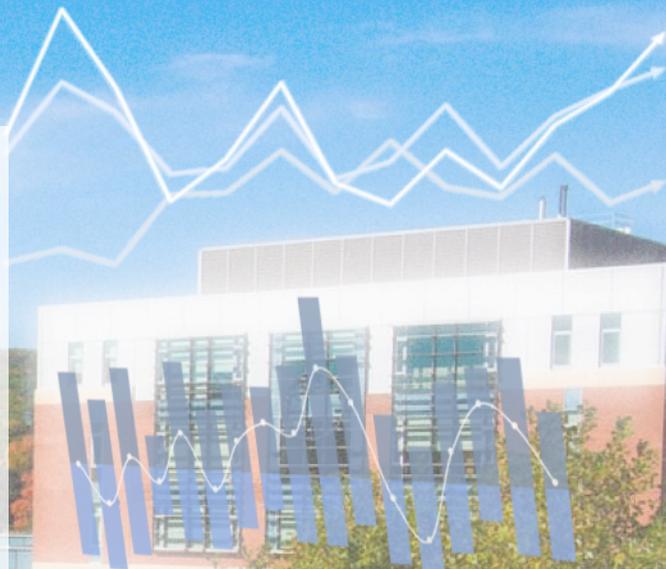




COLLEGE OF EDUCATION - EMPLOYER SURVEY



	A	B	C
Model	66.26	10.14	13.30
χ^2	4	3	4
DF	<0.001	0.02	0.01
p (χ^2)	0.78	0.98	0.97
CFI	0.91	0.98	0.98
GFI	0.26	0.10	0.10
RMSEA		0.10	0.10

Spring 2020

MARCH, 2020

N=10

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 ENGLEMAN HALL D218
 JACKSONS38@SOUTHERNCT.EDU



Name:

Carla Armistead	Frank Paolino	Elizabeth Battaglia
Cheryl Gonzalez	East Haven Public Schools	Edie Thomas
Robert Johnston	Meriden Public Schools	Angela Razza
Kristine Friend		

Position:

Principal
Principal
Principal
Principal
District Facilitator
Facilitator of Adult Education English Literature instructor
Principal
Director of Special Education
Principal
Elementary School Principal

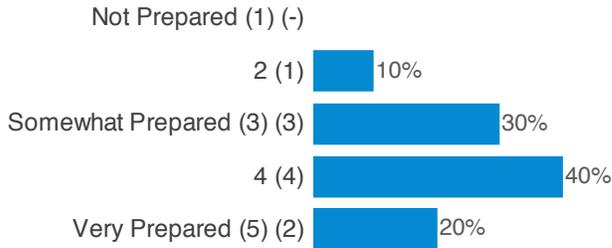
Name of School:

Chapel Street Elementary	East Haven Adult Education
Woodrow Wilson Middle School	Hanover Elementary School
Kennedy High School	Madison Public Schools
Cook Hill Elementary School	Broadview Middle School
District Office--West Haven Board of Education	Regan School

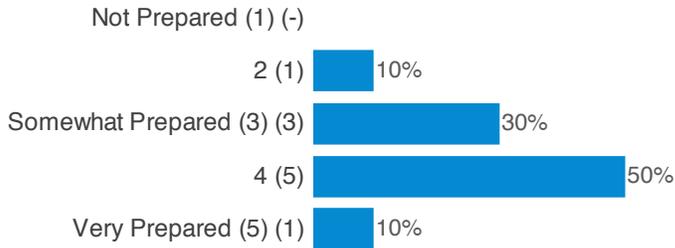
City/Town:

Stratford, CT	290 Dodge Avenue East Haven CT 06512
Middletown	Meriden, CT
Waterbury	Madison Public Schools
Wallingford, CT	Danbury
West Haven	Waterbury, CT 06704

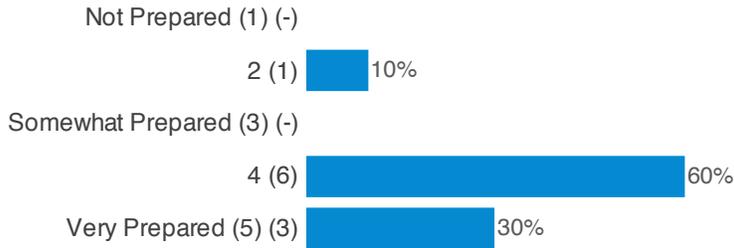
How prepared do you think your teachers who graduated from Southern were in . . . (in teaching content?)



