COLLEGE OF EDUCATION - EMPLOYER SURVEY

MARCH, 2020
N=10

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ENGLEMAN HALL D218
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Spring 2020
### Name:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Name of School</th>
<th>City/Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla Armistead</td>
<td>Principal</td>
<td>Chapel Street Elementary</td>
<td>Stratford, CT</td>
</tr>
<tr>
<td>Cheryl Gonzalez</td>
<td>Principal</td>
<td>Woodrow Wilson Middle School</td>
<td>Middletown</td>
</tr>
<tr>
<td>Robert Johnston</td>
<td>Principal</td>
<td>Kennedy High School</td>
<td>Waterbury</td>
</tr>
<tr>
<td>Kristine Friend</td>
<td>Principal</td>
<td>Cook Hill Elementary School</td>
<td>Wallingford, CT</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td>District Office--West Haven Board of Education</td>
<td>West Haven</td>
</tr>
<tr>
<td>Frank Paolino</td>
<td>District Facilitator</td>
<td>East Haven Adult Education</td>
<td>290 Dodge Avenue East Haven CT 06512</td>
</tr>
<tr>
<td>Elizabeth Battaglia</td>
<td>Facilitator of Adult Education English Literature instructor</td>
<td>Hanover Elementary School</td>
<td>Meriden, CT</td>
</tr>
<tr>
<td>Edie Thomas</td>
<td>Principal</td>
<td>Madison Public Schools</td>
<td>Madison Public Schools</td>
</tr>
<tr>
<td>Angela Razza</td>
<td>Principal</td>
<td>Broadview Middle School</td>
<td>Danbury</td>
</tr>
</tbody>
</table>

### Position:

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

### City/Town:

- Stratford, CT
- Middletown
- Waterbury
- Wallingford, CT
- West Haven
- 290 Dodge Avenue East Haven CT 06512
- Meriden, CT
- Madison Public Schools
- Danbury
- Waterbury, CT 06704
### How prepared do you think your teachers who graduated from Southern were in . . . (in teaching content?)

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Prepared (1) (-)</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Somewhat Prepared (3) (3)</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Very Prepared (5) (2)</td>
<td></td>
<td>20%</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Not Prepared (1) (-)</td>
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<tr>
<td>Somewhat Prepared (3) (3)</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Very Prepared (5) (1)</td>
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<td>10%</td>
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</table>

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

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Somewhat Prepared (3) (-)</td>
<td>4</td>
<td>60%</td>
</tr>
<tr>
<td>Very Prepared (5) (3)</td>
<td></td>
<td>30%</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Not Prepared (1) (1)</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Somewhat Prepared (3) (-)</td>
<td>4</td>
<td>70%</td>
</tr>
<tr>
<td>Very Prepared (5) (2)</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>
How prepared do you think your teachers who graduated from Southern were in . . . (in their ability to help all students learn?)

- Not Prepared (1) (-) 10%
- Somewhat Prepared (3) (3) 30%
- Very Prepared (5) (2) 40%

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

- Not Prepared (1) (-) 10%
- Somewhat Prepared (3) (1) 10%
- Very Prepared (5) (1) 70%

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

- Not Prepared (1) (1) 10%
- Somewhat Prepared (3) (2) 20%
- Very Prepared (5) (1) 60%

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

- Not Prepared (1) (1) 10%
- Somewhat Prepared (3) (5) 50%
- Very Prepared (5) (1) 10%
How prepared do you think your teachers who graduated from Southern were in . . . (in readiness to meet challenges/evolving needs of education?)

- Not Prepared (1) (1) 10%
- Somewhat Prepared (3) (1) 10%
- Very Prepared (5) (1) 10%
- Total: 10%

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

- Not Prepared (1) (-)
- Somewhat Prepared (3) (-)
- Very Prepared (5) (4)
- Total: 40%

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

- Not Prepared (1) (-)
- Somewhat Prepared (3) (2)
- Very Prepared (5) (2)
- Total: 50%

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

- Not Prepared (1) (-)
- Somewhat Prepared (3) (1)
- Very Prepared (5) (-)
- Total: 80%
How prepared do you think your teachers who graduated from Southern were in . . .  
(assessing student learning?)

Not Prepared (1) (-)  
2 (1) 10%

Somewhat Prepared (3) (3) 30%

4 (5) 50%

Very Prepared (5) (1) 10%

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

Not Prepared (1) (1) 10%

2 (3) 30%

Somewhat Prepared (3) (1) 10%

4 (4) 40%

Very Prepared (5) (1) 10%

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

Not Prepared (1) (1) 10%

2 (3) 30%

Somewhat Prepared (3) (3) 30%

4 (3) 30%

Very Prepared (5) (-)

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

Not Prepared (1) (1) 10%

2 (2) 20%

Somewhat Prepared (3) (5) 50%

4 (1) 10%

Very Prepared (5) (1) 10%
How prepared do you think your teachers who graduated from Southern were in . . . (handling a student in crisis?)

- Not Prepared (1) (2) 20%
- Somewhat Prepared (3) (5) 50%
- Very Prepared (5) (1) 10%

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

- Not Prepared (1) (2) 22%
- Somewhat Prepared (3) (1) 11%
- Very Prepared (5) (1) 11%

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

- Not Prepared (1) (1) 10%
- Somewhat Prepared (3) (-) 60%
- Very Prepared (5) (3) 30%

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

- Not Prepared (1) (-) 10%
- Somewhat Prepared (3) (2) 20%
- Very Prepared (5) (2) 20%
Overall, how prepared were the teachers who graduated from Southern when they started working in your school?

Not Prepared (1) (1) 10%
2 (-)
Somewhat Prepared (3) (2) 20%
4 (6) 60%
Very Prepared (5) (1) 10%

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

Not at all effective (-)
Not very effective (1) 10%
Somewhat effective (3) 30%
Effective (4) 40%
Very effective (2) 20%

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

Same
Similar
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)

Not Prepared (1) (-)
2 (-)
Somewhat Prepared (3) (-)
4 (2) 20%
Very Prepared (5) (3) 30%
N/A (5) 50%
How prepared do you think your SCSU-trained professionals were when they started working at your school? (School Psychologist)

- Not Prepared (1) (-)
  2 (-)
- Somewhat Prepared (3) (-)
  4 (3) 30%
- Very Prepared (5) (2)
  20%
- N/A (5) 50%

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

- Not Prepared (1) (-)
  2 (-)
- Somewhat Prepared (3) (-)
  4 (3) 30%
- Very Prepared (5) (2)
  20%
- N/A (5) 50%

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

- Not Prepared (1) (-)
  2 (-)
- Somewhat Prepared (3) (-)
  4 (1) 10%
- Very Prepared (5) (3)
  30%
- N/A (6) 60%
How prepared do you think your SCSU-trained professionals were when they started working at your school? (Librarian)

Not Prepared (1) (-) 2 (-)
Somewhat Prepared (3) (-) 4 (-)
Very Prepared (5) (3) 30%
N/A (7) 70%

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

Not Prepared (1) (-) 2 (-)
Somewhat Prepared (3) (-) 4 (4)
Very Prepared (5) (4) 40%
N/A (2) 20%

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

Not Prepared (1) (-) 2 (-)
Somewhat Prepared (3) (-) 4 (1)
Very Prepared (5) (3) 30%
N/A (6) 60%
How prepared do you think your SCSU-trained professionals were when they started working at your school? (Administrator)

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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.

Pedagogy

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.