

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 2018

#	<u>Question</u>	<u>(4.0) Completely Prepared</u>	<u>(3.0) Prepared</u>	<u>(2.0) Partially Prepared</u>	<u>(1.0) Not Prepared</u>	<u>Total</u>
1	Understand how learners grow and develop based on your school / District evaluation criteria?	10	6	0	0	16
2	Design and implement developmentally appropriate, challenging learning experiences?	9	7	0	0	16
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?	11	4	1	0	16
4	Work with others to create environments that support individual and collaborative learning?	13	3	0	0	16
5	Encourage positive social interaction, active engagement in learning, and self-motivation?	10	5	1	0	16
6	Apply the central concepts, tools of inquiry, and structures of the disciplines he or she	7	9	0	0	16

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	teaches based on your School / District evaluation criteria?					
7	Create learning experiences that make the disciplines accessible and meaningful for learners to ensure mastery of content?	8	7	1	0	16
8	Connect various disciplinary concepts and the differing perspectives they offer to engage learners in critical thinking, creativity, and collaborative problem solving?	6	9	1	0	16
9	Understand and use multiple methods of assessment to engage learners in their own growth and monitor learner progress?	7	6	3	0	16
10	Use multiple methods of assessment to guide teacher and learner decision-making?	5	7	4	0	16
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?	5	9	2	0	16
12	Understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections?	12	4	0	0	16
13	Understand and use a variety of instructional strategies to build learner skills and apply knowledge in meaningful ways?	7	9	0	0	16
14	Engage in ongoing professional development and continually evaluate his/her own practices.	7	8	0	0	15
15	Adapt their practices to meet the needs of each learner?	9	6	1	0	16
16	Seek appropriate leadership roles and/or other opportunities to take responsibility for student learning?	9	6	1	0	16

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17	Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth?	12	4	0	0	16
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n=16

Table 2: Responses to open-ended comments about teacher preparation, Spring 2018

Comment
<p>We have been really impressed with X. In my opinion she is beyond her years in regards to teaching and learning. She is very well organized and a great team player. I think USC Upstate has done a fabulous job in preparing her for her teaching career.</p>
<p>Students in this school come from a variety of backgrounds. The difficulty sometimes comes from meeting the needs of that diverse population, then you add the poverty aspect. It is a very challenging environment. If there could be some type of training on teaching students of poverty, How they think, why they sometimes behave the way they do, would be beneficial. Dealing with at-risk students and special needs students is also a reality that is more and more prominent. New teachers are coming in blindsided to these types of students and issues..</p> <p>X is a natural teacher. She entered the profession with knowledge and skills that far exceed the average teacher. She was equipped with a wealth of knowledge allowing her to effectively reach her students and families. One of her greatest gifts is building relationships, she has an exceptionally well managed classroom...which I attribute mostly to the warm, nurturing, and student-centered environment she created.</p>
<p>X is becoming an outstanding teacher based on her college preparation combined with additional professional development. Her willingness to meet weekly with her grade level team and take constructive feedback from them has been a tremendous asset. If I had to select one or two areas for improvement they would be long-range planning and higher student engagement. She has developed the student engagement with practice, however.</p>
<p>Areas to address more include using data to guide individualized/personalized instruction and working with families.</p>
<p>X is a phenomenal teacher, and she is an asset to our school. Notably (at the end of her first year of teaching), she was nominated and named the School District's "First Year Teacher of the Year." This is a great honor and a testament to her aptitude, attitude, and the training she received at USC Upstate.</p>

To maintain anonymity, the names of program completers have been replaced with an X.

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Table 3: Response Rates by District, Spring 2018

#	Answer	%	Count
1	Spartanburg 1	6.25%	1
2	Spartanburg 2	0.00%	0
3	Spartanburg 3	0.00%	0
4	Spartanburg 4	0.00%	0
5	Spartanburg 5	0.00%	0
6	Spartanburg 6	12.50%	2
7	Spartanburg 7	6.25%	1
8	Greenville	0.00%	0
9	Cherokee	31.25%	5
10	Union	0.00%	0
11	Laurens	6.25%	1
12	Other-	37.50%	6
	Saluda	6.25%	1
	Kershaw	18.75%	3
	Oconee	6.25%	1
	Lexington / Richland 5	6.25%	1
	Total	100%	16

Table 4: Positions of Administrators Completing the Survey

Position	Number
Principal	16

Document 12: Employer Survey Data