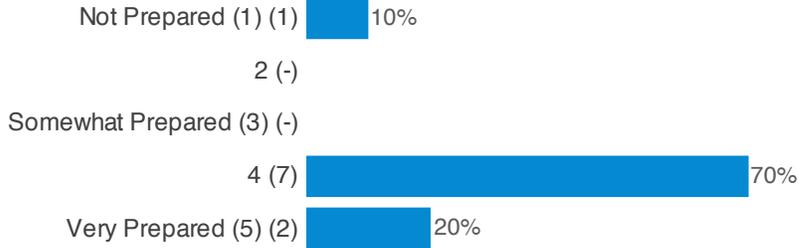
How prepared do you think your teachers who graduated from Southern were in . . . (in their pedagogical skills?)



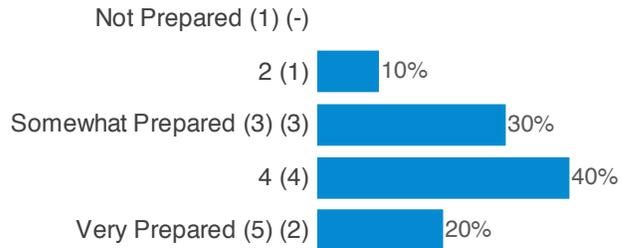
How prepared do you think your teachers who graduated from Southern were in . . . (to demonstrate professional dispositions?)



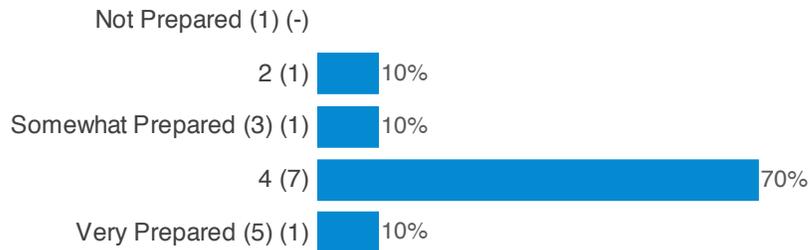
How prepared do you think your teachers who graduated from Southern were in . . . (in terms of their professionalism?)



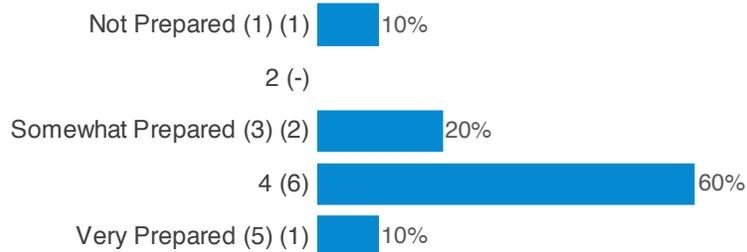
How prepared do you think your teachers who graduated from Southern were in . . . (in their ability to help all students learn?)



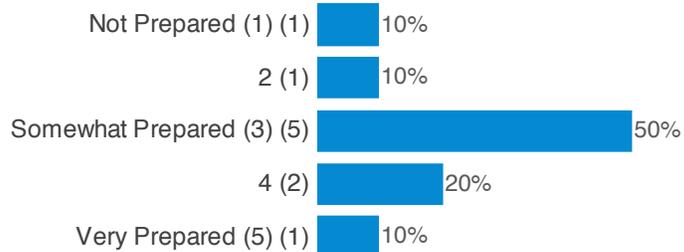
How prepared do you think your teachers who graduated from Southern were in . . . (in their ability to create positive environments for student learning?)



