

## Employer Survey Data

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 Expanded ADEPT 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 Expanded ADEPT Formal Evaluations.

Table 1: Data from the Employer Survey, Fall 2019

<b>#</b>	<b><u>Question</u></b>	<b><u>(4.0) Completely Prepared</u></b>	<b><u>(3.0) Prepared</u></b>	<b><u>(2.0) Partially Prepared</u></b>	<b><u>(1.0) Not Prepared</u></b>	<b><u>Total</u></b>
1	Understand how learners grow and develop based on your school / District evaluation criteria?	10	17	3	0	30
2	Design and implement developmentally appropriate, challenging learning experiences?	13	14	3	0	30
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?	12	13	5	0	30
4	Work with others to create environments that support individual and collaborative learning?	12	12	6	0	30
5	Encourage positive social interaction, active engagement in learning, and self-motivation?	17	13	0	0	30
6	Apply the central concepts, tools of inquiry, and structures	12	14	4	0	30

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	of the disciplines he or she 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?	12	13	5	0	30
8	Connect various disciplinary concepts and the differing perspectives they offer to engage learners in critical thinking, creativity, and collaborative problem solving?	9	16	3	2	30
9	Understand and use multiple methods of assessment to engage learners in their own growth and monitor learner progress?	10	14	6	0	30
10	Use multiple methods of assessment to guide teacher and learner decision-making?	9	15	6	0	30
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?	10	14	5	1	30
12	Understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections?	13	13	4	0	30
13	Understand and use a variety of instructional strategies to build learner skills and apply knowledge in meaningful ways?	11	15	4	0	30
14	Engage in ongoing professional development and continually evaluate his/her own practices.	16	11	2	1	30
15	Adapt their practices to meet the needs of each learner?	11	15	4	0	30
16	Seek appropriate leadership roles and/or other opportunities	9	18	2	1	30

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	to take responsibility for student learning?					
17	Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth?	15	13	1	1	30

*n=30*

Table 2: Responses to open-ended comments about teacher preparation, Fall 2019

Comment
“Just as any first year teacher, X needed support in establishing and maintaining a classroom environment conducive to learning. She collaborated with the administration and academic coaches to strengthen her core instruction. She has done a wonderful job!”
“My focus this year for all of my teachers is rigor. Our professional learning communities are centered around lesson planning and how to use data to inform the instruction. Also, many teachers struggle with understanding the state's standards.”
“I love an Upstate graduate. They are amazing. It is rare that I have one that is not completely prepared. You do an amazing job of getting them ready for the real world of teaching.”
“Sometimes, individuals complete surveys and give candidates all 4's to complete the survey quickly, but this is not the case. X is a phenomenal teacher who goes above and beyond in her job. Her rapport with the students and staff is a prime example of what a teacher should be. Her work ethic is second to none. She is one of the first teachers here and one of the last to leave. She truly represent what is best about our school. I'm grateful to have her on our team.”
“Continue to work with your students on dealing with ADULTS who are not always agreeable, as well as strategies for students who don't learn the first time around. Teachers need to come prepared to work with kids that simply do not get their lesson the first time it is presented.”
“X has been an awesome hire. In just her 3rd year, she was nominated as teacher of the year! “
“Overall, the graduates were prepared. USC Upstate did a good job. Comprehensively, diversity and inclusivity could enhance the graduates' capabilities to better understand students and families from diverse backgrounds, while providing equitable learning experiences for all students.”

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

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Table 3: Response Rates by District, Fall 2019

#	Answer	%	Count
1	Spartanburg 1	6.67%	2
2	Spartanburg 2	13.33%	4
3	Spartanburg 3	0%	0
4	Spartanburg 4	3.33%	1
5	Spartanburg 5	0%	0
6	Spartanburg 6	0%	0
7	Spartanburg 7	13.33%	4
8	Greenville	33.33%	10
9	Cherokee	0%	0
10	Union	3.33%	1
11	Laurens 55	0%	0
12	Other-		
	Berkeley	3.33%	1
	Dorchester 2	3.33%	1
	Anderson 5	3.33%	1
	SC Public Charter School District	6.67%	2
	Lexington/Richland 5	3.33%	1
	Lexington 2	3.33%	1
	Sumter	3.33%	1

Table 4: Positions of Administrators Completing the Survey

Position	Number
Principal	25
Assistant Principal	5