

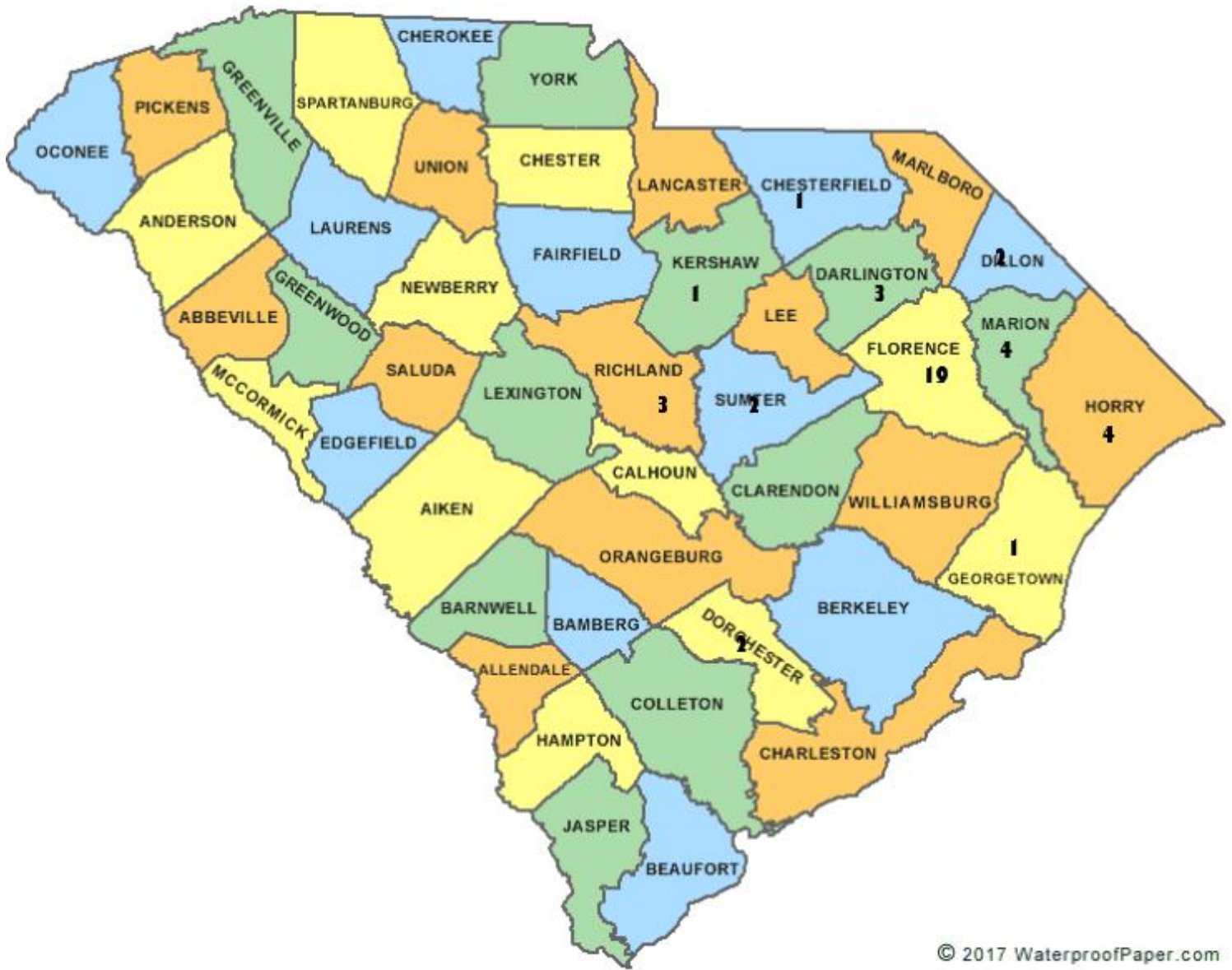
Information About Our 2017-2018 Graduates

School of Education

Francis Marion University



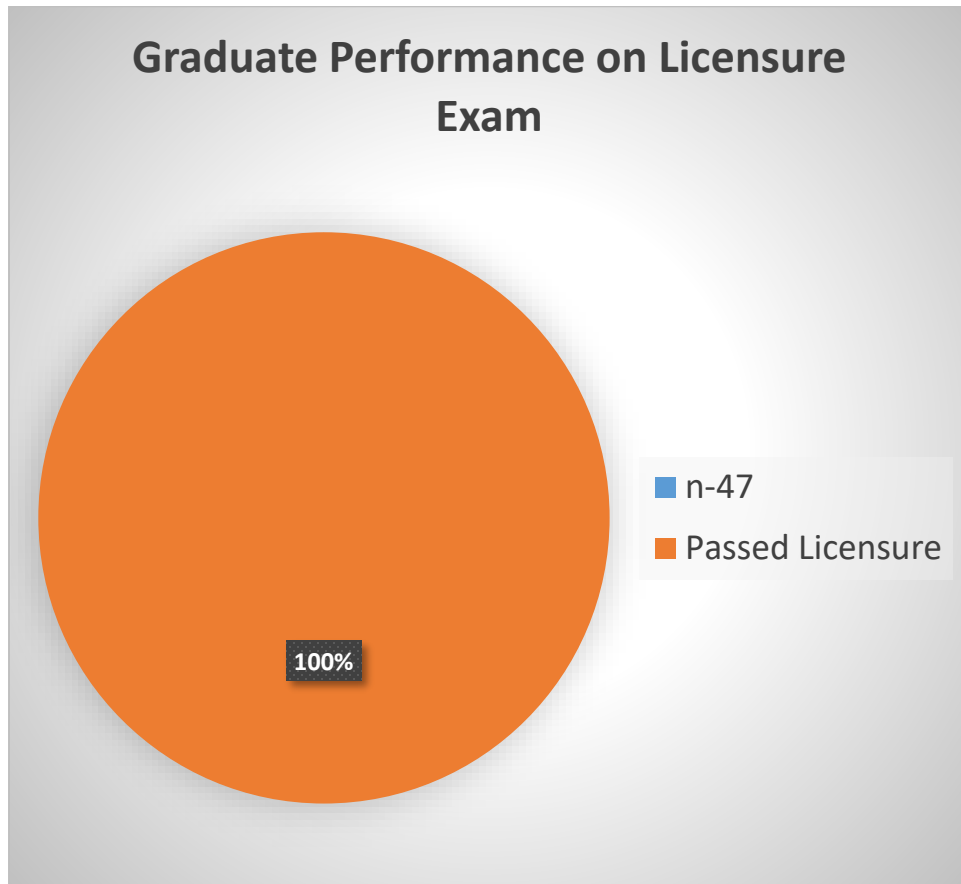
Counties In South Carolina Where Our 2017- 2018 Graduates Are Working:



