

Measure 2: Satisfaction of Employers and Stakeholder Involvement

The Employer Survey (Addendum 1) is emailed to all partner school districts; these school districts employ the majority of our graduates. The assessment is designed to gather feedback related to the preparation of our candidates and their subsequent 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 school districts by the Dean of the School of Education through the Director of Accreditation, Assessment, and Research.

Program completers are rated on a 4-point scale (Completely Prepared, Prepared, Partially Prepared, and Not Prepared). Administrators are asked to focus their responses on recent USC Upstate graduates, specifically those who completed their Expanded ADEPT 4.0 Formal Evaluation process in 2022-2023 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, and does not affect a candidates’ progression. Results are shared with the School of Education, Human Performance, and Health faculty and analyzed to shape the future development of programs and work to improve candidate preparation. Asking administrators to rate program completers who completed their second year of teaching intentionally provides complementary data for the Expanded ADEPT 4.0 Formal Evaluations.

The 2024 survey was emailed to 97 principals over a span of two days, January 15, and January 16, 2024. A second reminder email was sent January 24, 25, and 26, 2024, and a third email was sent January 30, 2024. The email closed February 5, 2024. In total, 50 responses were recorded for a 52% response rate. Analysis of the data show that employer and stakeholders are pleased with the preparation of teacher candidates.

Table 1: Data from the Employer Survey, Spring 2024

#	<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	The teacher arranges the classroom environment to support work in small groups	25	20	3	1	49*
2	The teacher analyzes student data to plan and adjust instruction	14	27	7	1	49*
3	The teacher plans lessons relevant to students	26	23	0	1	50
4	The teacher implements college and career readiness standards	22	21	2	3	48*
5	The teacher facilitates learning through student engagement	29	15	5	1	50

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6	The teacher differentiates instruction using a variety of instructional strategies	19	23	7	1	50
7	The teacher uses technology appropriately	26	19	3	1	49*
8	The teacher implements various disciplinary concepts to engage learners in critical thinking.	14	25	9	2	50
9	The teacher appropriately considers traditional and nontraditional family contexts	18	26	1	2	47*
10	The teacher uses inclusive language with students.	17	27	2	1	47*
11	The teacher uses inclusive language with teachers.	17	26	3	1	47*
12	The teacher uses inclusive language with families.	18	26	2	1	47*
13	The teacher selects material that is culturally responsive to the students in the school	21	24	4	1	50
14	The teacher creates a safe classroom for all students	29	16	5	0	50
15	The teacher provides all students the opportunity to participate in the classroom community	26	21	3	0	50
16	The teacher exhibits regular attendance	34	14	2	0	50
17	The teacher exhibits punctuality	32	15	3	0	50
18	The teacher accepts constructive criticism	23	24	3	0	50
19	The teacher dresses appropriately in the educational environment	32	16	2	0	50
20	The teacher interacts appropriately with students	35	12	2	1	50
21	The teacher communicates with families	24	22	4	0	50
22	The teacher maintains professional boundaries with students	35	12	3	0	50
23	The teacher uses assessment to plan instruction	18	24	5	3	50

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24	The teacher uses a variety of data to make instructional decisions	18	24	4	4	50
25	The teacher uses a variety of assessments to determine level of mastery	16	25	5	3	49*
26	The teacher clearly communicates expectations to students	26	19	2	3	50
27	The teacher creates opportunities for learners to set academic goals.	19	23	5	3	50
28	The teacher conferences with learners to evaluate the status of their academic goals.	16	24	7	2	49*
29	The teacher rephrases questions when necessary	23	23	3	1	50
30	The teacher reviews expectations when necessary	25	20	5	0	50
31	The teacher amends instruction when necessary	21	23	4	2	50
32	The teacher reflects after every lesson	16	27	6	1	50
33	The teacher engages in ongoing professional development	26	20	3	1	50
34	The teacher collaborates with families to ensure learner growth.	22	22	5	1	50
35	The teacher collaborates with colleagues to ensure learner growth	29	14	4	3	50
36	The teacher requests feedback on their ADEPT evaluation.	19	25	2	2	48*

n=50

**One or more employer marked n/a.*

Table 2: Sample of Responses to open-ended comments about teacher preparation, Spring 2024

