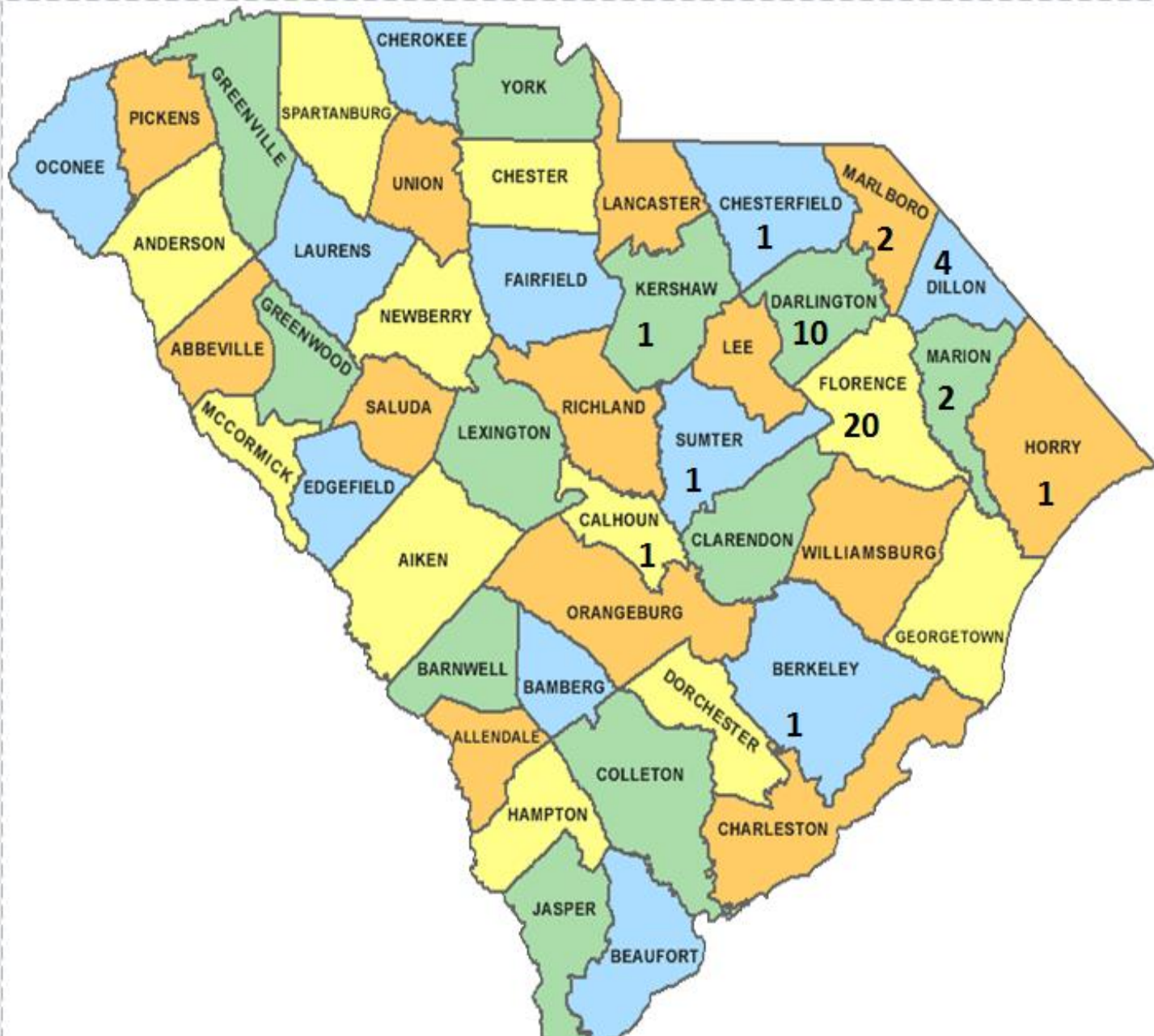


Information on our 2015-2016 School of Education Graduates



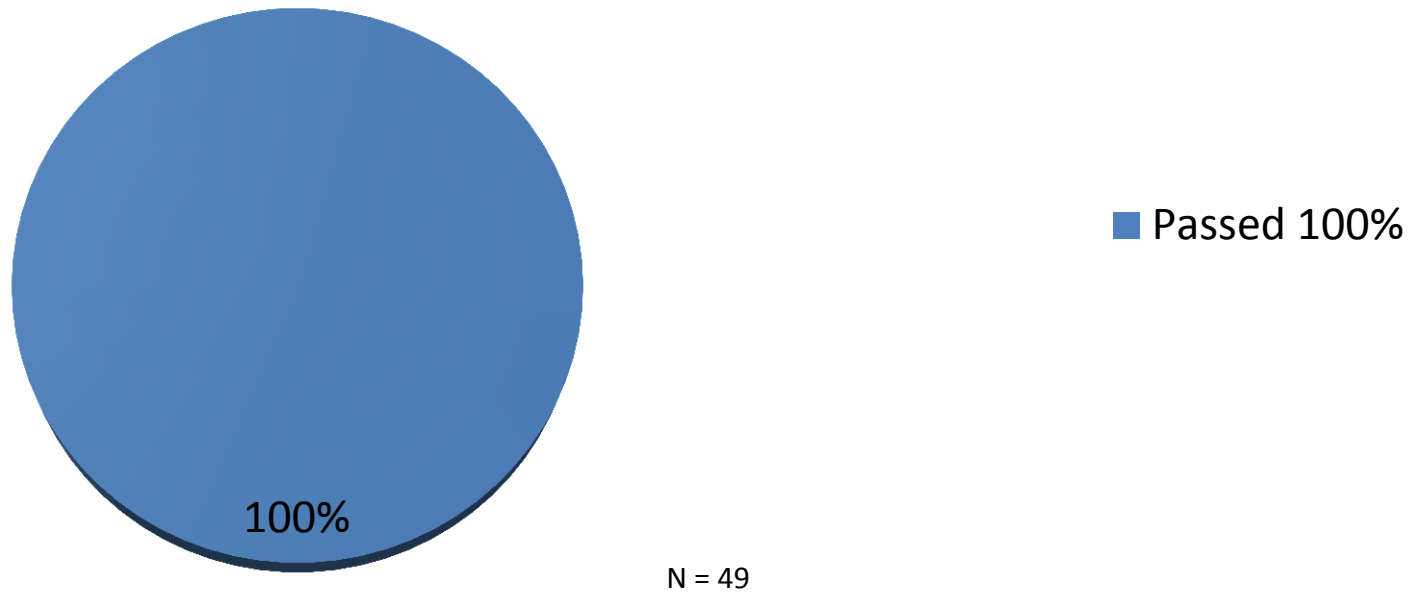
Where Are Our 2015-2016 Graduates Employed?