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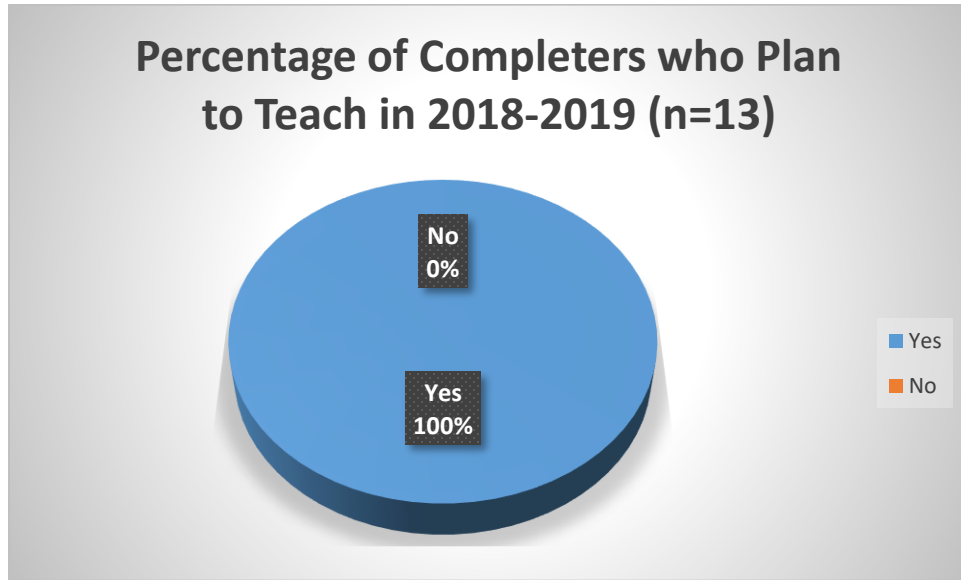
County	#
Chesterfield	1
Darlington	3
Dillon	2
Dorchester	2
Florence	19
Georgetown	1
Horry	4
Kershaw	1
Marion	4
Richland	3
Sumpter	1
Sumter	1

Graduate Performance on Licensure Exams



100% of the Graduates passed the required Exam for Licensure.

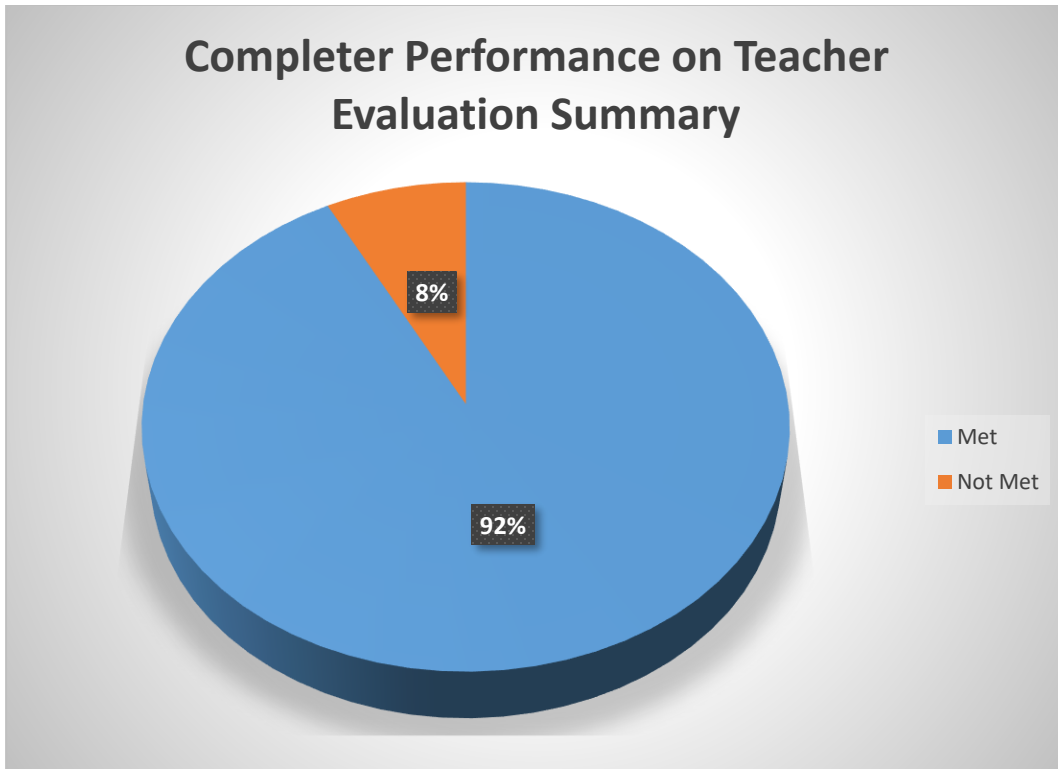
Percentage of our 2017-2018 completers who plan to continue to teach next year? 100%



