

## Institutional Effectiveness Report

School of Education

2021-2022

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### **Program Mission Statement**

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares competent and caring professional educators in the Pee Dee region and beyond, for rapidly changing, complex and diverse society through the acquisition of professional knowledge, skills and professional dispositions.

### **Program Learning Outcomes (2 Main PLOs with 7 Sub PLO Goals (a,b,c, etc...) 2 Main PLOs that match our mission.)**

The School of Education's **mission** is to prepare:

- a. Competent teachers (PLO 1); and
- b. Caring teachers (PLO 2).

#### **I. PLO 1: Competent teachers**

- a. Possess knowledge of content in their area of teaching;
- b. professional knowledge and skills as measured by their ability to
  1. plan instruction
  2. apply skill and knowledge in a clinical setting
  3. cause learning in P-12 students
  4. assess learning and learners
  5. work with children of poverty
  6. use technology

#### **II. PLO 2: Caring teachers possess professional dispositions that demonstrate**

- a. professional attributes;
- b. respect for the **learning process** in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds;
- c. they uphold **ethical and professional** standards
- d. **respect** for families, cultures, and communities;
- e. **respect** for colleagues, P-12 students, faculty and staff

## Executive Summary of Report

For the purposes of this report, it is necessary to distinguish between *completers* and *candidates*. *Completers* are former students who graduated from one of the programs offered by the School of Education (SOE). *Candidates* are students who are currently enrolled in one of the programs in the SOE.

This year, while better than the previous, the COVID 19 virus continued to be a source of disruption for the beginning of Fall semester for the 2021-2022 academic year. Faculty, students and administration all worked diligently and tirelessly to ensure that students were able to complete their semester course work, and this involved moving some online instruction back to face-to-face instruction. It is clearly understood that the SOE was not the only department affected by this pandemic. It is also understood that students themselves had to adapt significantly to course expectations, content learning, and assignment requirements as they continued to deal with this pandemic.

Candidates for teacher licensure must pass the professional licensure exams in addition to the coursework offered by the SOE, and thus our completers will always have done so, with very few exceptions, at which time there are none.

As you will read below, our candidates are demonstrating proficiency in reflecting on the needs of P-12 students through planning and assessment as well as pedagogical and professional knowledge as reflected in our candidates' PRAXIS score results. Candidates are also demonstrating proficiency in working with various professionals both within the university classroom and the P-12 classrooms. Finally, employers have indicated that our completers are doing well in their schools, as indicated by survey responses included in this report. While there is always room for improvement in the SOEs ability to prepare competent and caring professionals, we remain pleased with our programs' abilities to turn out highly qualified teachers.

## Student Learning Outcomes (SLOs)

**SLO 1:** School of Education candidates will exemplify proficiency in content knowledge (Praxis II); with at least an 80% passing rate. (PLO 1: *Competent teachers*)

**SLO 2:** School of Education candidates will be able to reflect on how he or she will balance the required grade level standards with the students' needs, abilities, and developmental levels with at least a 2.0 on a 3.0 scale. (PLO 1: *Competent teachers*) (PLO 2: *Caring teachers*)

**SLO 3:** School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on a 3.0 scale. (PLO 2: *Caring teachers*)

**SLO 4:** School of Education completers will perform at a level that is satisfactory to their employers. (PLO 1: *Competent teachers*)

## Assessment Methods

**Direct:** *Praxis II Exam, Teacher Candidate SLO Project*

**Indirect:** *Dispositions Ratings, Surveys*

1. **Praxis II Exam:** SLO 1: School of Education candidates will exemplify proficiency in content knowledge.
  - Praxis II Content Mastery Exam is required for all programs leading to initial teacher licensure. It is the goal that students achieve at least an 80% passing rate.
2. **Teacher Candidate SLO Project:** SLO 2: School of Education candidates will be able to reflect on how he or she will balance the required grade level standards with the students' needs, abilities, and developmental levels.
  - The Teacher Candidate SLO Project is designed based on a 3.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric for mastery.
3. **Dispositions Ratings:** SLO 3: School of Education candidates will be able to successfully and positively collaborate with various educational professionals.
  - The Dispositions rating is designed based on a 3.0 scale; therefore, it is the goal that students achieve at least a 2.0 on all parts of the rubric for mastery.
4. **Surveys:** SLO 4: School of Education completers will perform at a level that is satisfactory to their employers.
  - Surveys are administered to employers of first-year program completers.