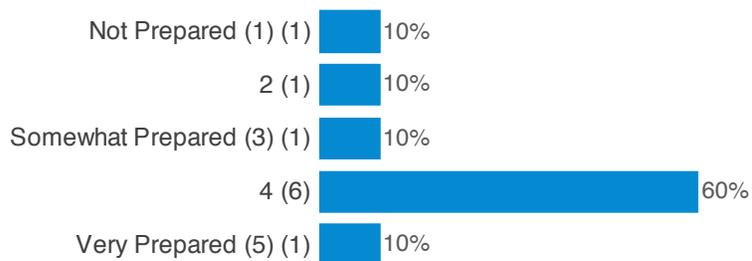
How prepared do you think your teachers who graduated from Southern were in . . . (in meeting the needs of your school?)



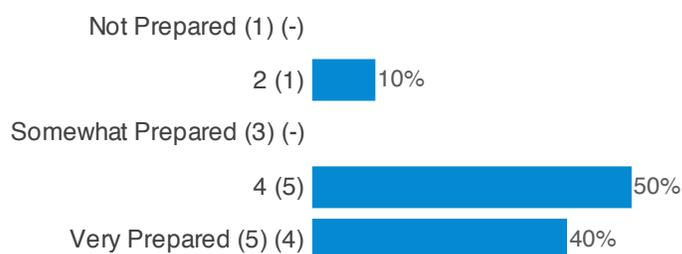
How prepared do you think your teachers who graduated from Southern were in . . . (in classroom management?)



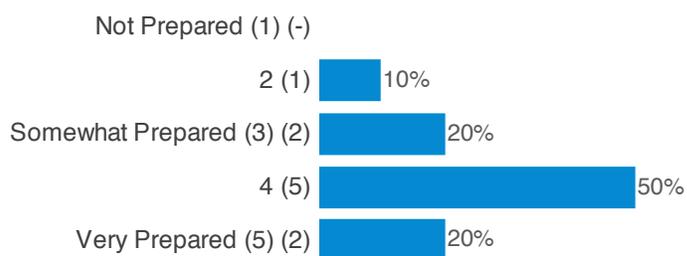
How prepared do you think your teachers who graduated from Southern were in . . . (in readiness to meet challenges/evolving needs of education?)



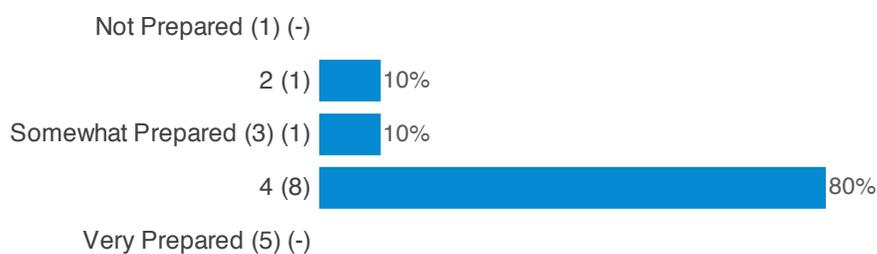
How prepared do you think your teachers who graduated from Southern were in . . . (willingness to learn from school-based colleagues and staff, and collaborate with them?)



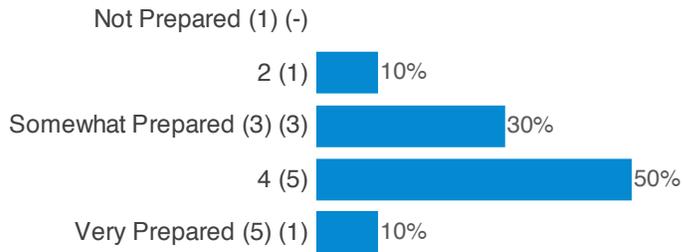
How prepared do you think your teachers who graduated from Southern were in . . . (aligning teaching with state standards?)