CAEP Standard 4.2

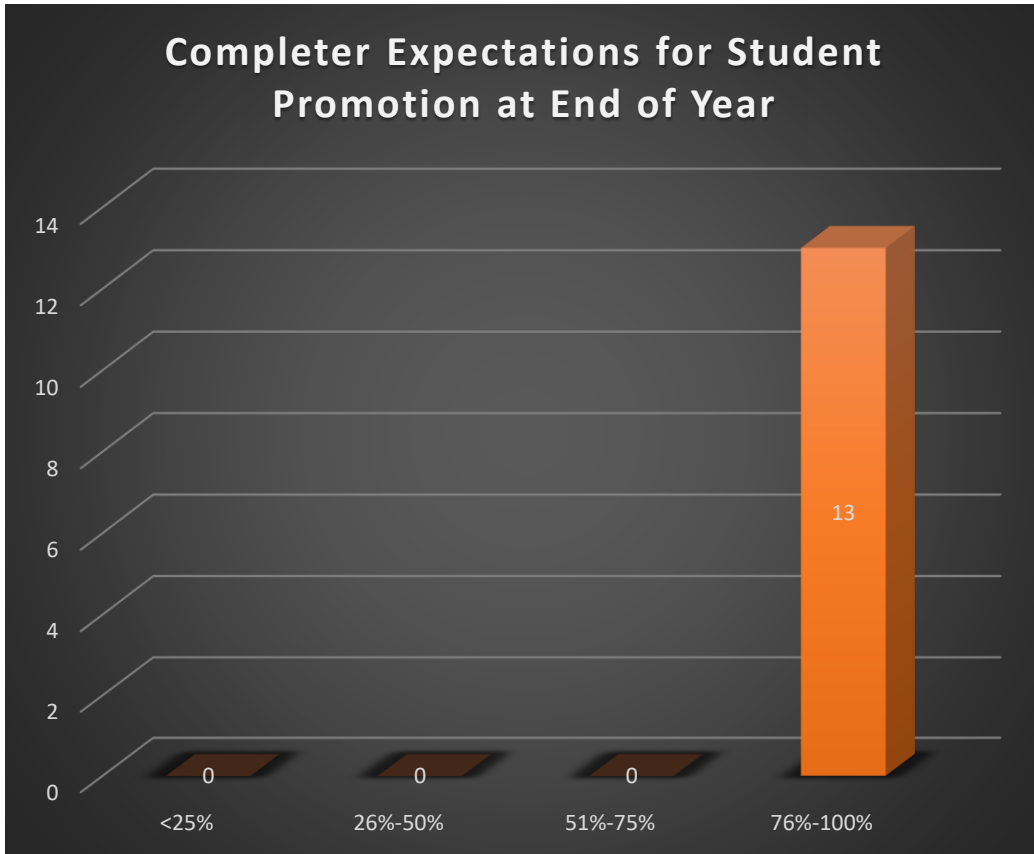
Indicators of Teacher Effectiveness

Most Recent Teacher Evaluation Summary of First Year Completers



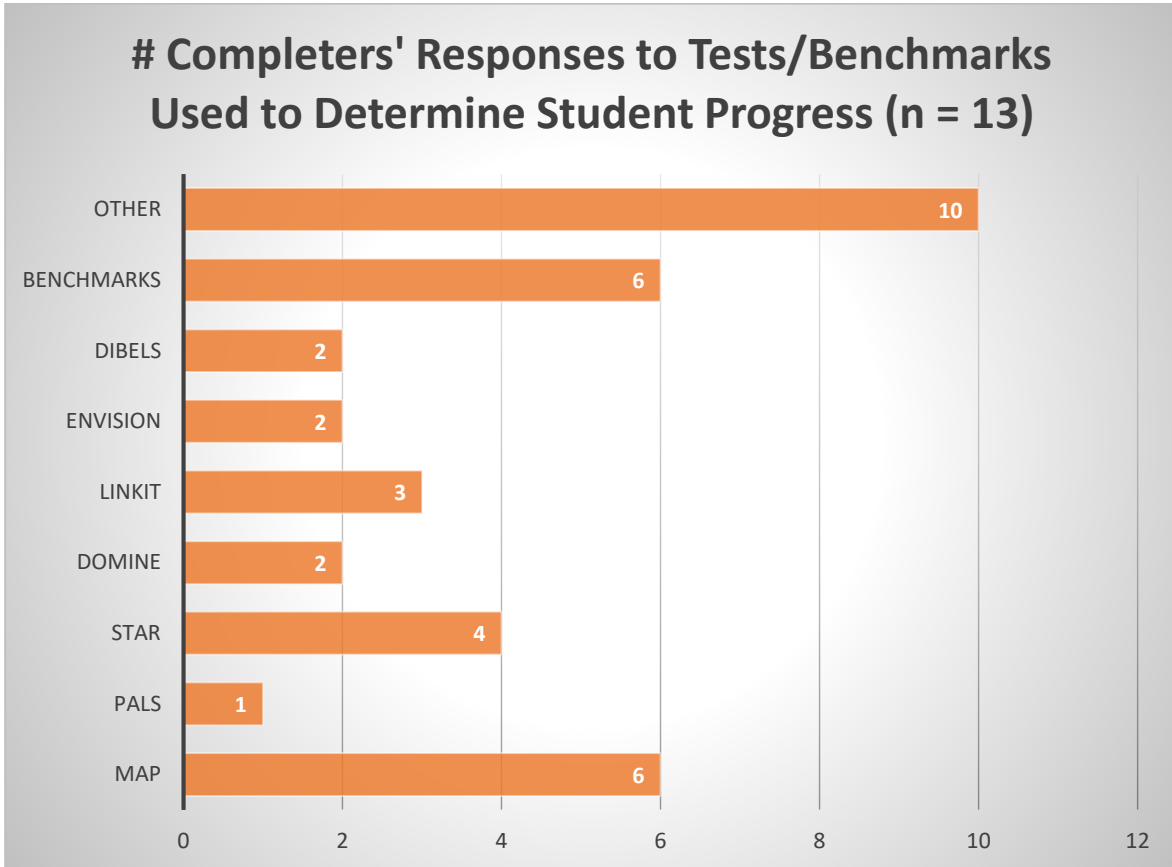
CAEP Standard 4.2

Indicators of Teacher Effectiveness



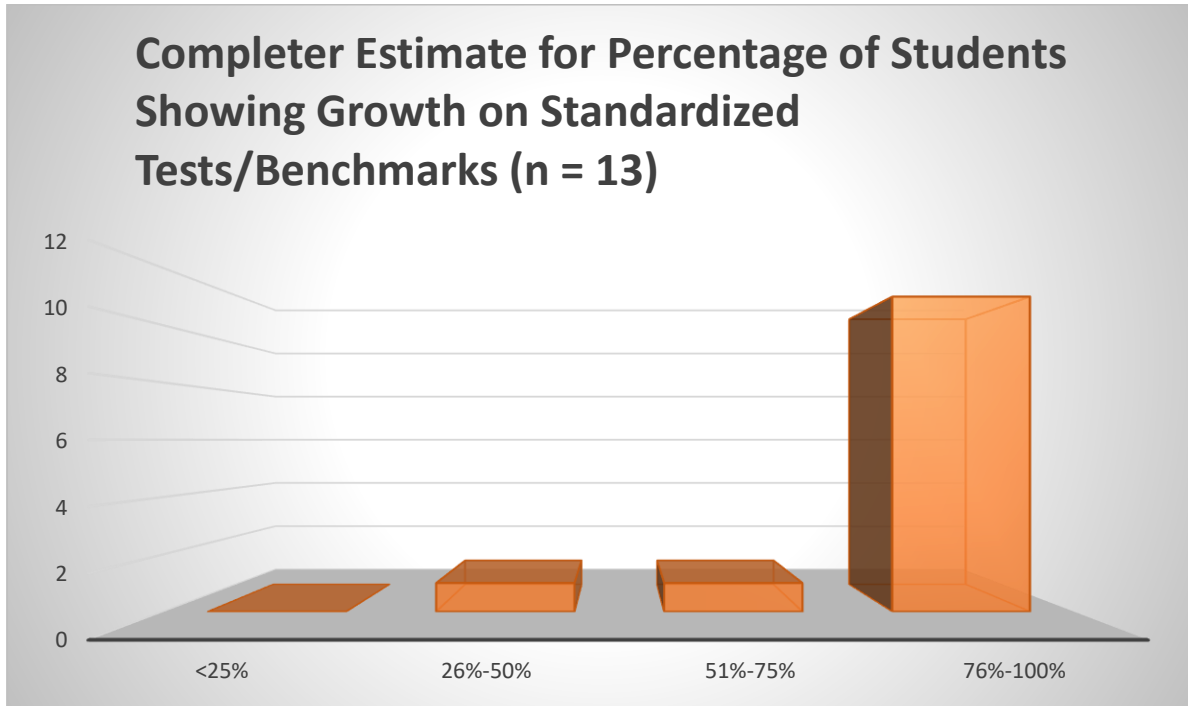
CAEP Standard 4.2

Indicators of Teacher Effectiveness



CAEP Standard 4.2

Indicators of Teacher Effectiveness



CAEP Standard 4.2

Indicators of Teacher Effectiveness

38%

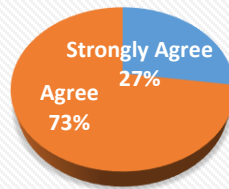
Indicators of Teacher Effectiveness include recognitions and awards completers have earned during their first year. Five of the thirteen respondents (38%) reported earning such recognitions and rewards, including Teacher of the Month and the Extra Mile Award.