## Results

**SLO 1:** School of Education candidates will exemplify proficiency in content knowledge (Praxis II).  
(PLO a: *Competent teachers*)

**Table 1. % Passing Scores on Praxis Exams**

Program (N = number of test takers for the individual program in the academic year 2021-2022).	Exam	# Pass	% Pass 2021-2022
Early Childhood N= 34	5621/0621 PLT	28	82.35%
Early Childhood N=30	5024/5025 Education of Young Children (ECE must have either 5024 or 5025)	26	86.67%
Elementary N= 43	5622/0662 PLT	33	76.74%
Elementary N = 28	5002 Reading/ELA Subtest	23	82.14%
Elementary N = 24	5003 Math Subtest	21	87.50%
Elementary N=25	5004 Social Studies Subtest	18	72.00%
Elementary N=24	5005 Science Subtest	18	75.00%
Middle Level N=3	5623 PLT ("n/a" ...ETS does not report data on less than 5 students)	n/a	n/a
Middle Level N=1	5089 Middle Level Social Studies ("n/a" ...ETS does not report data on less than 5 students)	n/a	
Middle level ELA N=8	5047 Middle Level ELA	3	37.50%
Middle Level Science N=0	5440 Middle Level Science	n/a	n/a
Middle Level Math N=4	5169 Middle Level Math ("n/a" ...ETS does not report data on less than 5 students)	n/a	n/a
Secondary N=26	5624 PLT	25	96.15%
Secondary N = 4	5135/0135 Art Content and Analysis ("n/a" ...ETS does not report data on less than 5 students)	n/a	n/a
Secondary N=4	5039 ELA Content and Analysis ("n/a" ...ETS does not report data on less than 5 students)	n/a	n/a
Secondary N=6	5161 Math Content Knowledge	3	50%

Program (N = number of test takers for the individual program in the academic year 2021-2022).	Exam	# Pass	% Pass 2021-2022
MAT-Learning Disabilities N=29	5354 Special Ed: Core Knowledge and Applications (MAT must have both 5354 and 5383)	27	93.1%
MAT-Learning Disabilities N=32	5383 Special Ed: Teaching Students with Learning Disabilities (MAT must have both 5354 and 5383)	28	87.50%

**SLO 2:** Benchmark: School of Education candidates will be able to reflect on how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels with at least a 2.0 on a 3.0 scale. (PLO 1: *Competent teachers*) (PLO 2: *Caring teachers*)

**Table 2. Ability to Reflect on Student Needs**

Course	Assessment	Mean Fall 2021-Spring 2022
EDUC 490	Teacher Candidate Student Learning Objective Unit Item 2D: The teacher candidate explains how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels.	2.238 N = 42
EDUC 770	Teacher Candidate Student Learning Objective Unit Item 2D: The teacher candidate explains how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels.	2.880 N = 25

**SLO 3:** School of Education candidates will be able to successfully and positively collaborate with various educational professionals with at least a 2.0 on a 3.0 scale. (PLO b: *Caring teachers*)

**Table 3. Disposition Ratings**

Course	Measurement	EDUC 490 Mean Dispositions Ratings N=42	EDUC 770 Mean Dispositions Ratings N=25
EDUC 490/770	Ethical Standards	2.88	2.93
EDUC 490/770	Professional Attributes	2.79	2.83
EDUC 490/770	Respect for Families, Cultures, Communities	2.85	2.88
EDUC 490/770	Respect for Learning Process	2.83	2.90