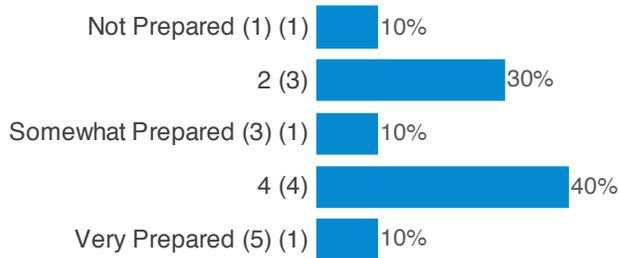
How prepared do you think your teachers who graduated from Southern were in . . . (communicating with families and/or community, and engaging them)



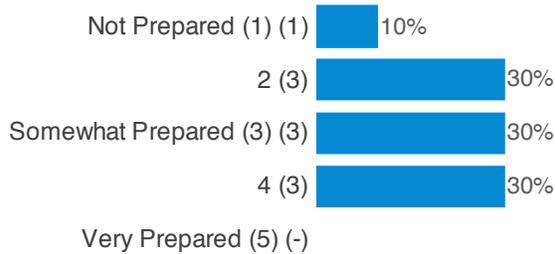
**How prepared do you think your teachers who graduated from Southern were in . . .
(assessing student learning?)**



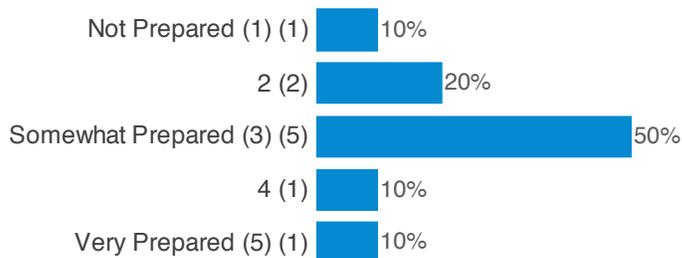
**How prepared do you think your teachers who graduated from Southern were in . . .
(teaching students with diverse needs?)**



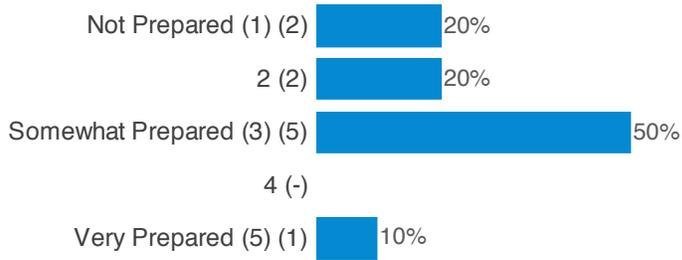
**How prepared do you think your teachers who graduated from Southern were in . . .
(differentiating instruction?)**



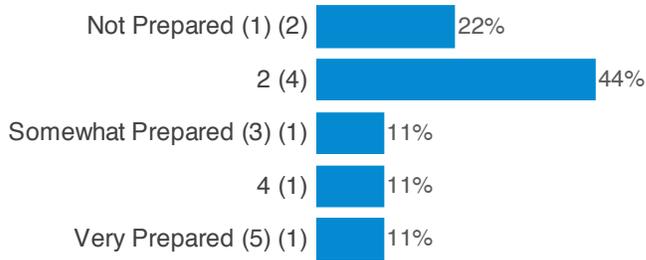
**How prepared do you think your teachers who graduated from Southern were in . . .
(discovering why a student is not learning?)**