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students (n=11).



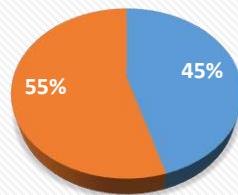
■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Plan instruction incorporating the basic theories of student development appropriate to my students (n = 11).



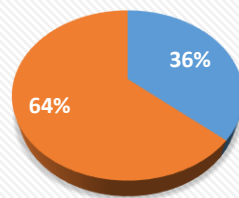
■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Deliver instruction incorporating the basic theories of student development appropriate to my students (n = 11).



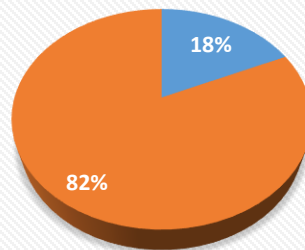
■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Develop and manage a collaborative classroom in which all students have ownership (n = 11).



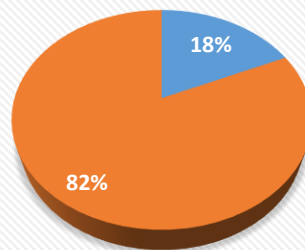
■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Implement effective classroom management strategies and procedures in all school areas.



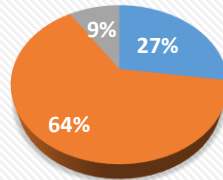
Strongly Agree Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction (n = 11).



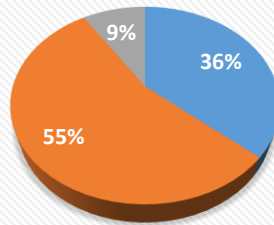
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications (n = 11).



■ Strongly Agree ■ Agree ■ Disagree

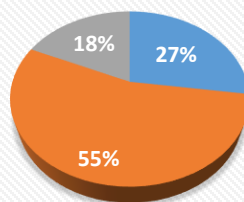
CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

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 (n = 11).



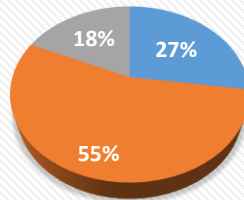
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

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 (n = 11).



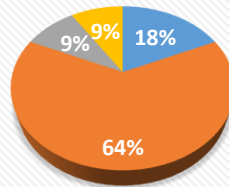
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

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 (n = 11).



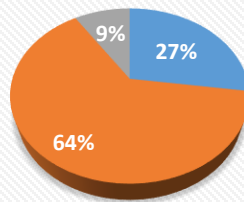
■ Strongly Agree ■ Agree ■ Disagree ■ N/A

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

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 (n = 11).



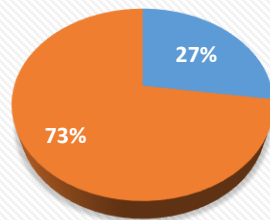
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Use technological tools and a variety of communication strategies to build communities that engage learners (n = 11).



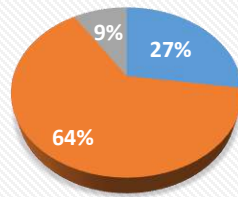
Strongly Agree Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Recognize student misconceptions and create experiences to build accurate conceptual understandings (n = 11).



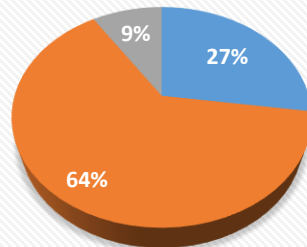
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Create opportunities for students to learn, practice, and master academic language (n = 11).



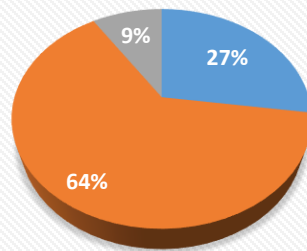
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Use academic language in a way that encourages learners to integrate content areas (n = 11).



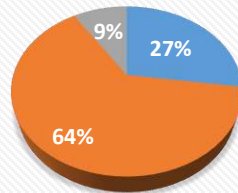
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Utilize strategies to create learning environments which engage students in individual and collaborative learning (n=11).



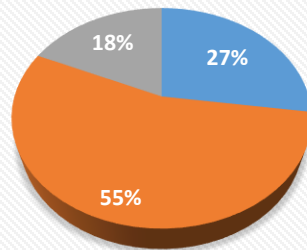
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Create opportunities for learners to develop diverse social and cultural perspectives (n = 11).

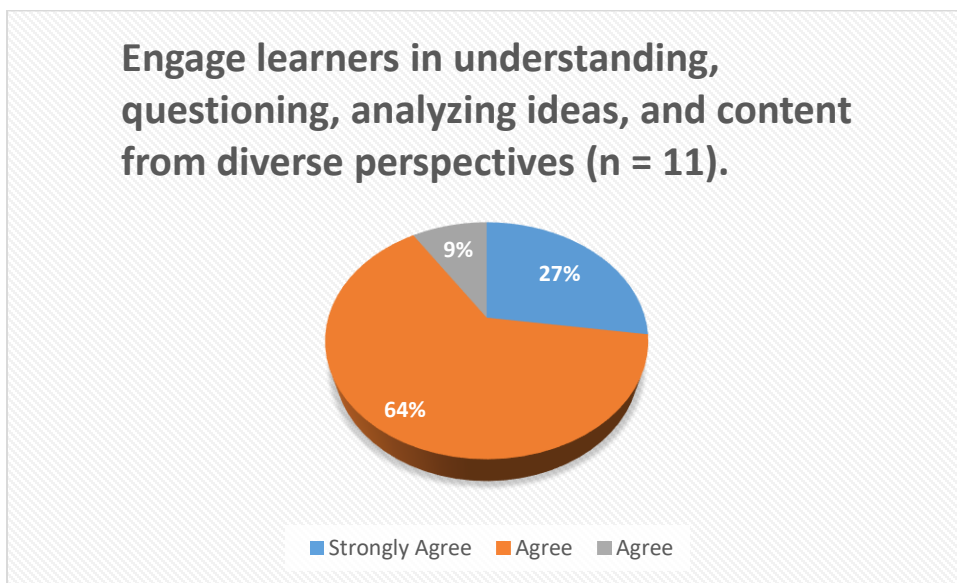


■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

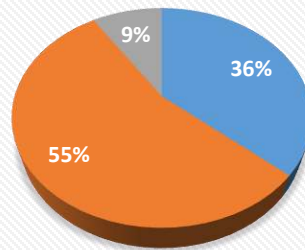


CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Examine data to understand each learner's progress and learning needs
(n = 11).