**SLO 4:** School of Education completers will perform at a level that is satisfactory to their employers. (PLO a: *Competent teachers*)

**Employer Survey Results 2021-2022 (Report below is from the CAEP Annual report for 2021-2022)**

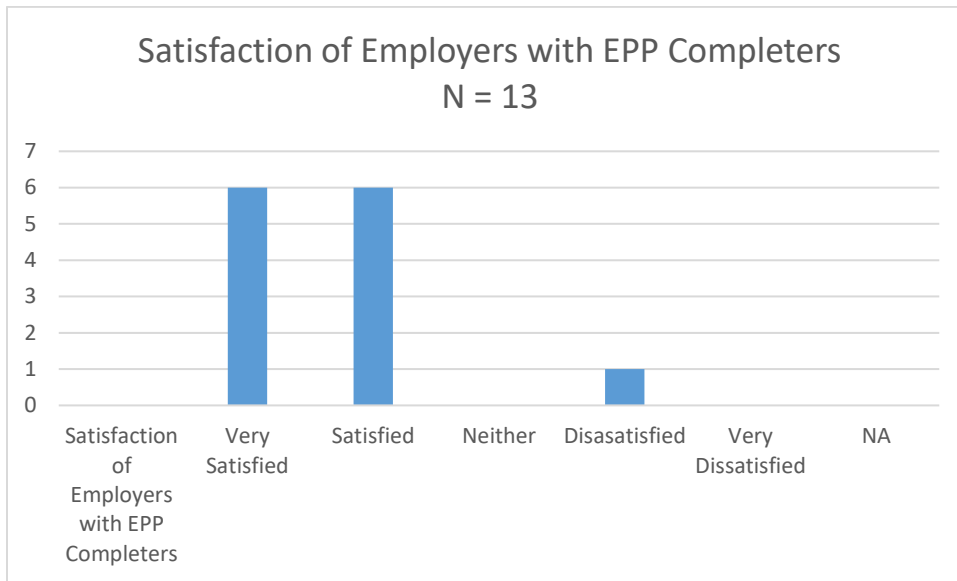
Source: <https://www.fmarion.edu/annual-reporting-measures-2020-2021/>

**(R4.2) Measure 2 (Initial): Satisfaction of Employers and Stakeholder Involvement**

As it does with the Completer Survey, each year the EPP sends a survey to document employers' satisfaction and beliefs with first-year completers whom they've hired. In order to get an idea as to how the employers' responses compare with the completers the same set of questions is asked. This year's report had a return rate of 25%, or 13 of 52 surveys that were sent.

Employers were asked if they were satisfied with the EPP's completers (Chart E). Six of them responded they were very satisfied, six of them responded they were satisfied, and one of them responded as being dissatisfied. Using the same formula for calculating the weighted averages of the responses (responses are valued at 1 = Disagree, 2 = Agree, and 3 = Strongly Agree, totaled, and then divided by the total number of responses for each item), the weighted average of all responses equals 2.38, indicating that the vast majority of employers are satisfied to very satisfied with the EPP's completers. There was one exception to this, as the employer indicated that the individual appeared overwhelmed with having to plan and deliver instruction for all students across all content areas.

