

Employer Survey for SOE Strategic Planning

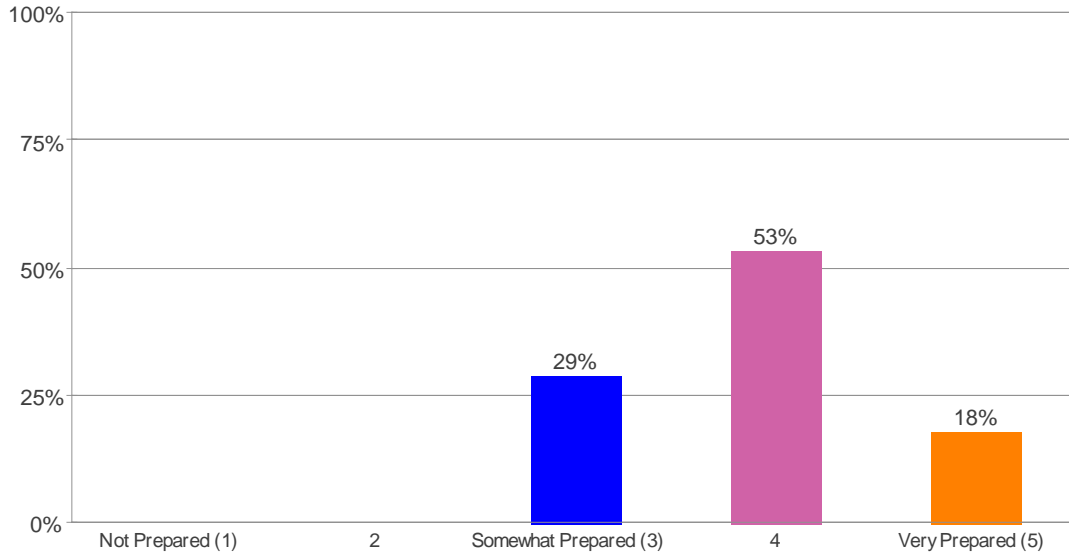


Office of Assessment and Planning
Southern Connecticut State University
02/26/2015
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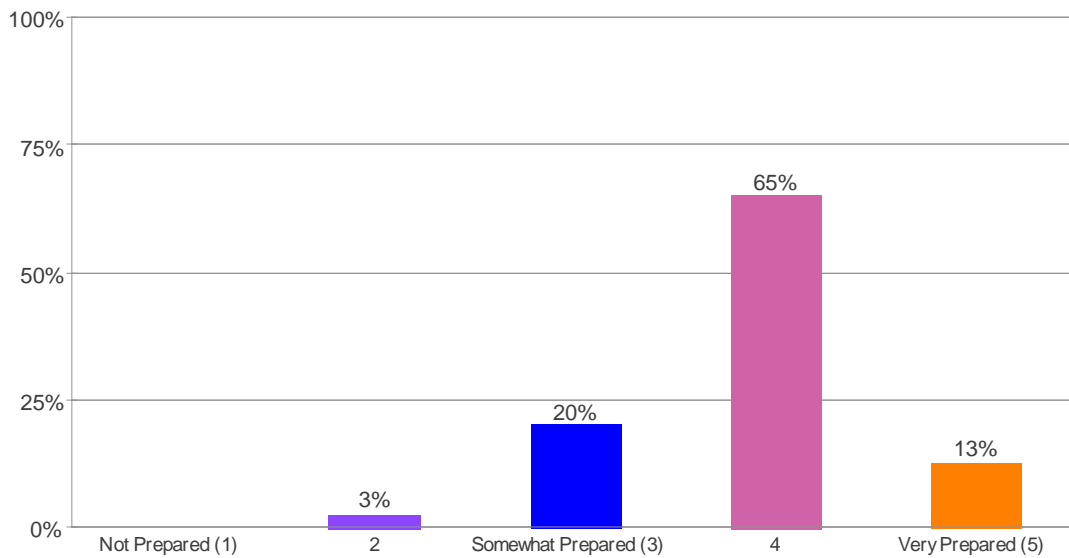
Please tell us how prepared the Southern graduates who work/have worked in your school were when they first started...

Scale: 1 = Not Prepared, 2 = Poorly Prepared, 3 = Somewhat Prepared, 4 = Well Prepared, 5 = Very Well Prepared

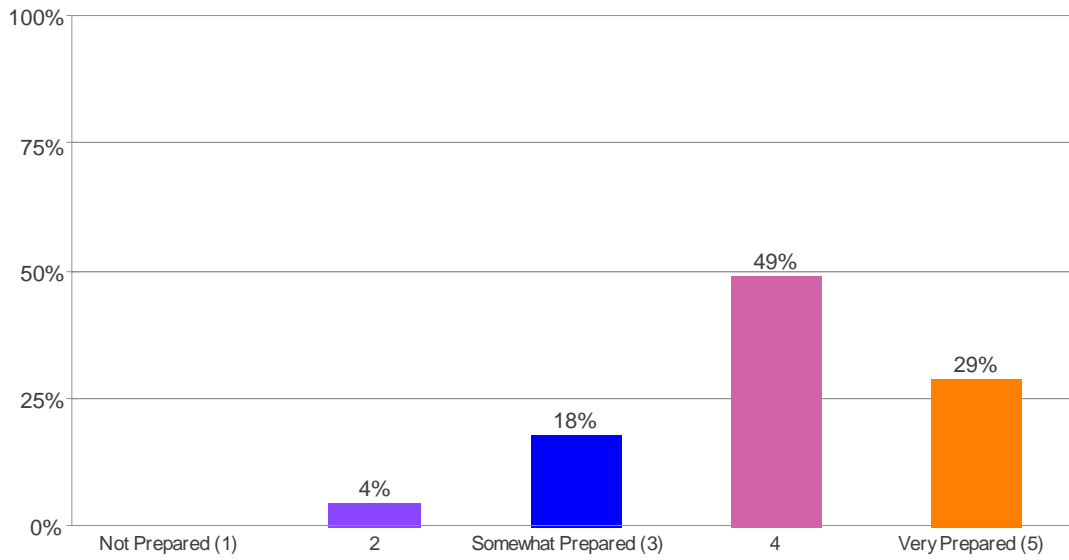
in teaching content?