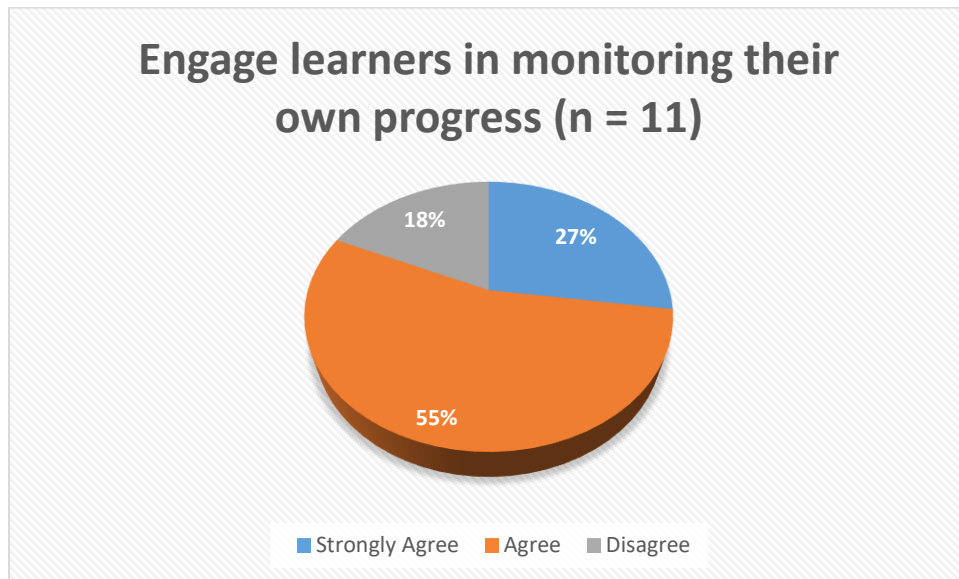


■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

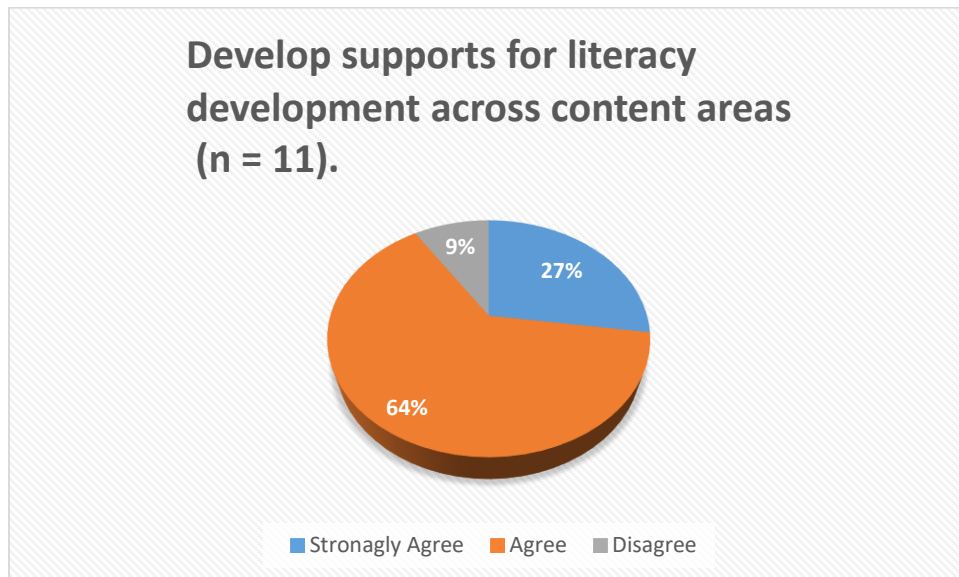
Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .



CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

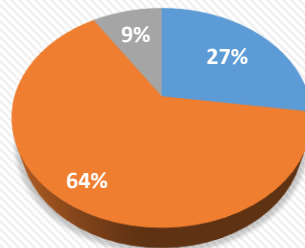


CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Develop flexible learning environments that foster discovery, exploration, and expression (n = 11).



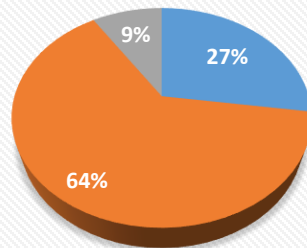
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Utilize a variety of technological resources to support and promote student learning (n = 11).

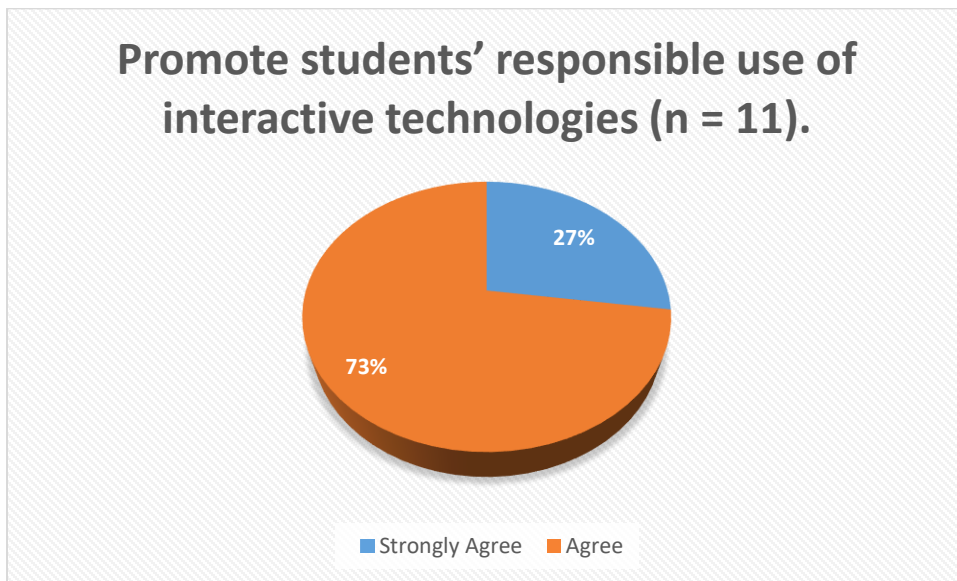


■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

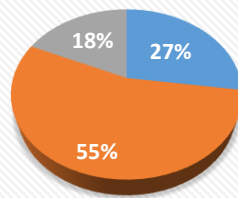


CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs (n = 11).



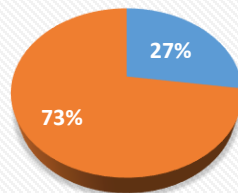
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs (n = 11).