County	# Graduates Employed
Berkeley	1
Calhoun	1
Chesterfield	1
Darlington	10
Dillon	4
Florence	20
Horry	1
Kershaw	1
Marion	2
Marlboro	2
Sumter	1
In Field Other Than Teaching	2
Unknown	3
TOTAL	49



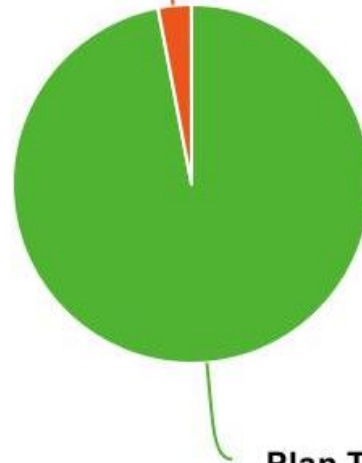
Graduate Performance on Licensure Exams

100% of the 2015-2016 Graduates passed the licensure exams required to teach in South Carolina.



Percentage of our 2015-2016 completers who plan to continue to teach next year?

Do Not Plan To Teach Next School Year or Are Unsure : 3 %



Plan To Teach Next School Year : 97 %

■ Plan To Teach Next School Year

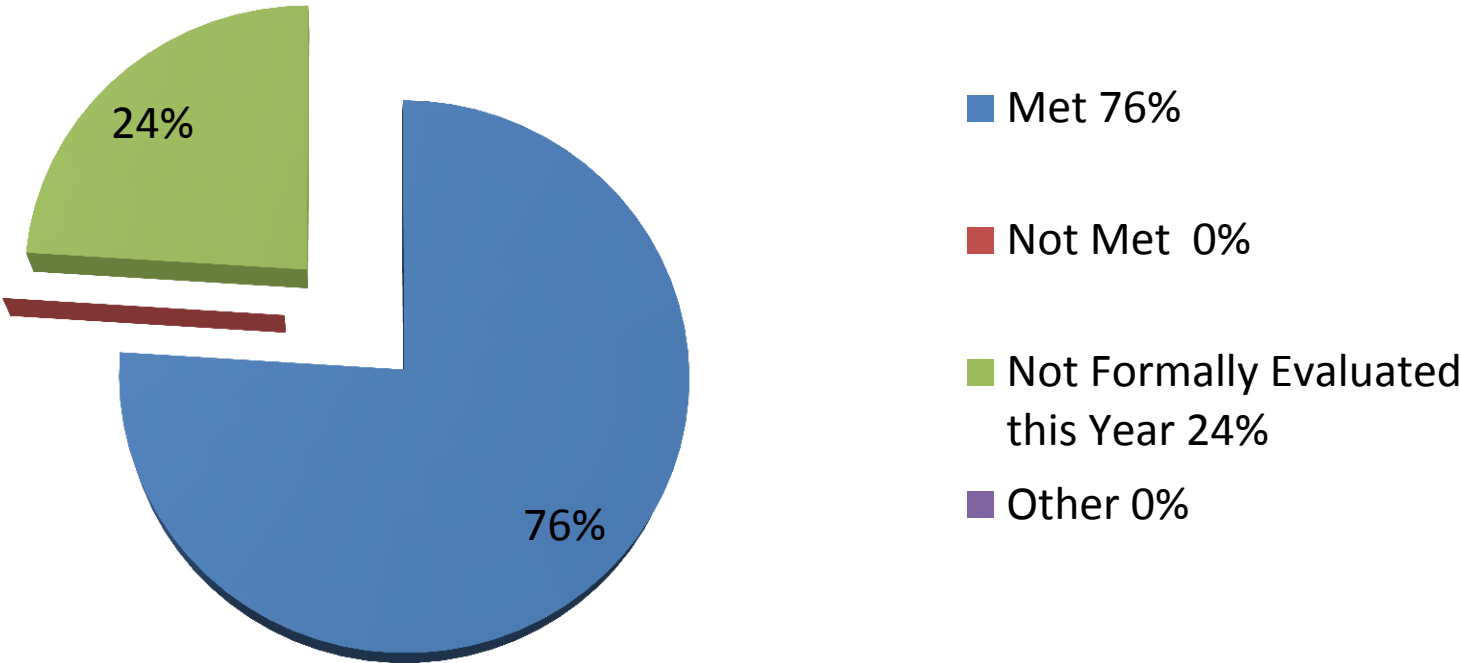
■ Do Not Plan To Teach Next School Year or Are Unsure

n=30

CAEP Standard 4.2

Completer's Indicators of Teaching Effectiveness

The 2015-2016 completers earned the following evaluation results during their first year of teaching.



n=29

CAEP Standard 4.2 & 4.3
Completer's Indicators of Teaching Effectiveness
& Satisfaction of Employers of our Completer's

Percentage of our 2015-2016 completers who received awards or special recognitions during their first year of teaching?