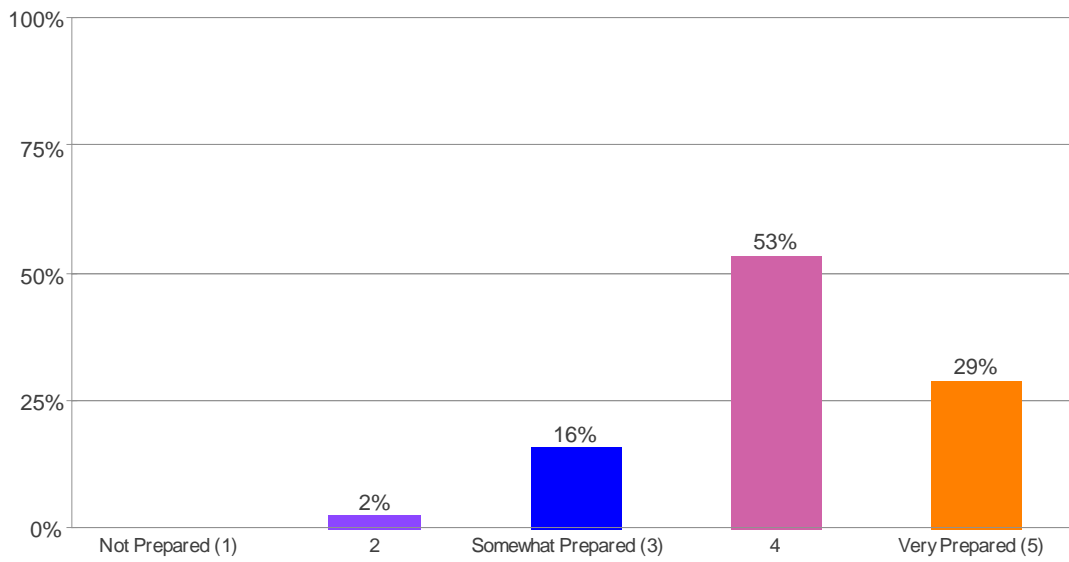
in their pedagogical skills?



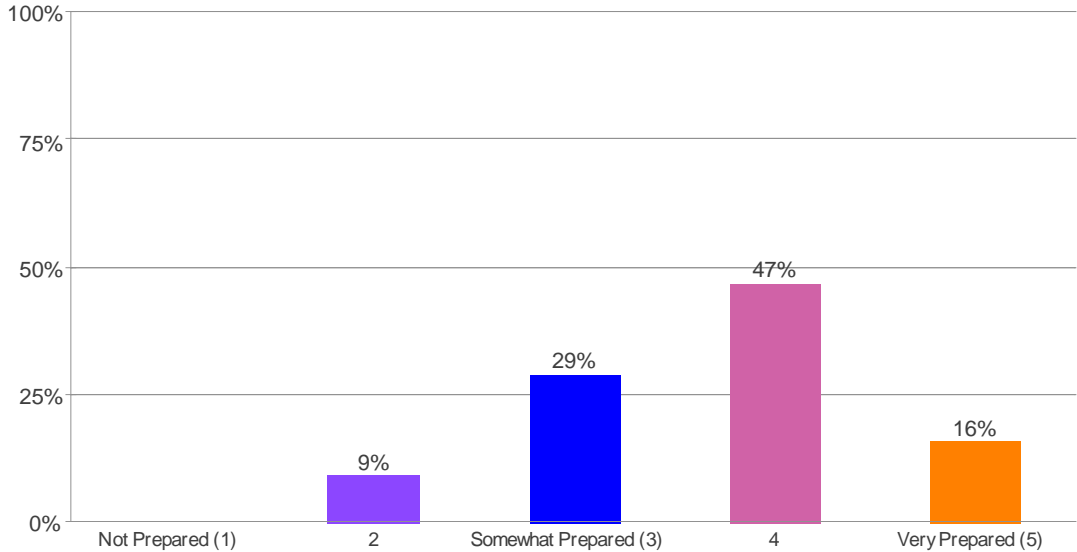
to demonstrate professional dispositions?