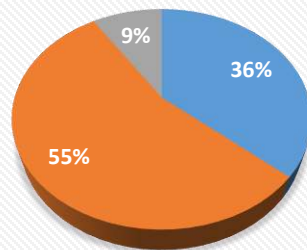
■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Use formative and summative data to adjust instruction to enhance learning (n = 11).



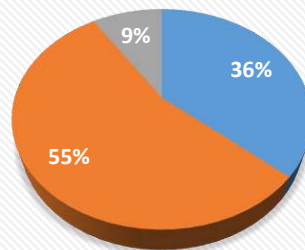
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Use a variety of evidence-based practices to differentiate and support learning (n = 11).



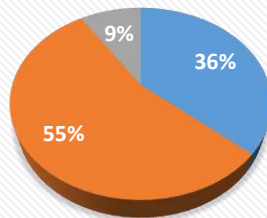
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing (n = 11).

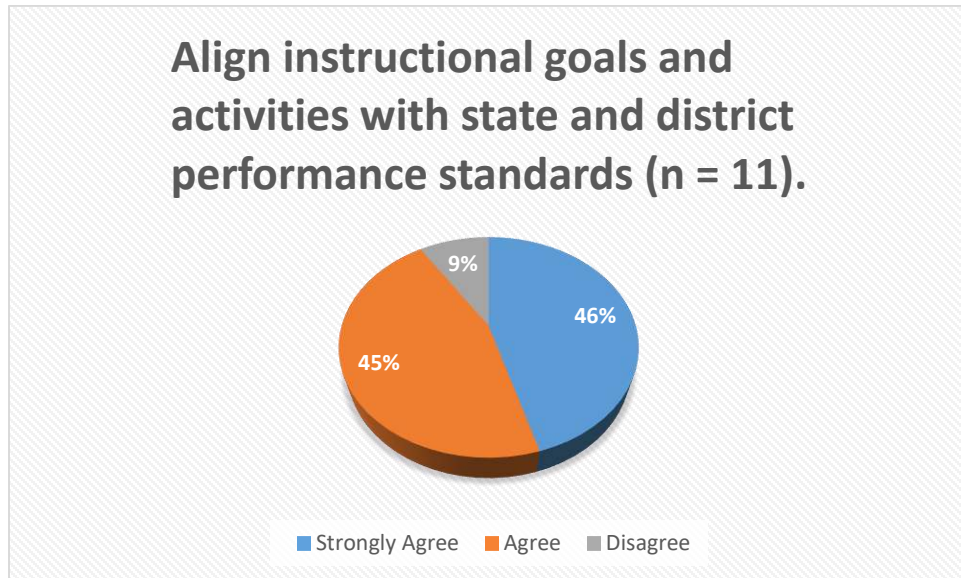


■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

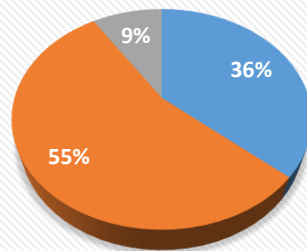


CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Use ongoing analysis and reflection to improve planning and practice (n = 11).



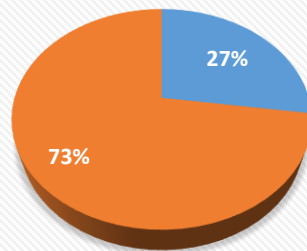
■ Strongly Agree ■ Agree ■ Disagree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Seek professional development opportunities to further develop my practice (n = 11).

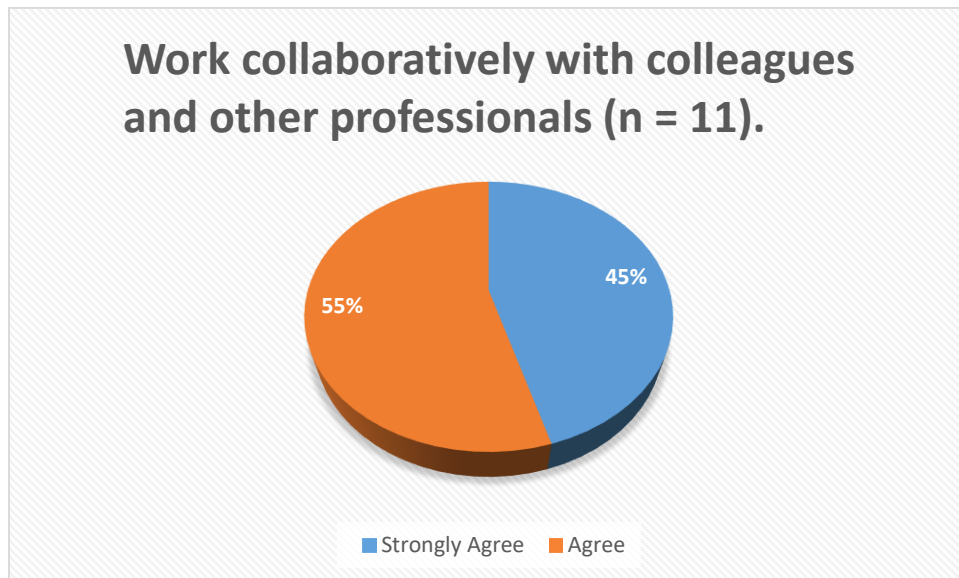


■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

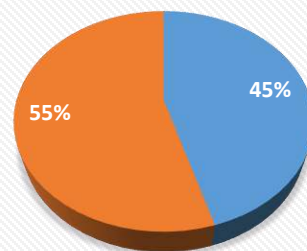


CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Understand, uphold, and follow professional ethics, policies, and legal codes of conduct (n = 11).



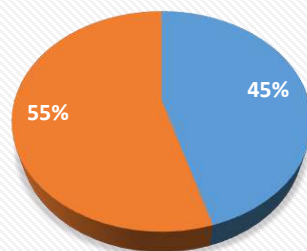
■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Understand, uphold, and follow professional ethics, policies, and legal codes of conduct (n = 11).



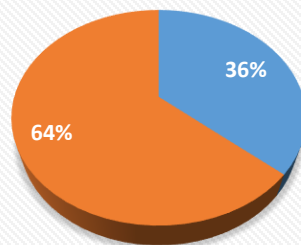
■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Now that the FMU graduate has been teaching for almost a year, please think back on the FMU Educator Preparation Program and rate the teacher on how well the program prepared the teacher to . . .

Contribute to positive changes in practice and advance the teaching profession (n = 11).