33% RECIEVED AWARDS OF SOME KIND

Awards Include:

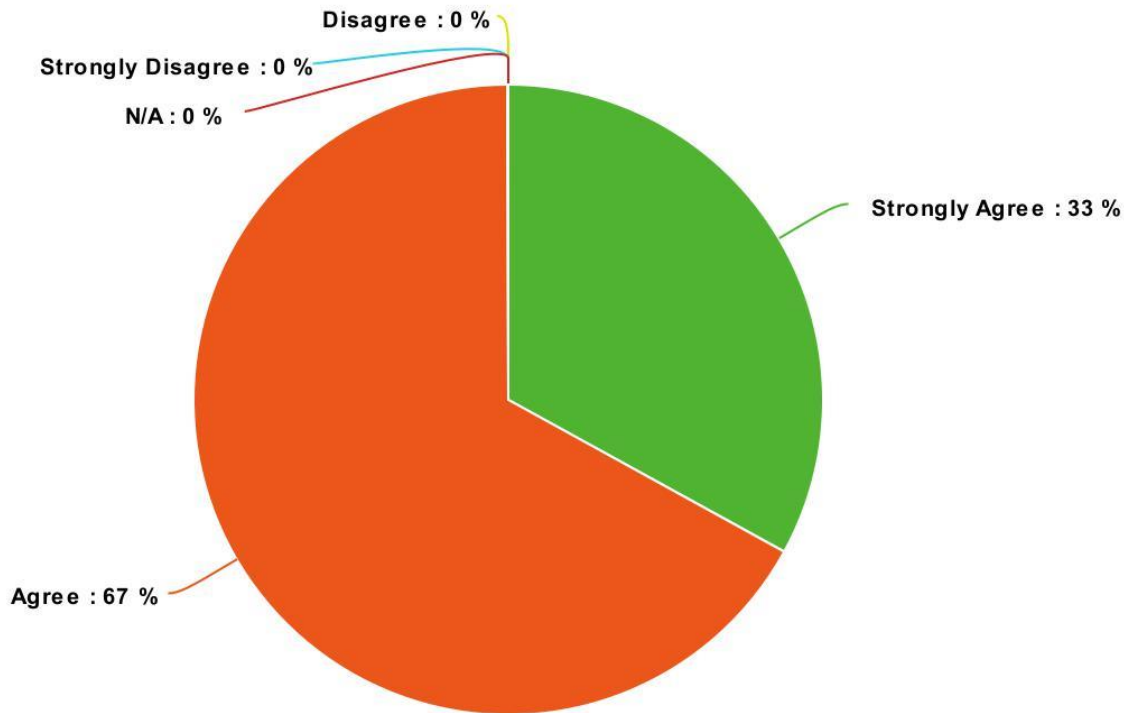
- Golden Apple Award
- Teacher of the Months
- Outstanding First Year Teacher Award
- Montessori Certification
- Wonderful Worker of the Week
- STEAM Certification

n=30

CAEP Standard 4.3

Satisfaction of Employers of our Completer's

Level of satisfaction among employers regarding the extent to which our completers... ***“Recognize the basic developmental levels (cognitive, social, emotional and physical) appropriate to their students.”***



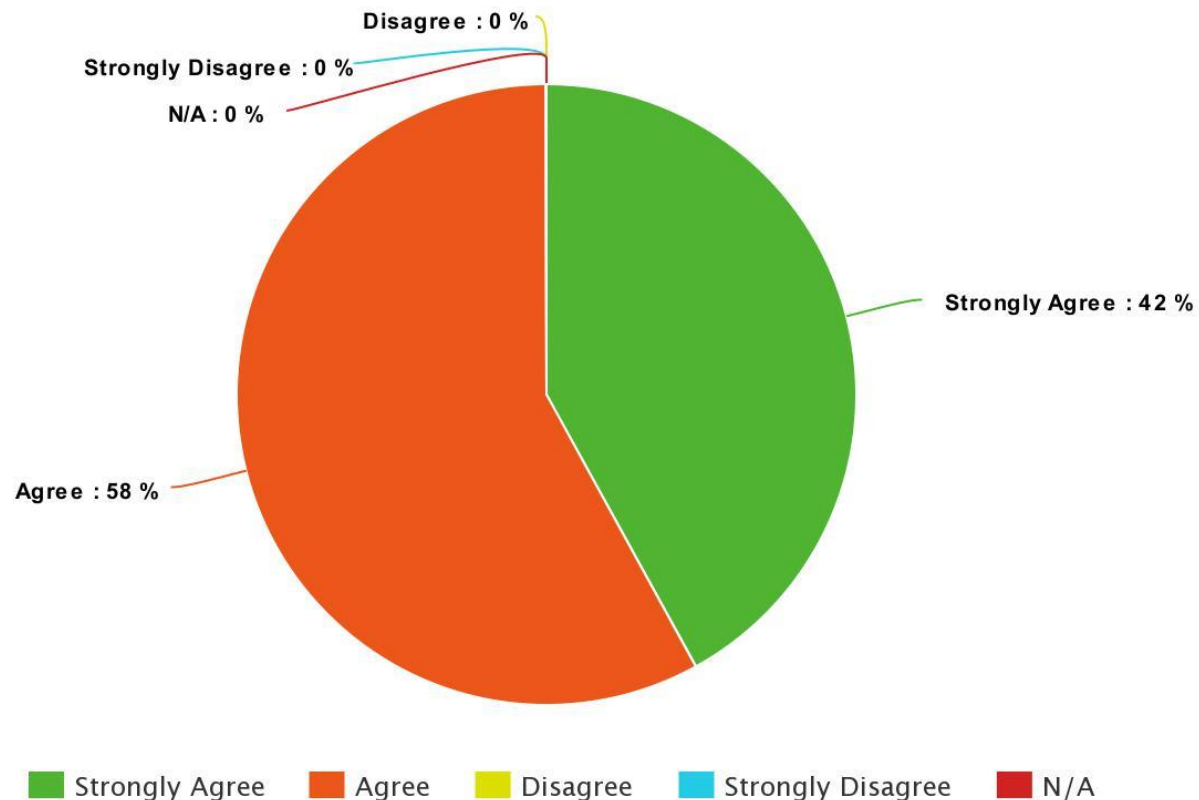
n=12

Strongly Agree Agree Disagree Strongly Disagree N/A

CAEP Standard 4.3

Satisfaction of Employers of our Completer's

Level of satisfaction among employers regarding the extent to which our completers... ***“Seek professional development opportunities to further develop my practice.”***