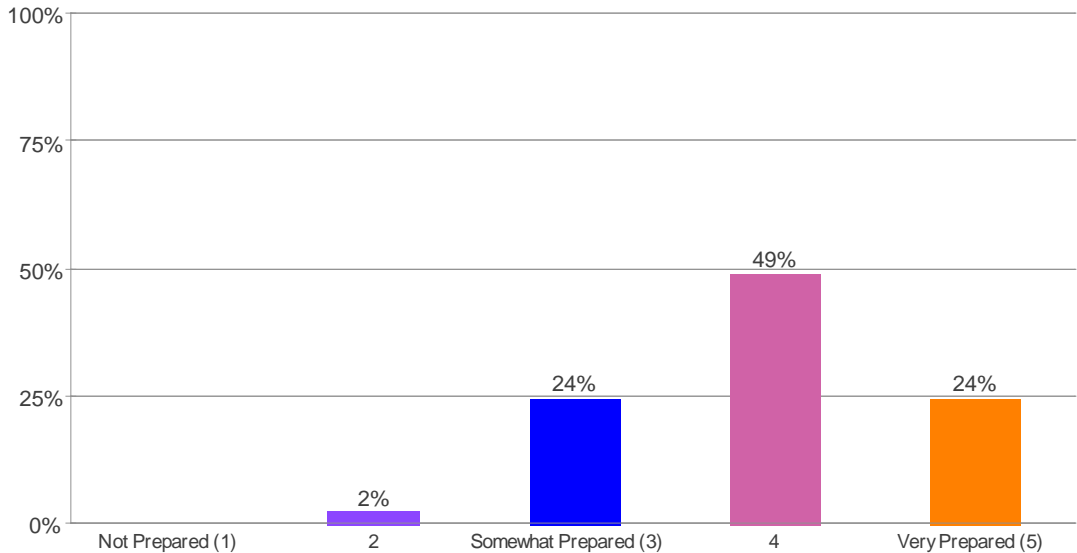
in terms of their professionalism?



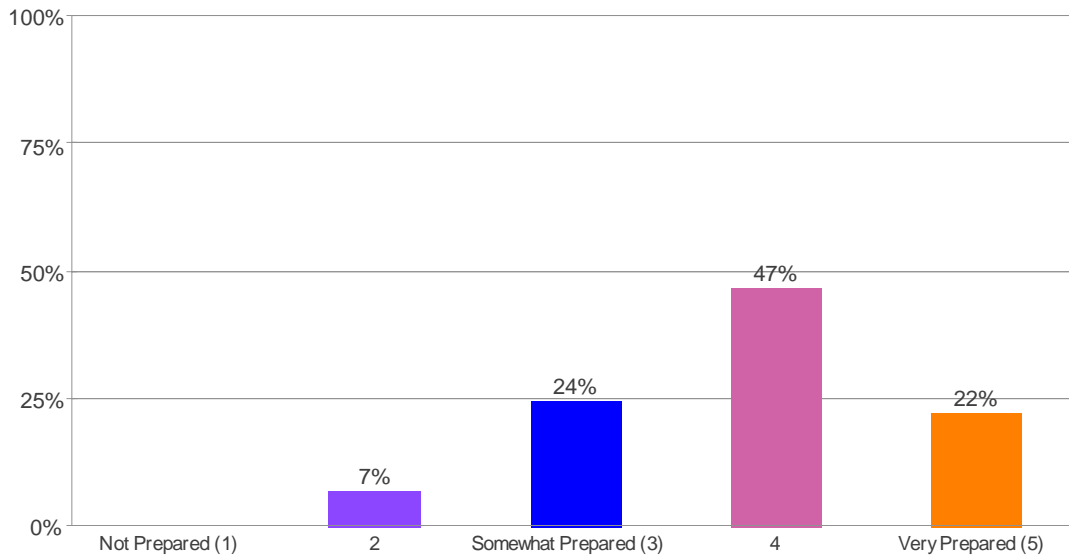
in their ability to help all students learn?



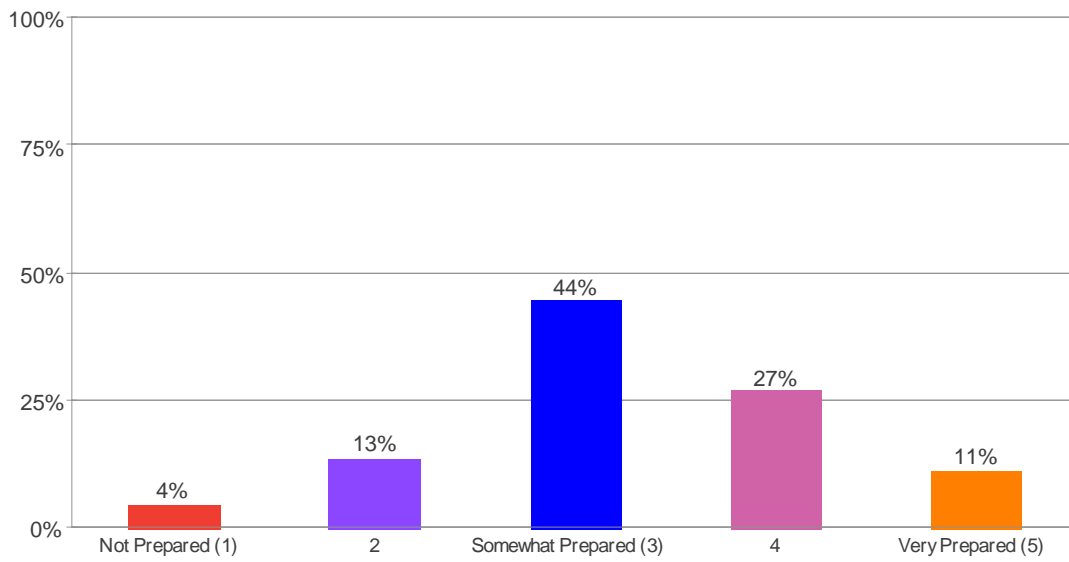
in their ability to create positive environments for student learning?