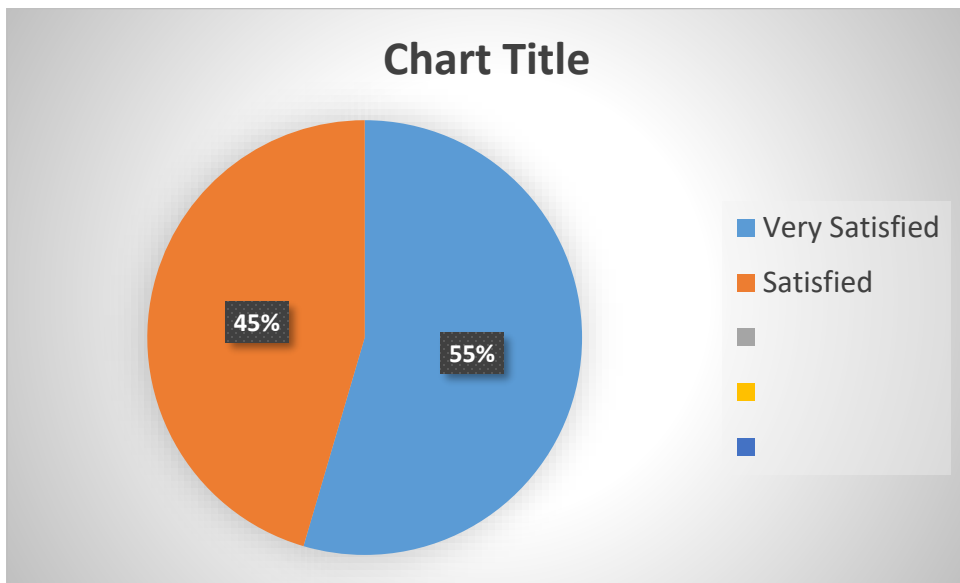


■ Strongly Agree ■ Agree

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Overall Satisfaction with Francis Marion University Graduates Employed at the School

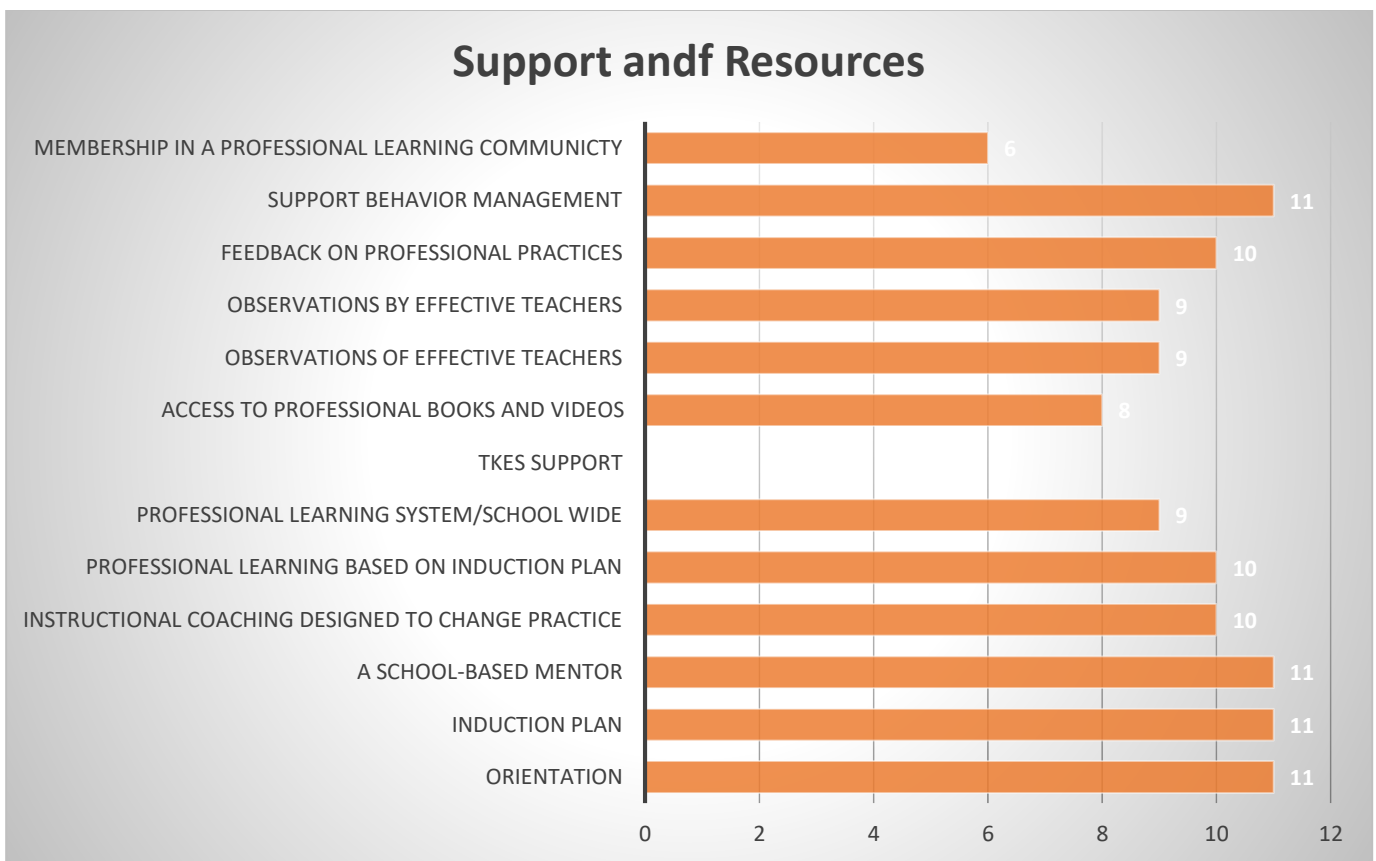


None were dissatisfied or very dissatisfied.

CAEP Standard 4.3

Employer Satisfaction of Our Completers

Thinking about the support the teacher has received this year from the school and district, please check all services that were offered as part of your district's teacher induction program during this first year in the classroom:



CAEP Standard 4.3

Employer Satisfaction of Our Completers

We asked principals who employ our 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?” Their responses include:**

Students were well prepared

Planning.

Planning a solid and effective lesson.

Students from FMU are very knowledgeable about their content.

Curriculum implementation, planning, meeting the needs of diverse learners.

Establishing an appropriate classroom environment. The basics of planning and delivering instruction.

Preparation for doing lesson plans and SLOs were strengths of the program. In addition, previous internships provide opportunities for students to observe and participate in classroom experiences prior to student teaching.

Planning and instruction.

I think the program has allowed (this teacher) to engage a diverse group of learners through differentiation.

We asked the principals to offer suggestions for FMU’s Educator Preparation Program to **better prepare the candidate for his or her first year in the classroom. Their responses include:**

More real-life experiences with classroom management.