Comment
“... X builds great rapport with parents and students. In addition, she is an excellent role model for any teacher.”
“X does an excellent job.”
“X is truly an asset to...She is an extremely dedicated and hard working educator who loves her students. Mary is professional and works well with everyone. Her students demonstrate excellent growth on formative assessments. X is an outstanding educator!”

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“X is an excellent young teacher, who is always looking for ways to reflect upon her practice and increase her teaching skills. She has a very calm and positive demeanor that students gravitate to, and I look forward to watching her grow.”
“Recommendation: Working on inclusive practices with colleagues. For example, a colleague in the school may have a disability.”
“X is exceptionally hard working and earnest in her efforts to help students. Her planning and instructional delivery leads to a classroom environment in which instruction ‘comes alive’ with choral responses, chants, and predictable routines. Like many emerging and veteran teachers, X could benefit from behavior strategies for Tier II and III students who do not respond to class-wide discipline strategies. Overall, X is much further along than many third year teachers and I am grateful she is at our school.”
“X is a fantastic, energetic math teacher.”
“I would like to see this teacher take more initiative when he sees a need.”
“Both graduates have really grown. They have a heart for children; they are a joy to have on our Team.”

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

Table 3: Response Rates by District, Spring 2024

#	Answer	Response Rate	Count
1	Cherokee	2%	1
2	Chesterfield 1	-	-
3	Greenville	18%	9
4	Laurens 55	2%	1
5	Pickens	-	-
6	Spartanburg 1	6%	3
7	Spartanburg 2	22%	11
8	Spartanburg 3	-	-
9	Spartanburg 4	2%	1
10	Spartanburg 5	12%	6
11	Spartanburg 6	6%	3
12	Spartanburg 7	4%	2
13	Union	6%	3

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14	Other		
	• Charter Institute of Erskine	4%	2
	• York 3	4%	2
	• Richland School District Two	4%	2
	• Anderson 5	2%	1
	• Orangeburg	2%	1
	• Laurens 56	2%	1
	• South Carolina School for the Deaf and Blind	2%	1
	Total:	100%	50

Table 4: Positions of Administrators Completing the Survey, Spring 2024

<u>Position</u>	<u>Number</u>
Principal	50
Assistant Principal	-
Other	-

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Addendum 1: Employer Survey

Employer Survey

USC Upstate College of Education, Human Performance, and Health Employer Survey of Recent Graduates

We request your assistance in assessing the performance of recent graduates of the educator preparation programs of USC Upstate. Through ADEPT 4.0 Formal evaluation results, available from the South Carolina Department of Education, we understand that one, or more, of our graduates completed the formal evaluation process in your school during the 2022-2023 academic year. Please rate each item on a four-point scale as described below. If any item is not appropriate to your situation, please indicate N/A – not applicable.

Scale	Explanation
4.0 = Exceedingly Prepared	USC upstate graduates performed this function far above what is typically seen at this point in a career.
3.0 = Prepared	USC Upstate graduates performed this function at the level expected of a teacher at this point in a career. Most graduates managed learning situations from simple to complex with minimal assistance.
2.0 = Partially Prepared	USC Upstate graduates performed this function with some difficulty. While there were relatively few major omissions, most graduates frequently required guidance, assistance, and/or mentoring.
1.0 = Not Prepared	USC Upstate graduates were not able to perform this function without extension assistance.