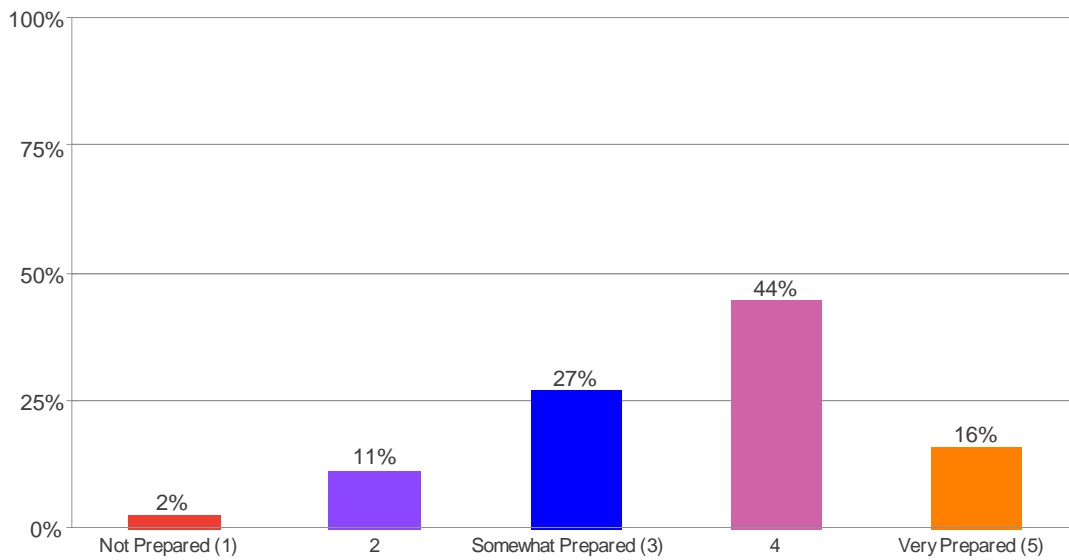
in meeting the needs of your school?



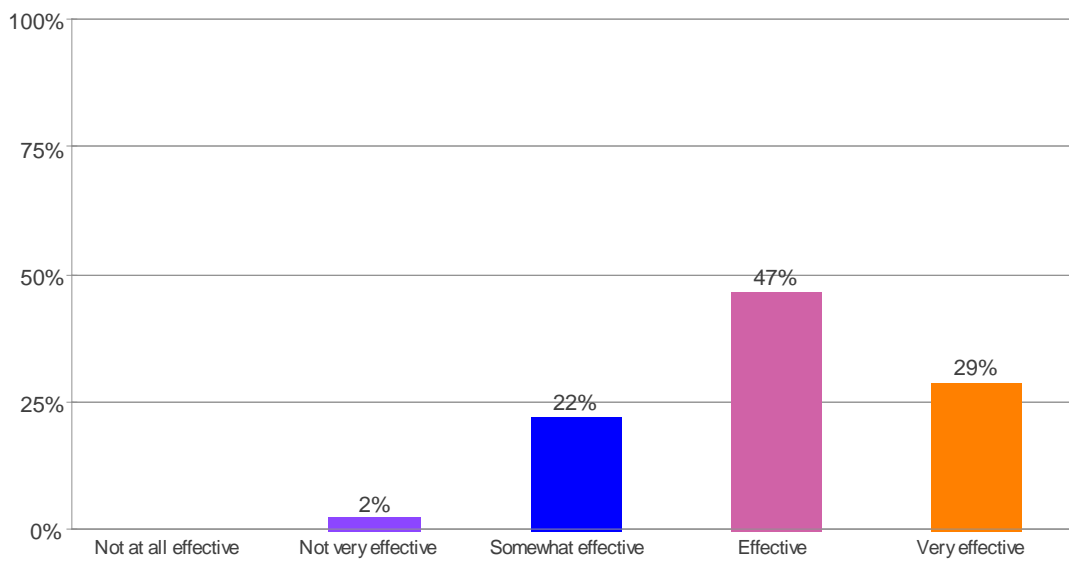
in classroom management?



in readiness to meet challenges/evolving needs of education?

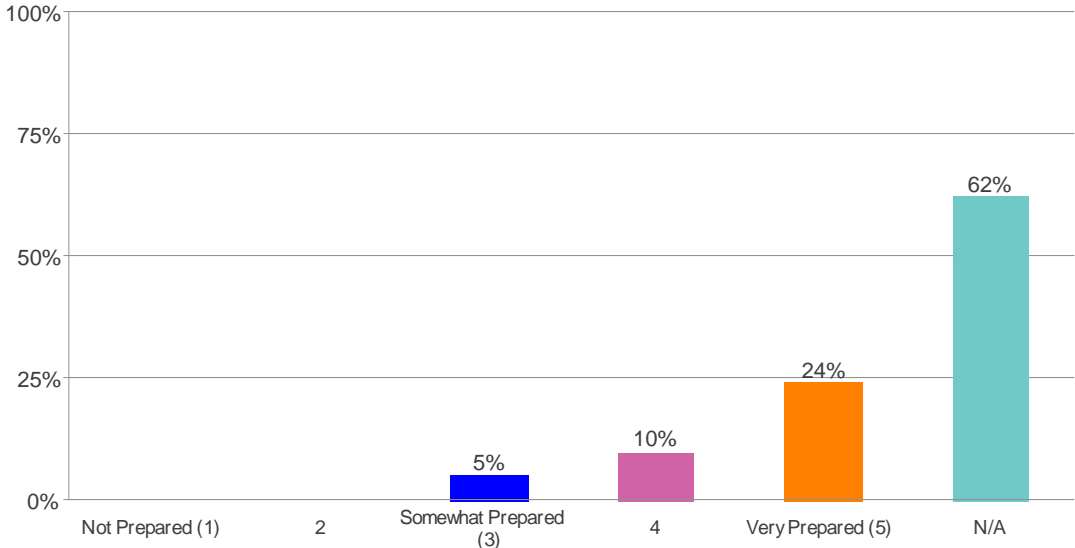


Thinking about them today, how effective are they at impacting student learning?