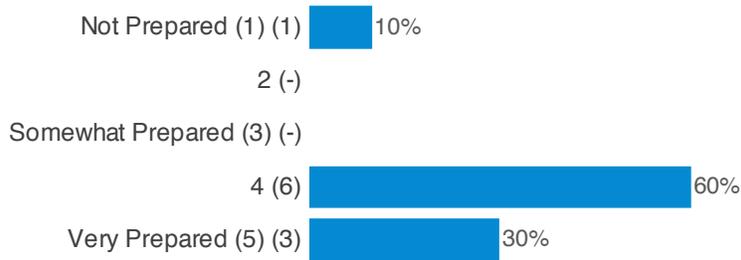
**How prepared do you think your teachers who graduated from Southern were in . . .
(handling a student in crisis?)**



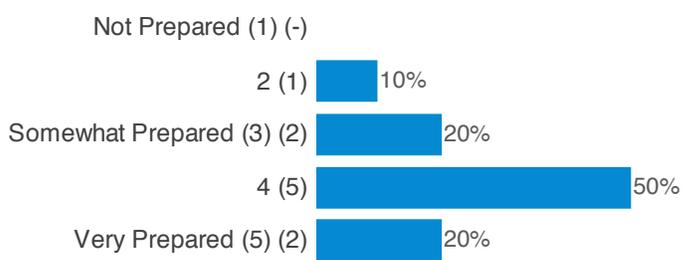
**How prepared do you think your teachers who graduated from Southern were in . . .
(dealing with students with challenging behavior?)**



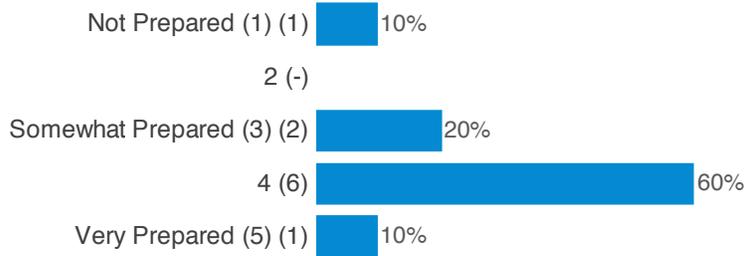
**How prepared do you think your teachers who graduated from Southern were in . . .
(work ethic?)**



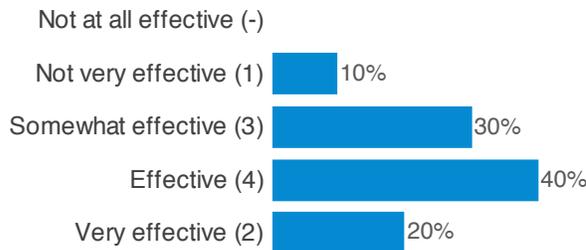
**How prepared do you think your teachers who graduated from Southern were in . . .
(promoting students' learning and development?)**



Overall, how prepared were the teachers who graduated from Southern when they started working in your school?



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



As you think about other SCSU-trained professionals at your school, would your answers be the same or different?

Same

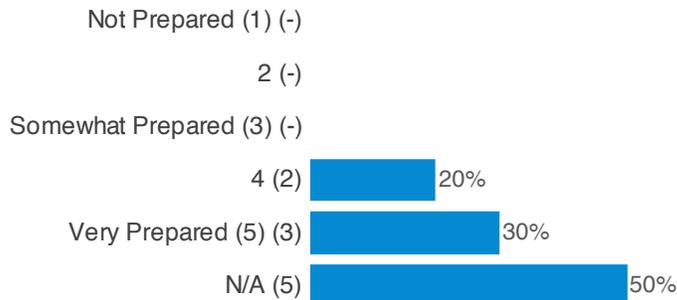
Similar

same

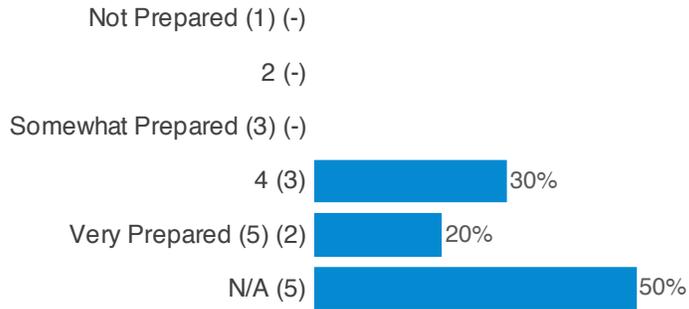
No, the admin training does not provide instruction on specifics of the state law. For example, it reviews bullying law overall but not how to complete an investigation and what the timelines are.