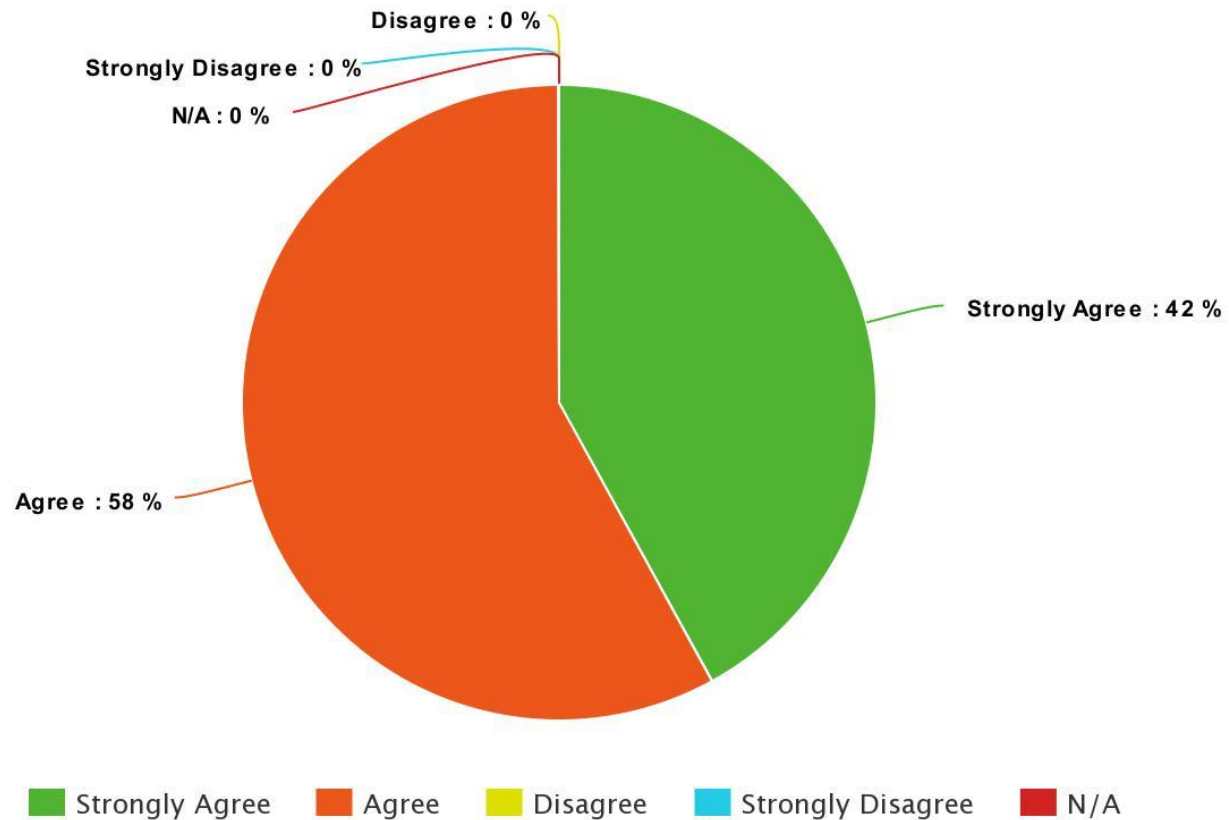


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CAEP Standard 4.3

Satisfaction of Employers of our Completer's

Level of satisfaction among employers regarding the extent to which our completers... ***“Work collaboratively with colleagues and other professionals.”***