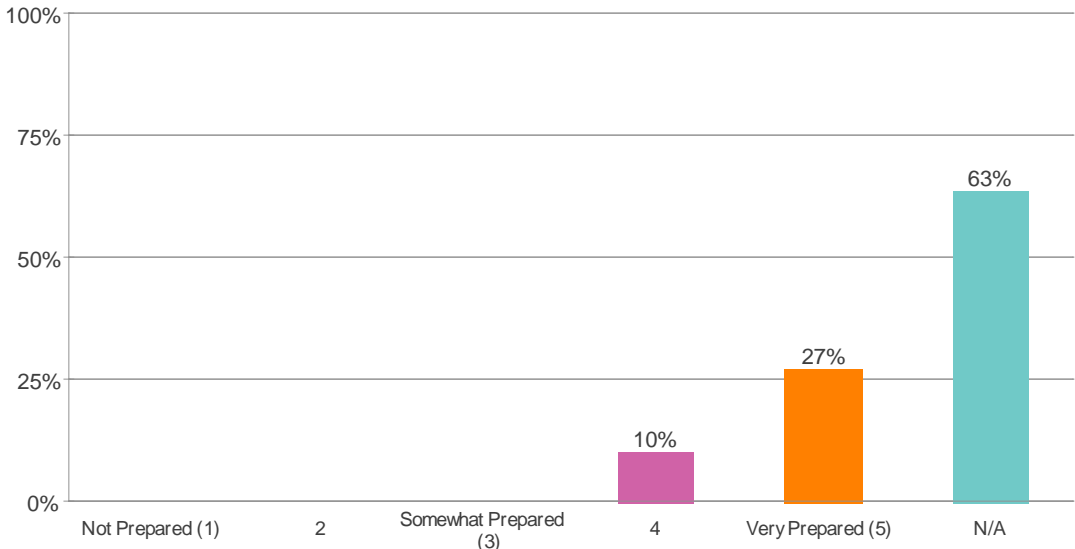


How prepared do you think your SCSU-trained professionals were when they started working at your school?