N/A

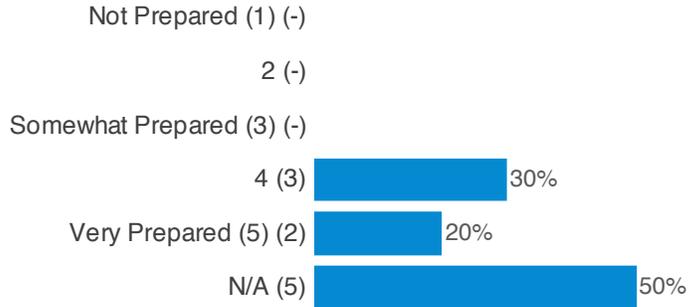
How prepared do you think your SCSU-trained professionals were when they started working at your school? (Guidance Counselor)



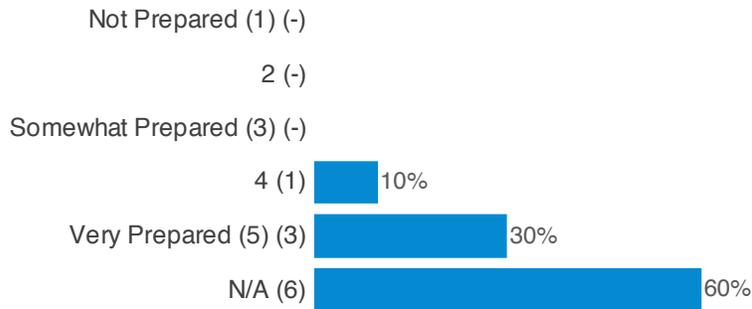
How prepared do you think your SCSU-trained professionals were when they started working at your school? (School Psychologist)



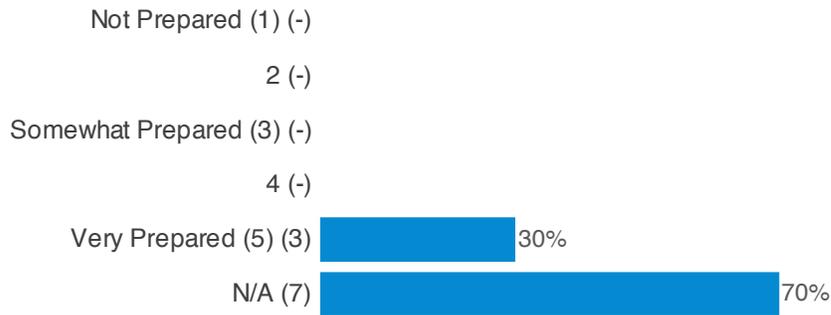
How prepared do you think your SCSU-trained professionals were when they started working at your school? (Speech and Language Pathologist)



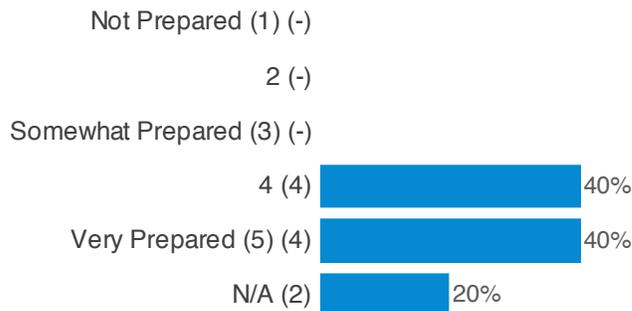
How prepared do you think your SCSU-trained professionals were when they started working at your school? (Media Specialist)