		Exceedingly Prepared (4)	Prepared (3)	Partially Prepared (2)	Not Prepared (1)	N/A
INTASC – 3, CAEP- R1.1	The teacher arranges the classroom environment to support work in small groups					
INTASC- 6	The teacher analyzes student data to plan and adjust instruction					

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CAEP – R1.3						
INTASC – 7 CAEP- R1.3	The teacher plans lessons relevant to students					
INTASC – 7 CAEP – R1.3	The teacher implements college and career readiness standards					
INTASC – 7, 8 CAEP – R1.3	The teacher facilitates learning through student engagement					
INTASC – 7,8 CAEP – R1.3	The teacher differentiates instruction using a variety of instructional strategies					
INTASC – 6,7,8 CAEP – R1.3	The teacher uses technology appropriately					
INTASC – 4 CAEP – R1.2	The teacher implements various disciplinary concepts to engage learners in critical thinking.					
INTASC – 2 CAEP R1.1	The teacher appropriately considers traditional and nontraditional family contexts					
INTASC – 1,2,3 CAEP - R1.1	The teacher uses inclusive language with students.					
INTASC – 1,2,3 CAEP - R1.1	The teacher uses inclusive language with teachers.					
INTASC – 1,2,3 CAEP - R1.1	The teacher uses inclusive language with families.					
INTASC – 1,2,3, CAEP – R1.1	The teacher selects material that is culturally responsive to the students in the school					
INTASC – 1,2,3 CAEP – R1.1	The teacher creates a safe classroom for all students					

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INTASC – 1,2,3 CAEP – R1.1	The teacher provides all students the opportunity to participate in the classroom community					
INTASC-9 CAEP – R1.4	The teacher exhibits regular attendance					
INTASC – 9 CAEP – R1.4	The teacher exhibits punctuality					
INTASC – 10 CAEP – R1.4	The teacher accepts constructive criticism					
INTASC – 9 CAEP – R1.4	The teacher dresses appropriately in the educational environment					
INTASC – 9 CAEP – R1.4	The teacher interacts appropriately with students					
INTASC – 9, 10 CAEP – R1.4	The teacher communicates with families					
INTASC – 9 CAEP – R1.4	The teacher maintains professional boundaries with students					
INTASC – 6,7 CAEP - R1.3	The teacher uses assessment to plan instruction					
INTASC – 6,7 CAEP – R1.3	The teacher uses a variety of data to make instructional decisions					
INTASC – 6 CAEP – R1.3	The teacher uses a variety of assessments to determine level of mastery					
INTASC 4,5 CAEP – R1.2	The teacher clearly communicates expectations to students					
INTASC – 3, 7 CAEP – R1.1, R1.3	The teacher creates opportunities for learners to set academic goals.					
INTASC – 7 CAEP – R1.3	The teacher conferences with learners to evaluate the status of their academic goals.					

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INTASC – 4,5 CAEP – R1.2	The teacher rephrases questions when necessary					
INTASC – 4,5 CAEP – R1.2	The teacher reviews expectations when necessary					
INTASC – 4,5 CAEP – R1.2	The teacher amends instruction when necessary					
INTASC – 9 CAEP – R1.4	The teacher reflects after every lesson					
INTASC – 9 CAEP- R1.4	The teacher engages in ongoing professional development					
INTASC -1, 10 CAEP – R1.3	The teacher collaborates with families to ensure learner growth.					
INTASC - 10 CAEP – R1.3	The teacher collaborates with colleagues to ensure learner growth					
INTASC – 9 CAEP – R1.4	The teacher requests feedback on their ADEPT evaluation.					

Please offer any comments or recommendations on the preparation of recent USC Upstate graduates hired by your school or district.

Please identify your position:

- Teacher
- Assistant Principal
- Principal
- Assistant Superintendent
- Superintendent
- Other- Please specify

Please identify your school district

- Cherokee
- Chesterfield 1

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Greenville

Laurens 55

Pickens

Spartanburg 1

Spartanburg 2

Spartanburg 3

Spartanburg 4

Spartanburg 5

Spartanburg 6

Spartanburg 7

Union

Other- please specify