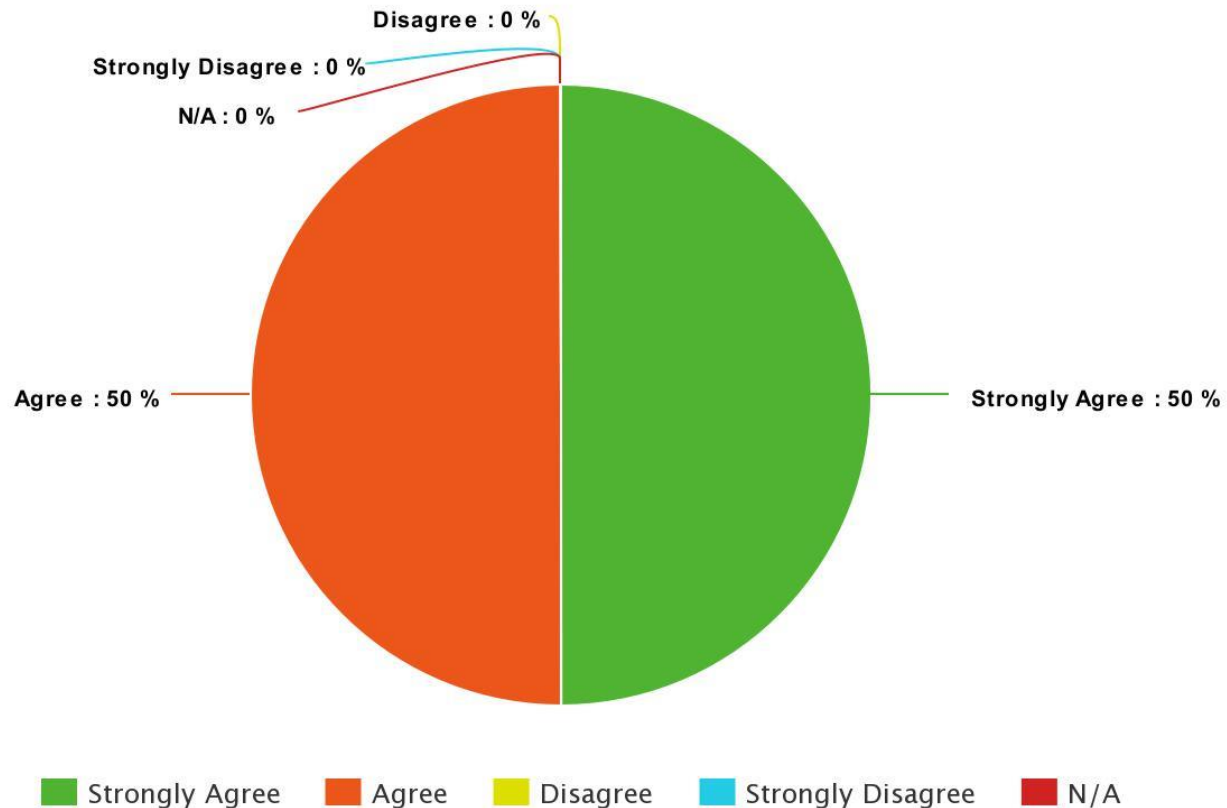


n=12

CAEP Standard 4.3

Satisfaction of Employers of our Completer's

Level of satisfaction among employers regarding the extent to which our completers... **“Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.”**

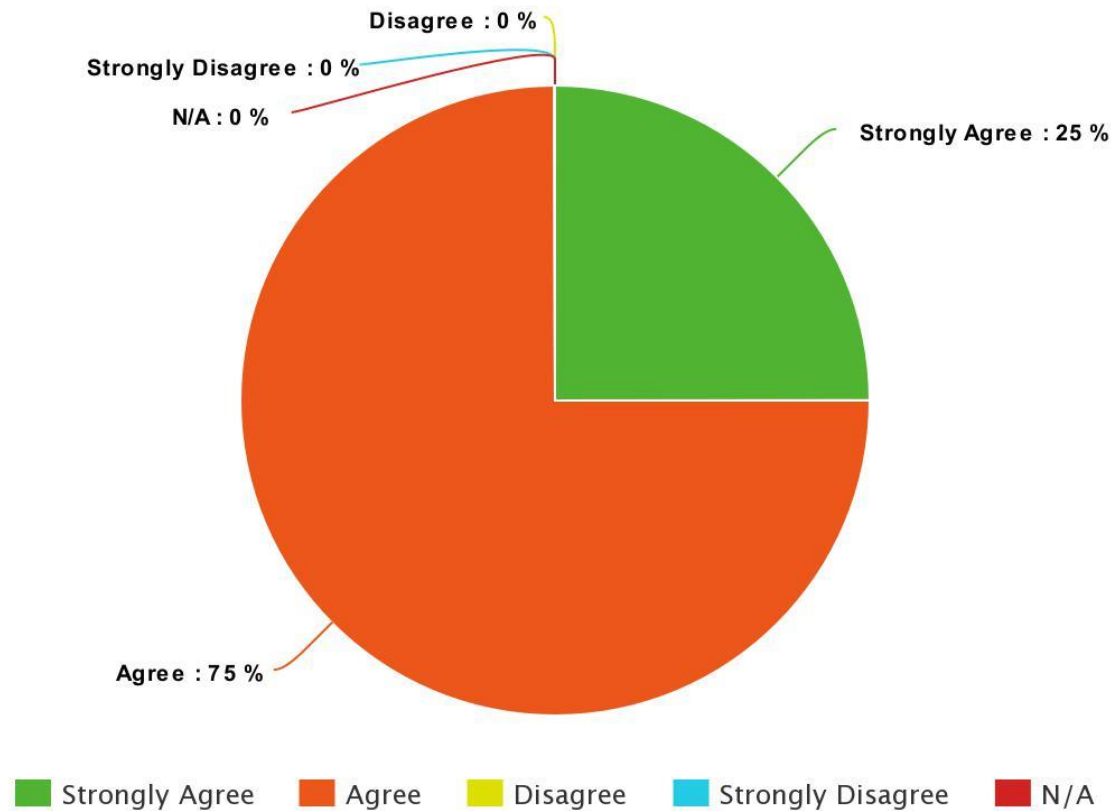


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CAEP Standard 4.3

Satisfaction of Employers of our Completer's

Level of satisfaction among employers regarding the extent to which our completers... ***“Contribute to positive changes in practice and advance the teaching profession.”***



n=12

CAEP Standard 4.3

Satisfaction of Employers of our Completer's

We asked principals who employ our 2015-2016 graduates... “Reflecting on what the teacher needed to know for the first year of teaching, what were the strengths of FMU’s educator preparation program? ”