Chart E



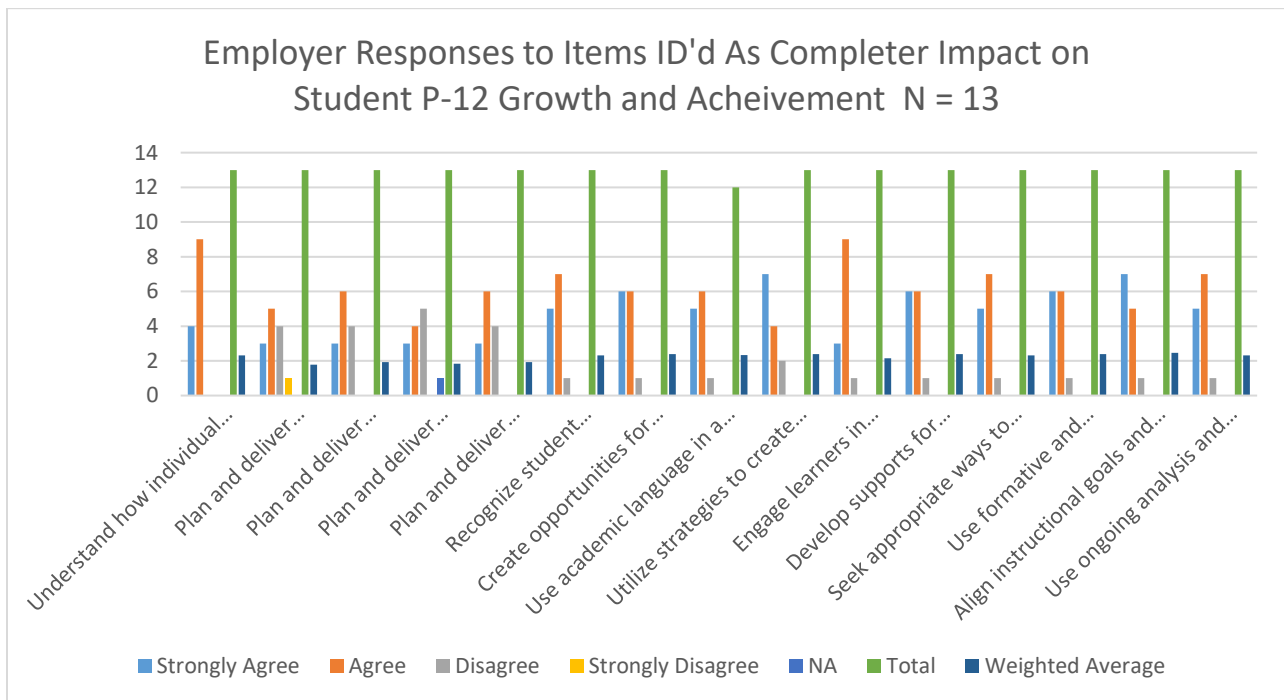
The employers were asked to respond to the following questions (identical to the questions submitted to completers) to determine the effectiveness of completer impact on student growth and achievement:

1. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction
2. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS
3. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES
4. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS.
5. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS
6. Recognize student misconceptions and create experiences to build accurate conceptual understandings
7. Create opportunities for students to learn, practice, and master academic language

8. Use academic language in a way that encourages learners to integrate content areas.
9. Utilize strategies to create learning environments which engage students in individual and collaborative learning
10. Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives.
11. Develop supports for literacy development across content areas.
12. Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs
13. Use formative and summative data to adjust instruction to enhance learning
14. Align instructional goals and activities with state and district performance standards
15. Use ongoing analysis and reflection to improve planning and practice

The employer responses to these items are detailed in Chart F, on the next page:

Chart F



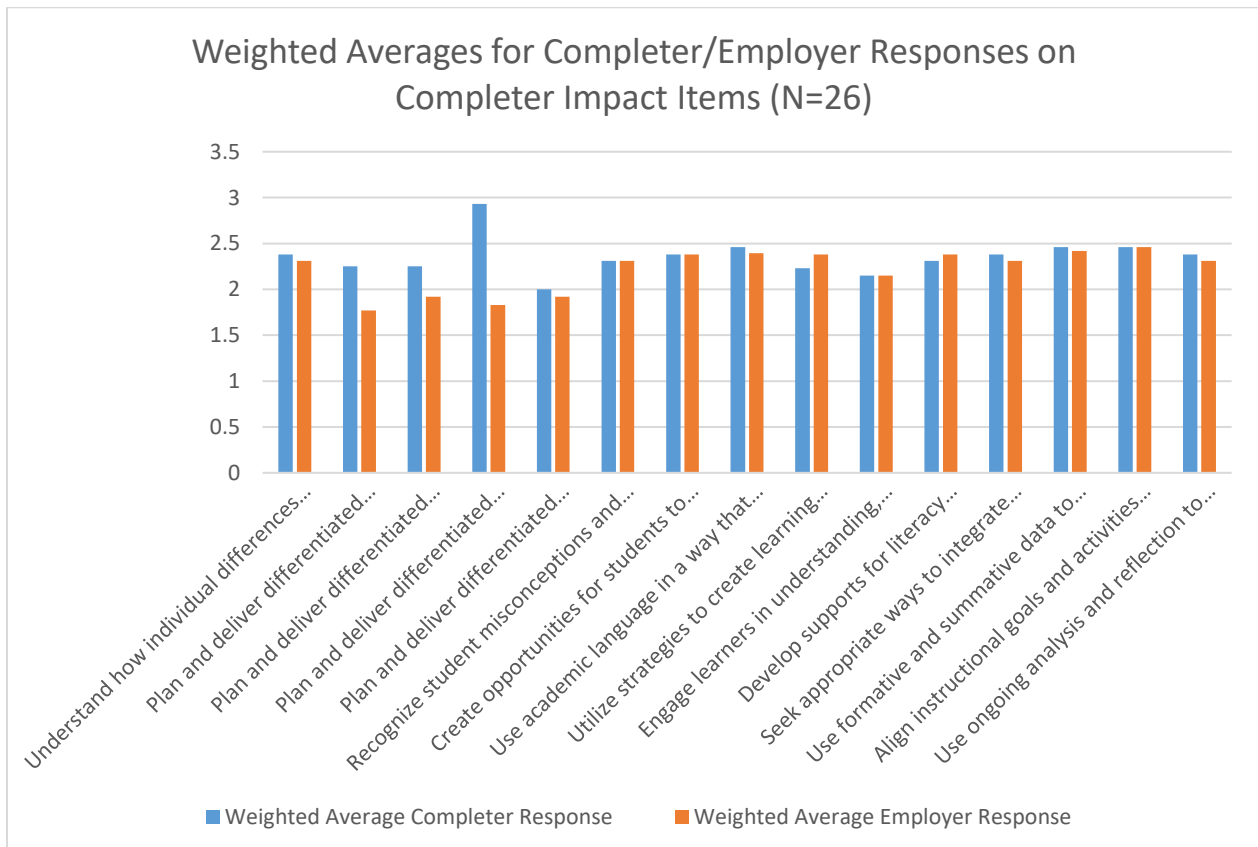


Data were compared for employer responses to completer responses for those items that the EPP considers to demonstrate impact on P-12 students by completers using an unpaired t-test on the weighted averages of all relevant responses (Chart G). The results indicate that the means of Group 1 and Group 2 are not significantly different at  $p < 0.05$

	Completers	Employers
Mean	2.3553	2.2163
Variance	0.0384	0.0518
Stand. Deviation	0.196	0.2276
N	15	15
t = 1.7922		
Df = 28		
Critical Value = 2.048		
t < critical value		

These data inform the EPP that employers agree with completers on completers' perceptions of abilities to address student achievement needs. We are able to conclude that the employers and the completers are in agreement on the strengths of the EPP's program and the areas that are in need of emphasis.

Chart G



**Action:**

**SLO 1:** The PRAXIS II exam results for those who took the tests in school year 2021-2022 were fairly consistent with the results from the 2020-2021 school year. There were a few changes. Students with passing scores for the (5621) ECE PLT rose slightly from 80.00% in 2020-2021 to 82.35% in 2021-2022. It is worth noting that the number of students who took the ECE test increased from 15 in 2020-2021 to 34 in 2021-2022.