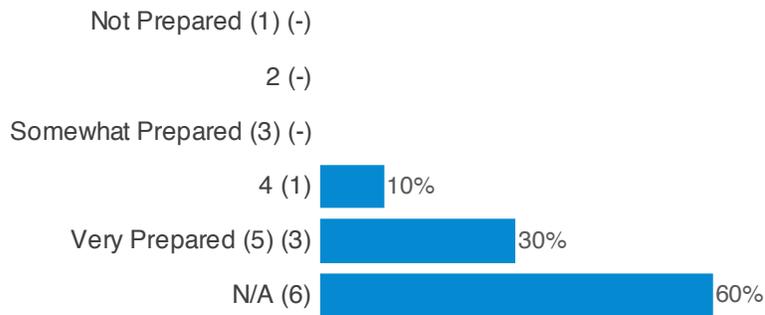
How prepared do you think your SCSU-trained professionals were when they started working at your school? (Librarian)



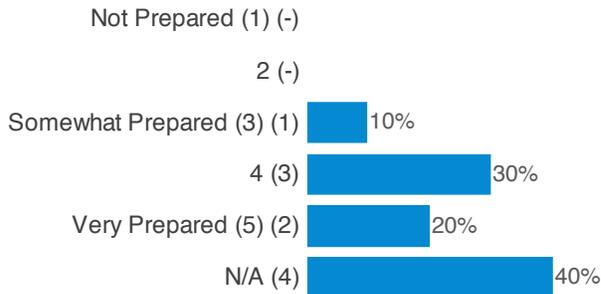
How prepared do you think your SCSU-trained professionals were when they started working at your school? (Physical Education Teacher)



How prepared do you think your SCSU-trained professionals were when they started working at your school? (School Health Teacher)



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



What skills do Southern-prepared teachers or related professionals *lack* that are valued by your school?

Southern prepared teachers lack understanding in how to effectively work with students who have trauma. However, working with this cohort of student is difficult for the most skilled teacher.

Overall, effective behavior management Restorative Justice PBIS

management skills for meeting a variety of student needs, especially in the area of behavior and deescalation strategies

Differentiation of instruction--especially for students who are challenged academically and/or social-emotional. Dealing with the difficult parent ----in all aspects---from those who monitor everything to those who are from the mindset of "not my child". Also, there are those who will not seek help in situations because they "know it all". And those who are afraid to ask for help because they don't want to appear lacking in knowledge. What services are available and how to seek them out for students of various needs---school based, agencies, etc.

Dealing with the harsh reality that most students are dealing with trauma on a variety of levels. For many, the lack of understanding that most students do not come from households like theirs. Unfortunately, this takes experience.

Adjusting to student need in real time

Too much research and more practical activities. Students should read and use state guidelines online for special education, practice writing a full iep, and complete mock IEP's.

Classroom management. Teaching a diverse population

Work ethic, willingness to learn, classroom management, professionalism, commitment to students

What skills do Southern-prepared teachers or related professionals *have* that are valued by your school?

The Southern prepared teachers that I have encountered are really eager and they are opened to learning. The teachers care about students and this is something that can't be taught.

Willingness to implement a variety of teaching strategies as well as strong collaborative skills.

Maturity. That is maturity given their relative inexperience. Preparation to conduct themselves as professionals.

professionalism, work ethic, collaborative qualities

Planning is usually very good. Knowledge of professionalism and the code of conduct for teachers.

They know their content and can deliver.

Pedigogy

Their knowledge of law and giving assessments.

Curriculum implementation Lesson planning scaffolding

Both teachers that I can think of that were at Regan have left my school after 1 year of teaching. One of them applied to become a paraprofessional in her hometown. The other teacher transferred to another school in Waterbury.

REPORT PREPARED BY:

OFFICE OF ASSESSMENT AND ANALYTICS
ENGLEMAN HALL D218



HAVE QUESTIONS?

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