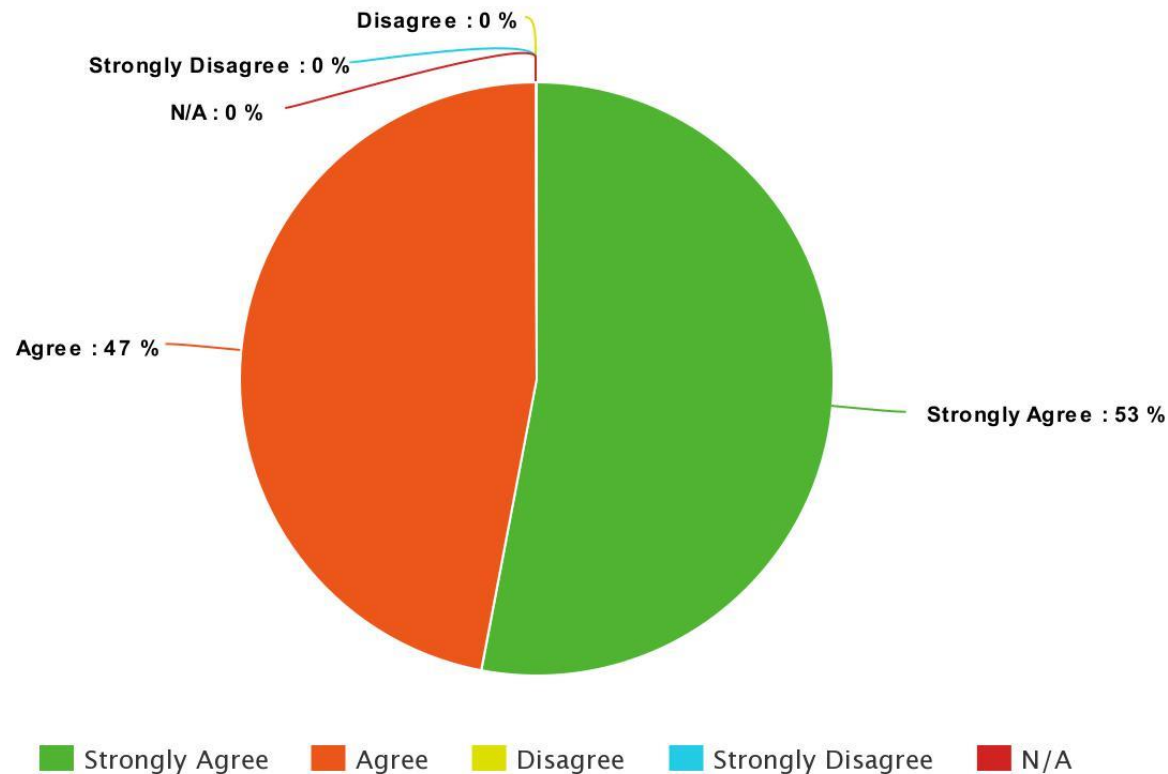
Summary of notable responses...

- Willingness to participate in all school activities and academics
- Instructional Planning
- Classroom Management
- Instruction delivery
- I find that FMU graduates are consistently well prepared to plan for classroom instruction and navigate the ADEPT system of evaluation.
- Planning Classroom management Assessments
- The teachers are knowledgeable of the content.
- Knowledge of developmentally appropriate practice
- FMU provides its teachers with a strong foundation in the understanding of effective, explicit direct instruction.
- I feel FMU prepared this individual for the "realities' of teaching. He was prepared from the very beginning and has adjusted very well

CAEP Standard 4.4

Satisfaction of our Completers

Level of satisfaction among completers regarding the extent to which they felt prepared to ... ***“Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction.”***

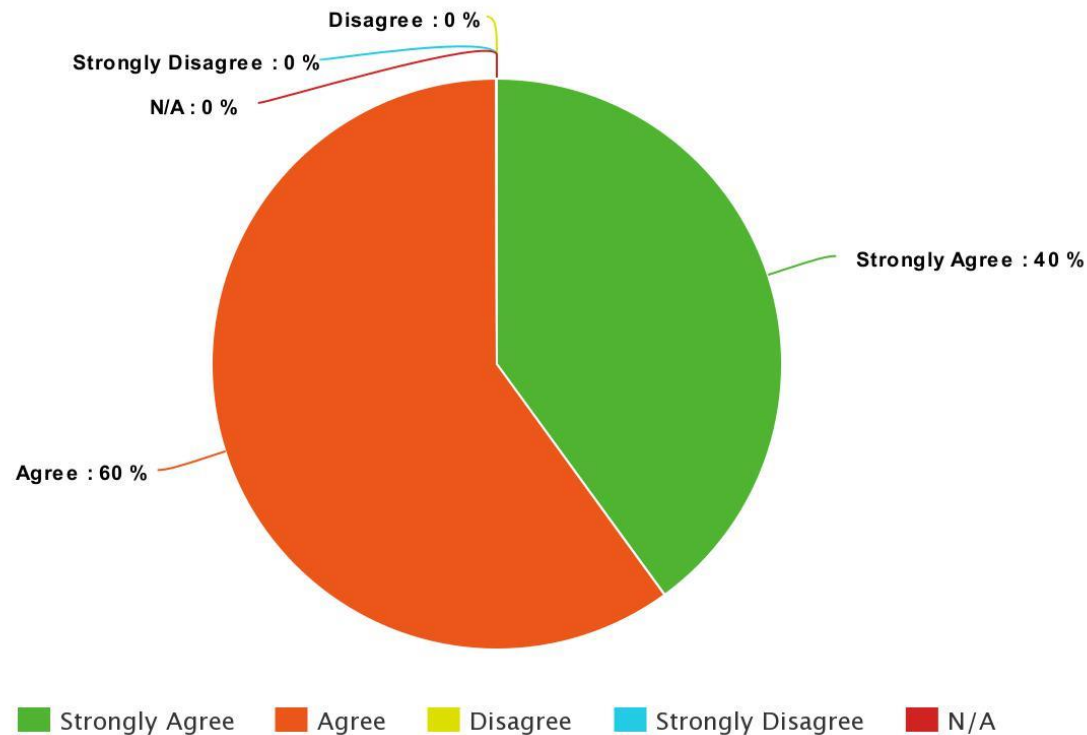


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CAEP Standard 4.4

Satisfaction of our Completers

Level of satisfaction among completers regarding the extent to which they felt prepared to ... ***“Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.”***