Scores for the (5662) ELEM PLT indicated that the percentage of passing scores dropped slightly from 83.33% to 76.74%. It is worth noting that the number of students who took the ELEM test increased from 12 in 2020-2021 to 43 in 2021-2022.

For the subtest for ELEM, the ELEM Level Reading/ELA (5002) subtest increased from 50% to 82.14%, and the ELEM Social Studies (5004) subtest increased from 50% to 72.00%. The ELEM Social Studies subtest and the Math subtest also saw an increase in the percentage of passing scores. Social Studies increased from 50.00% to 72.00% and math increased from 81.82% to 87.50%

There is nothing to report on the Middle Level numbers as that program is phasing out.

Scores for the (5624) Secondary Level PLT indicated that the percentage of passing scores increased from 87.50% to 96.15%. It is worth noting here that the number of students who took the Secondary Level PLT test increased from 8 in 2020-2021 to 26 in 2021-2022.

Finally, the MAT LD (5383) Special Ed: Teaching Students with Learning Disabilities dropped from 95.00% to 87.50%. The MAT LD (5354) CORE Knowledge test also dropped slightly from 100% to 93.1%

Overall, most of the scores increased as did the number of students who took the tests. This is a positive indicator that we hope will continue. The drops in scores were not very significant when you look at the number of students taking the test. One or two students could increase or decrease the percentage passing by several points.

Certainly, we will continue to take a closer look at our course objectives, instructional procedures, and assessments. We are currently doing this through a course matrix activity. We have also provided additional resources to students to help them prepare for the Praxis exams. Some of these resources include: tutoring software for students, several workshops for students to attend, and courses designed to assist with Praxis content.

It is also worth noting that the School of Education has been recognized without conditions by each major's SPA (accrediting body).

## **SLO 2:**

For 2021-2022, in EDUC 490, the mean score for students ( $N=42$ ) was 2.25. They were assessed on the following objective:

- **EDUC 490 Teacher Candidate Student Learning Objective Unit Item 2D:** The teacher candidate explains how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels on a 3 point scale. These scores were slightly lower than last year' score of 2.3. The 2019-2020 mean score was 2.05.

For 2021-2022, in EDUC 770, the mean score for students ( $N=25$ ) was 2.88. They were assessed on the following objective

- **EDUC 770 Teacher Candidate Student Learning Objective Unit Item 2D:** The teacher candidate explains how he or she will balance the required grade level standards with the students' needs, abilities and developmental levels on a 3 point scale. These scores were slightly lower than last year' score of 2.95. The 2019-2020 mean score was almost identical at 3.0.

All candidates for graduation (EDUC 40 and EDUC 770) continue to demonstrate their ability to reflect on the needs of their students at the expected (2.0) or exceeding expectations (3.0) level. Data were collected from EDUC 490 and EDUC 770. These courses were used for 2021-2022 data collection. We will continue to emphasize the need for professional reflection to analyze the needs of P-12 students through planning and assessment.

**SLO 3:** Dispositions at this time are not an issue within the School of Education. While there are generally one or two candidates with whom we must speak regarding professional dispositions during the year, the process that the SOE has in place for resolving problems with dispositions is working as it should be. Students are continuing to score at or above the expected level. Score averages remain high across all categories and fall within the range of 2.79 to 2.93. This is out of a 3.0 scale. 2.0 is the minimum expectation.

**SLO 4:** Employers reported that completers were doing well in all areas, but needed work especially in areas that involve planning and delivering instruction for students who have special needs and are English Language learners. This includes students who are gifted and talented.

The EPP has sought to address these issues through more emphasis on planning for and delivering instruction for students with special needs in its methods classes across all programs. The EPP has also brought in faculty who have training in working with students whose first language is not English. That said, given this was an academic year that was still affected by a major pandemic and where students

were being instructed both in the classroom and through virtual means, the EPP feels confident that improvement will be reflected in completion and student performance when the students are all back in the classrooms and instruction is not piecemealed according to who has technology, who doesn't, and what can be done in pedagogical practice.