learner?	2	5	1	0	8
16	-Seek appropriate leadership roles and/or other opportunities to take responsibility for student learning?	2	6	0	0	8
17	-Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth?	4	4	0	0	8

n=8

Table 2: Responses to open-ended comments about teacher preparation, Spring 2017

Comment
<p>We find the Upstate graduates to be as well-prepared as those graduates of other local institutions that we employ. We especially like to have student teachers from Upstate with our district and often, those graduates are hired when possible. This further aids in their success their first two years as they have been exposed to the culture and expectations of the district. We find that those employees who did not student teach in our district have a little steeper learning curve, as to be expected. Looking at this cohort group, we had seven</p>

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Upstate teachers and all excelled in their student teaching, several won department awards, and they have gone on to begin to emerge as teacher leaders. In all recent graduates, we find that use of multiple assessments and analysis of data to inform instruction is always hard for them. There is so much to cover, and different districts use different assessments and programs so it is not possible to cover all areas in an undergraduate program. However, a broad knowledge of the use of assessments and interpretation of the data serves the pre-service teacher well so that he or she has a base from which to learn.

We need to emphasize differentiation. Teachers at my school give the same homework, seatwork, etc. The only real differentiation is with guided reading groups.

I would like for the practicum and pre-service teachers to have some experiences with running records prior to beginning these experiences.

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Table 3: Response Rates by District, Spring 2017

#	Answer	%	Count
1	Spartanburg 1	25.00%	2
2	Spartanburg 2	0.00%	0
3	Spartanburg 3	0.00%	0
4	Spartanburg 4	0.00%	0
5	Spartanburg 5	12.50%	1
6	Spartanburg 6	0.00%	0
7	Spartanburg 7	0.00%	0
8	Greenville	12.50%	1
9	Cherokee	0.00%	0
10	Union	0.00%	0
10	Sumter	37.5%	3
11	Other-	12.5%	1
	Total	100%	8

Table 4: Positions of Administrators Completing the Survey

Position	Number
Assistant Principal	1
Principal	5
Personnel Director (District Level)	2

Document 12: Employer Survey Data