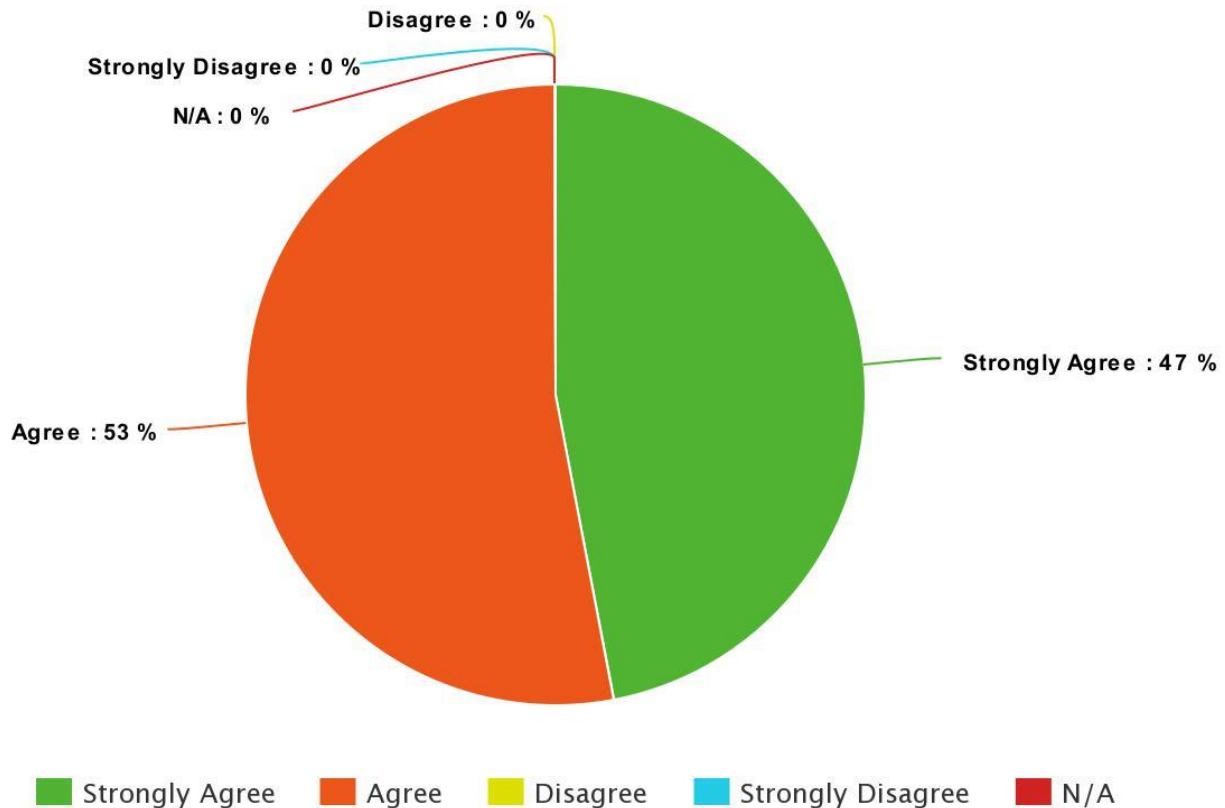


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CAEP Standard 4.4

Satisfaction of our Completers

Level of satisfaction among completers regarding the extent to which they felt prepared to ... ***“Utilize strategies to create learning environments which engage students in individual and collaborative learning.”***

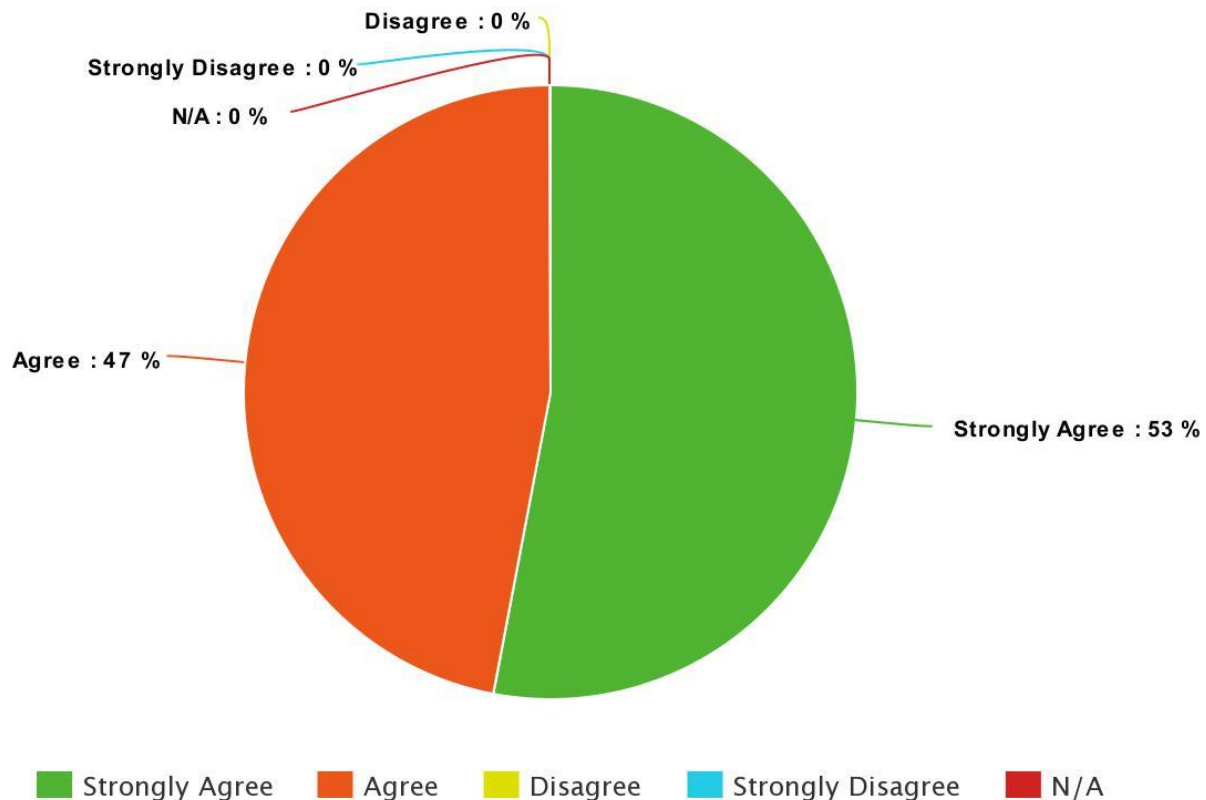


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CAEP Standard 4.4

Satisfaction of our Completers

Level of satisfaction among completers regarding the extent to which they felt prepared to ... ***“Create opportunities for learners to develop diverse social and cultural perspectives.”***