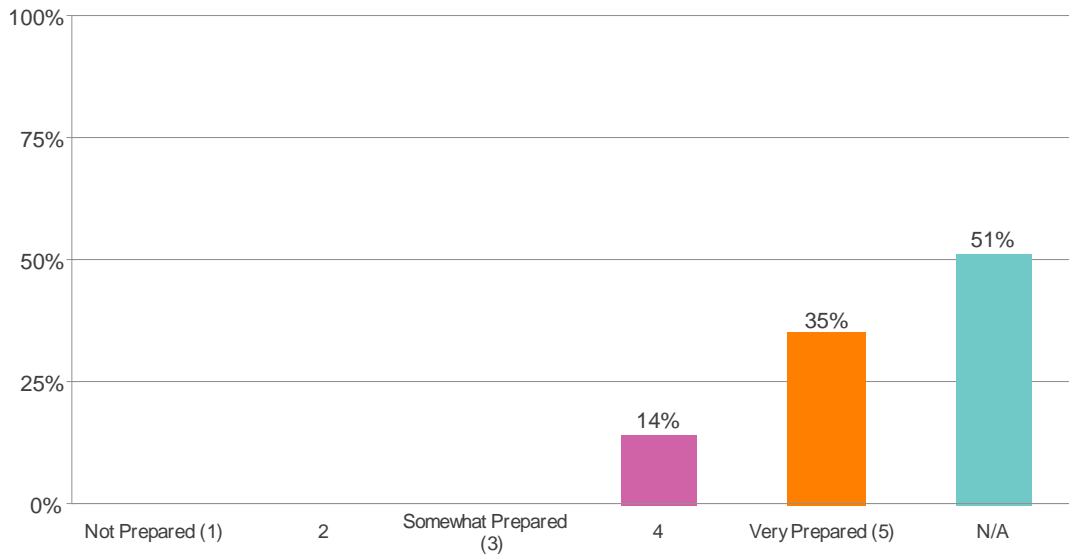
Guidance Counselor



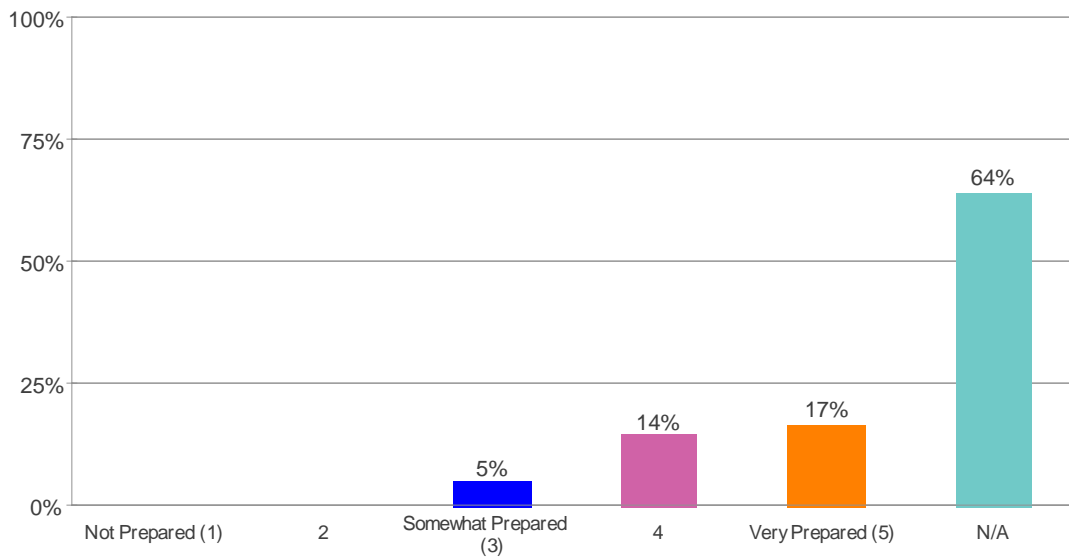
School Psychologist



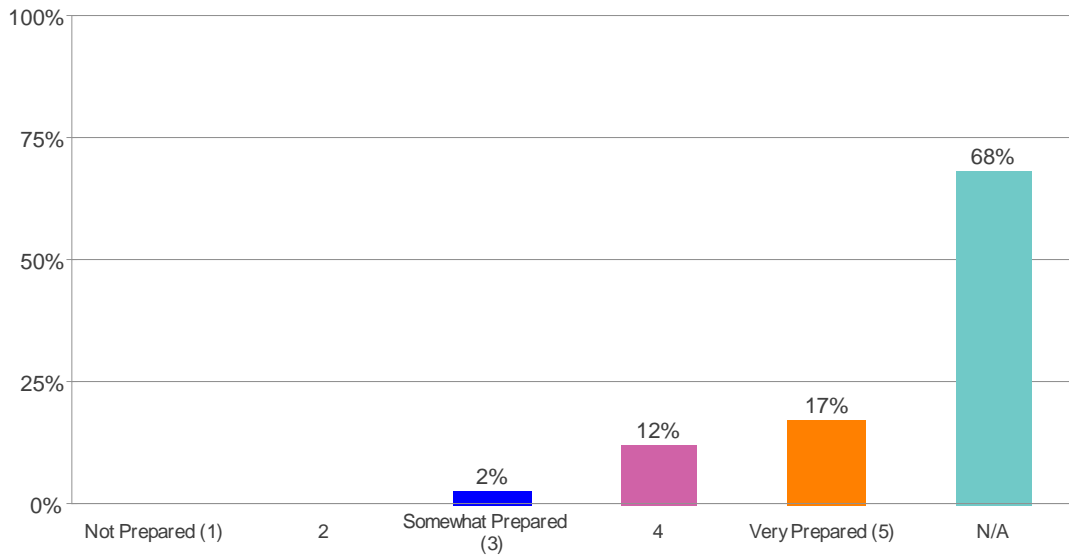
Speech and Language Pathologist



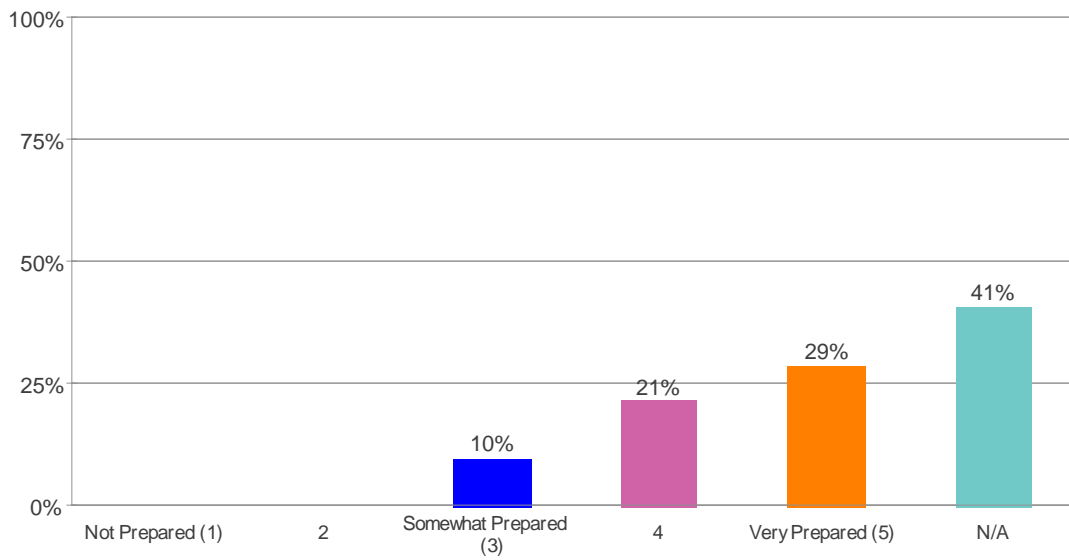
Media Specialist



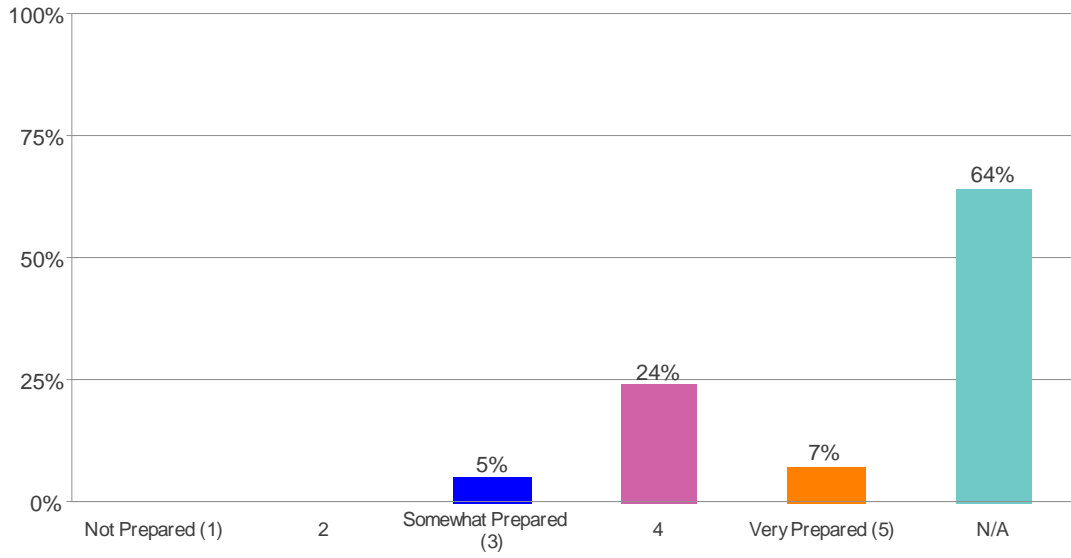
Librarian



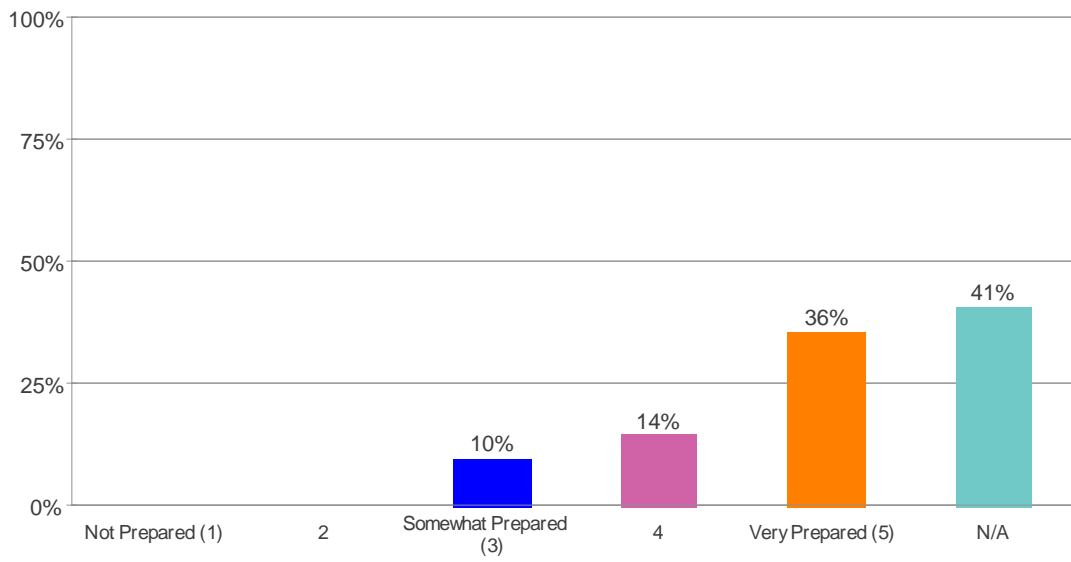
Physical Education Teacher



School Health Teacher



Administrator



AS YOU THINK ABOUT OTHER SCSU-TRAINED PROFESSIONALS AT YOUR SCHOOL, WOULD YOUR ANSWERS BE THE SAME OR DIFFERENT?

- Same but my answers are global in nature.
- The same - the SCSU-trained teacher is much more willing to learn from colleagues and take suggestions than other program graduates. This is very beneficial to their development (and in classroom management growth - a weakness for most first-year teachers).
- Same.
- Guidance seems very well prepared.
- Effective ways to communicate with parents with the new era of technology (e.g., email correspondence, texting not ok, etc.) , overall knowledge on laws as they relate to special education.
- Differentiating instruction effect on peer collaboration; communicating effectively with colleagues providing feedback to parents.
- I have had a positive experience when hiring professionals from SCSU, and would hire again graduates from SCSU.
- No -we have an environment that is in need of teachers that are aware of strong relationship building skills and can implement with authenticity. It is essential that we add a reality component to the teacher prep - that is: to be an effective teacher you must be able and aware of how to build relationships. What people don't talk about is that the reality is we learn best from people we like and feel connected in some way to. Can this be taught? Good question to ponder and research.....
- Different.
- In my experience, the SCSU grads are well prepared.
- Reading program graduates are not well prepared. Elementary, ESL, Leadership, Social Work, Psych., all are well trained.
- It's my opinion that your "trained professionals" are better prepared than classroom teachers due to the amount of exposure with kids.
- Yes for those who attended SCSU at the Graduate level.
- I do not think we have any other SCSU-trained professionals.

WHAT SKILLS DO SOUTHERN-PREPARED TEACHERS OR RELATED PROFESSIONALS LACK THAT ARE VALUED BY YOUR SCHOOL?