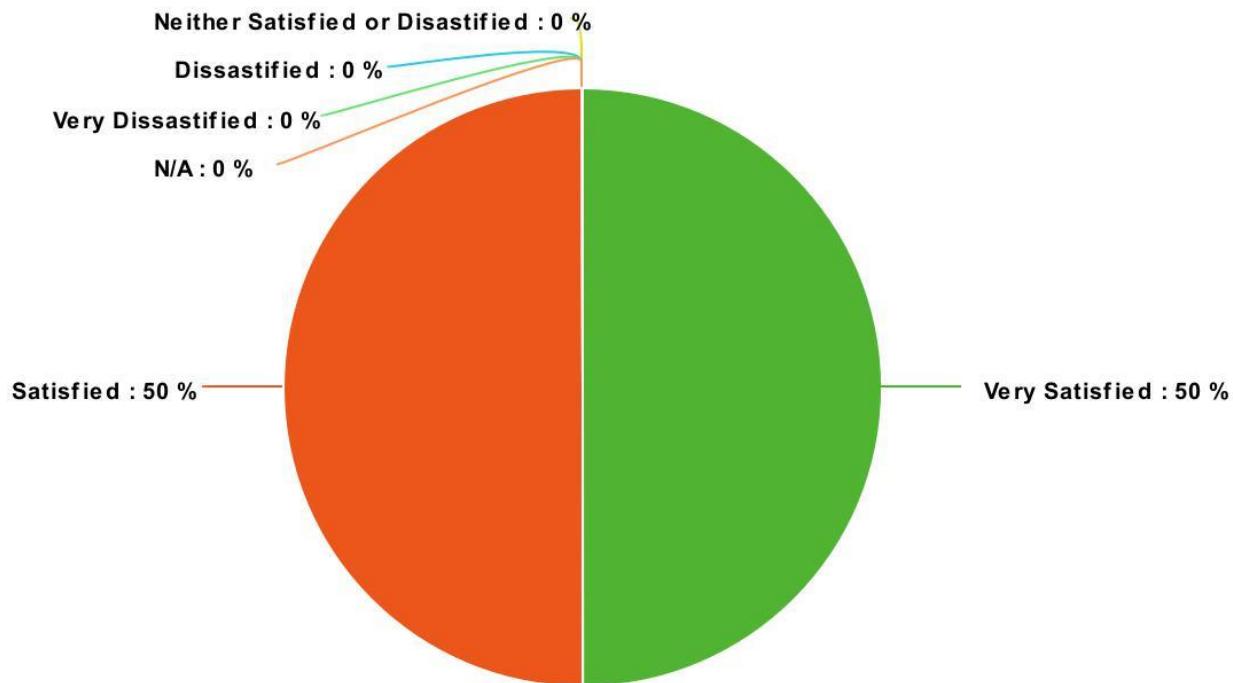


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CAEP Standard 4.4

Satisfaction of our Completers

Level of satisfaction among completers regarding the extent to which they..... **“the preparation they received from FMU was “effective and relevant to the responsibilities of their teaching job.”**



n=30



We asked our 2015-2016 graduates... **“Reflecting on what you needed to know for the first year of teaching, what were the strengths of FMU’s educator preparation program? ”**

Summary of notable responses...

- Planning was the greatest thing that I learned at FMU that I have used this year.
- The lesson plans template at FMU really helped me to prepare effective lesson plans for my students.
- Lesson Planning, ADEPT preparation, TCWS and LRP (SLO) prep.
- Completing a TCWS and LRP. Diversity in how students learn.
- Being familiar with the ADEPT process and how it works
- I was extremely prepared on how to prepare my classroom, be professional, adapt, and change for my students and environment. I felt very confident in incorporating technology into the classroom and how to align my standards and be prepared for instruction each day. One of the biggest lessons I was thankful that FMU taught me, was self-reflection. Obviously, they couldn't prepare me for everything but they did instill in me to reflect and be willing to change what didn't go so well or how to seek out someone to help me modify.
- FMU prepared me for the process of teaching, and helped me to learn how to prioritize my tasks.
- I was already ahead of the game as far as knowing what to do when it came to lesson plans and know how to run a classroom. There are new teachers here from another university that did not learn what I did at Francis Marion!
- Francis Marion taught me how to reach the students. They taught me strategies on how to deliver my content.
- FMU did a great job of preparing me for the classroom. I know how to construct meaningful lessons that are effective.
- 1. Lesson Planning- allowing student teachers to write more abbreviated lesson plans after a few weeks so they can focus more on teaching and their students than on perfecting a lesson plan. 2. Center of Excellence- learning how to help students of poverty be successful.
- FMU's program really prepared me to find common misconceptions and address them from the very beginning.
- The strengths of the FMU's educator preparation program is that they provided numerous opportunities of clinical experience, countless ways of having effective classroom management, and they provided a strong support system for students even after they have graduated.
- Relevance of lesson and standards to students Technology Lesson Planning DOK Strategies and Levels Educating students of/living in poverty Heavy clinical experience Being able to experience what the ADEPT process is actually like was VERY HELPFUL The biggest: THE AMAZING STAFF AT FMU :)