- Content knowledge is good. Being ready for the actual demands of teaching is somewhat lacking. Teaching is about confidence, experience and knowledge but most importantly an understanding of kids and their needs. Sometimes that does not happen until they are on the job.
- Lesson planning and preparation Classroom Management.
- Eagerness to learn and find creative ways to address the different learning needs of the students.
- Lesson prep.
- How to discover why a student cannot learn.
- One thing I would mention is the need for more preparation in mathematics. AS a SCSU grad I had little training in the teaching of math and I see that as an area to improve.
- Understanding rigor, the functions of behavior and solid pedagogy as it relates to the CCSS.
- Sample is not big enough to address.
- Behavior management/content.
- Knowledge of teacher evaluation practices; writing student learning objectives Ability to differentiate instruction SRBI Process and what is expected of teachers in TIERS I and II.
- They lack how to deal with difficult students, how to handle a student in crisis and how to read and understand IEP's.
- I believe a focus for any higher education in the field of education, particularly classroom teachers is to provide a strong differentiated foundation in the area of classroom management, exposing graduates to different methods.
- Dealing with the behaviors and traumatic issues that many children living in an urban district experience.
- Nothing lacking, just experience and maturity.
- I would not say that there is a lack of skills.
- Classroom Management Differentiation.
- I do not feel they lack skills; there lack of experience is the main factor that impacts areas in need of growth.
- Our students have autism and ID and often exhibit challenging behavior. So I recognize this is a very specific segment of the Special Ed population. Having said that, I think they need more information about how students with autism learn, FBA's and developing positive behavioral support plans. They also need more skills on managing all the adults in their classroom, e.g., paraprofessionals, related services and the various schedules.
- More classroom management skill training. A better understanding of the "sub-group" children - ELL, SPED, free/reduced lunch.
- It is hard to answer as I do not have data on SCSU I am answering your questions with a view of all preparatory institutions -- I would love SCSU take the lead on teaching teachers how to be more organic and authentic in relating and building relationships with students, being creative in differentiating instruction, learning how to really be facilitators/guides at the side rather than sages at the stage.... I love SCSU and got my Sixth Year there.
- More training in the understanding of how social communication deficits impacts learning.

- Use of data and standards to organize a differentiated reading learning experience for all students.
- More emphasis on content and standards and current educational trends
- How to deal with students with challenging behavior issues.
- The outside the classroom responsibilities (i.e. grading timeliness, parent engagement, duties, involvement in school activities, etc.)
- 21st century skills, technology use and assessment.
- Exposure to common core.
- All new teachers need additional support on classroom management and parent engagement.
- Curriculum development; culturally competent pedagogy; classroom management; specific instruction on differentiation and meeting the needs of all learners.
- Content knowledge in early literacy.
- Supervision of paraprofessional staff; evaluation of very atypical, often nonverbal learners
Curriculum modification / common core.
- Could be more prepared in knowledge of assessments and how to design instruction based on analysis of data. Importance of science and inquiry in the elementary integrated curriculum.
- Looking at "the big picture."
- I think some of the skills are really acquired through hands on experiences. Classroom management and creating a positive learning environment is accomplished through multi-classroom observations, observing cooperating teachers. Also, to be able to substitute teach is another way to gain valuable experience. Personally, I would like to see yearlong internships for prospective teachers. This would award college students with opportunities to see a classroom from start to finish, be part of a school setting, attend before or after school events, and take on the responsibilities of a full time teacher.
- They do not lack this, but would benefit from a greater emphasis on differentiating instruction within the classroom.

WHAT SKILLS DO SOUTHERN-PREPARED TEACHERS OR RELATED PROFESSIONALS *HAVE* THAT ARE VALUED BY YOUR SCHOOL?

- School Counselors and support staff do an amazing job. Classroom teachers understand content but need more "real world" training.
- Growth Mindset Willingness to learn
- Ability to work with diverse kinds of kids-
- Literacy skills and classroom management skills have been strong for SCSU grads. SCSU grads also have spent many hours in the school setting and that helps them be prepared for transition of taking over their own class. I have found your students to be self-starters and not afraid to ask questions about things work in education.
- Sample is not big enough to address
- Reading skills
- Positive rapport with students, parents, and staff Common Core knowledge Curriculum
- They have a good foundation of what and how to teach.
- They understand the needs of an inner-city school, a little better.
- Strong work ethic, attributes of life long learner, respect for diverse cultures, and collegial team player.
- Up to date on best practices
- Being knowledgeable about curriculum, classroom management, community involvement, and how to foster leaders
- Adequate background and student teaching experiences
- They the uncanny ability to collaborate together toward a common goal of improving student achievement. Also, they can manage a classroom well.
- We value the ability the staff have to align base lessons on the CCSS while keeping them engaging and interesting for all students.
- Content Knowledge Strong Work Ethic
- Instructional techniques and assessment.
- Desire to learn and grow professionally, seeing the student as a whole child, valuing families and their participation, IEP development
- Strong pedagogy. Good understanding of the Common Core State Standards.
- I feel SCSU is a very respected program for producing strong teachers. Always very satisfied with their skill level.
- All have been very personable and they are willing to go the extra mile for the district they work in.
- Content and professional disposition.
- Highly professional and motivated to get the job done, so to speak.
- Instructional strategies
- Content knowledge
- Great professionalism, energy and a basic common knowledge of a school's needs.
- Many SCSU students have proven to have a great work ethic.
- Southern's Graduate Reading Program is one of the best in my opinion. Students of this reading program are well informed on the most current information regarding the changes in state reading requirements and readiness, including common core. I knew what the SBA

assessment was going to be like and what common core was geared to well before others in my district as a result of some of my graduate courses at SCSU.

- Strong content knowledge Professional disposition
- Very professional, good foundation and willing to learn more about atypical learners
- Commitment, willingness to learn, ability to work collaboratively, child centered.
- Dedication and motivation
- Understanding of content, pedagogy.
- Collaborative practice. We are extremely team oriented and value graduates who work well (and seek out opportunities to work) with teachers within their department and within grade level groups.