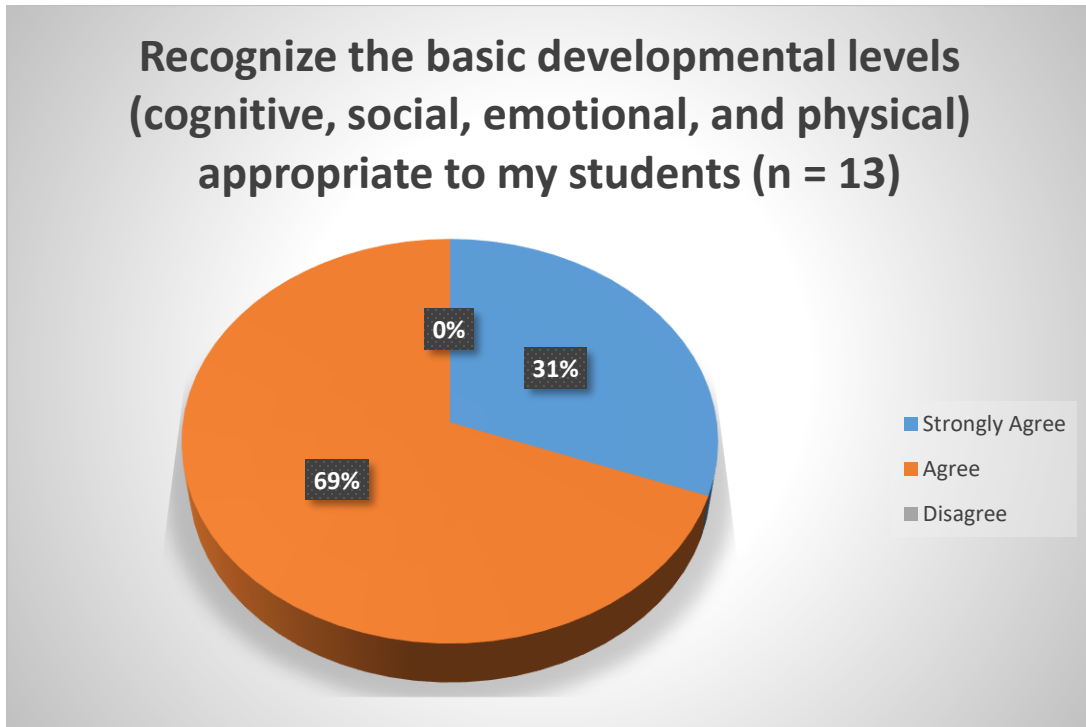
I would love to see the program add additional weeks of teaching for more experience.

Develop the skill of using formative assessment to inform instruction.

CAEP Standard 4.4

Satisfaction of Our Completers

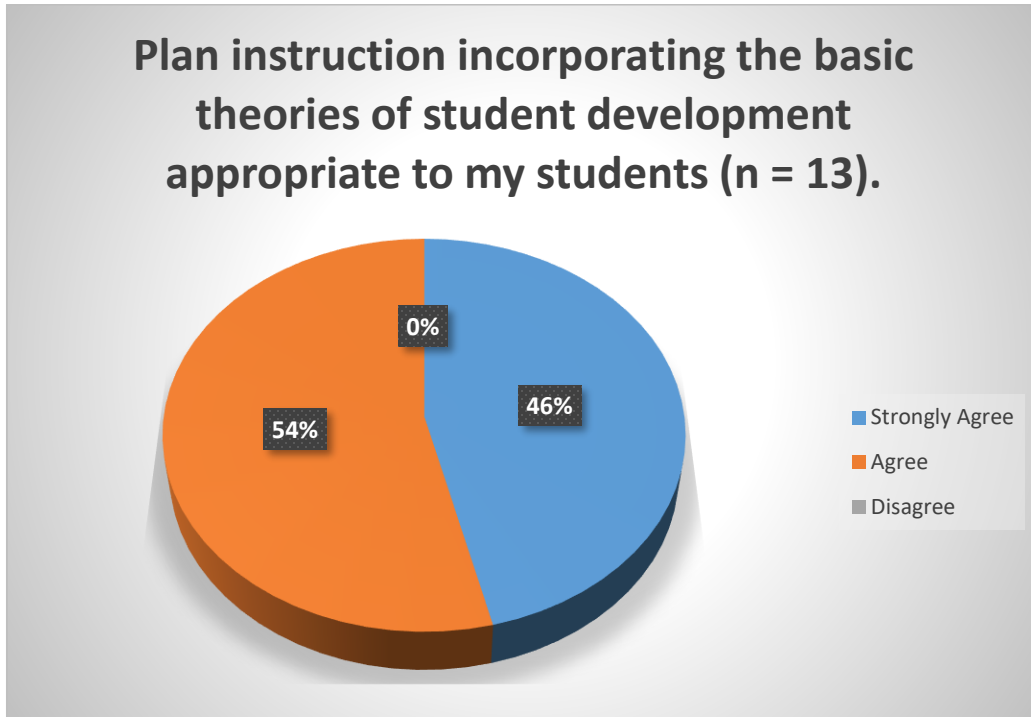
How well did the FMU School of Education prepare you to...



CAEP Standard 4.4

Satisfaction of Our Completers

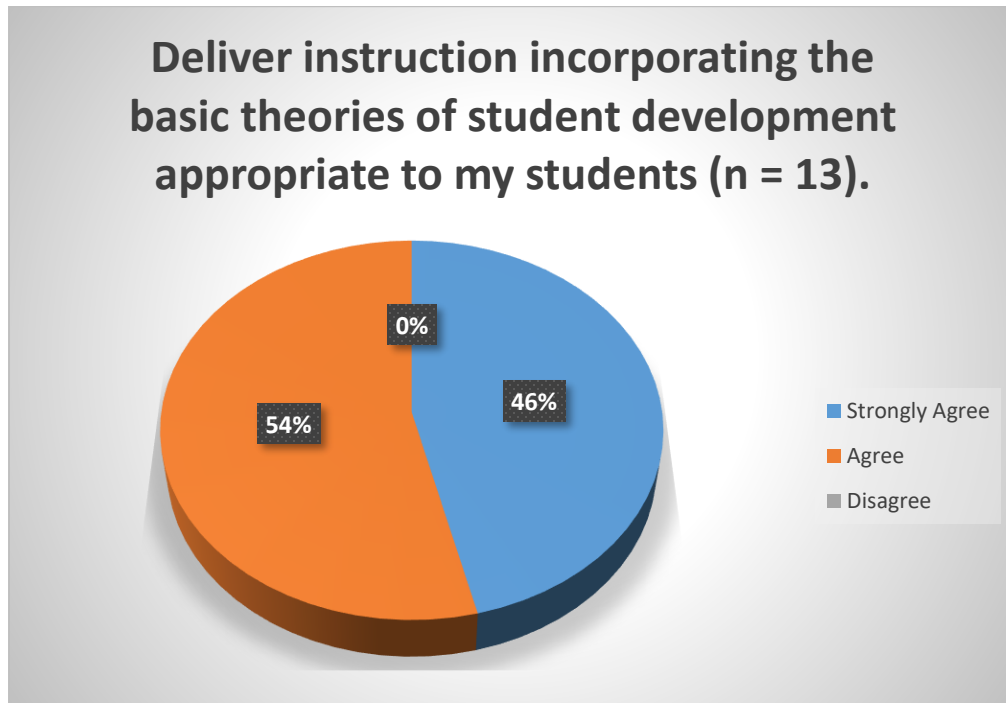
How well did the FMU School of Education prepare you to...



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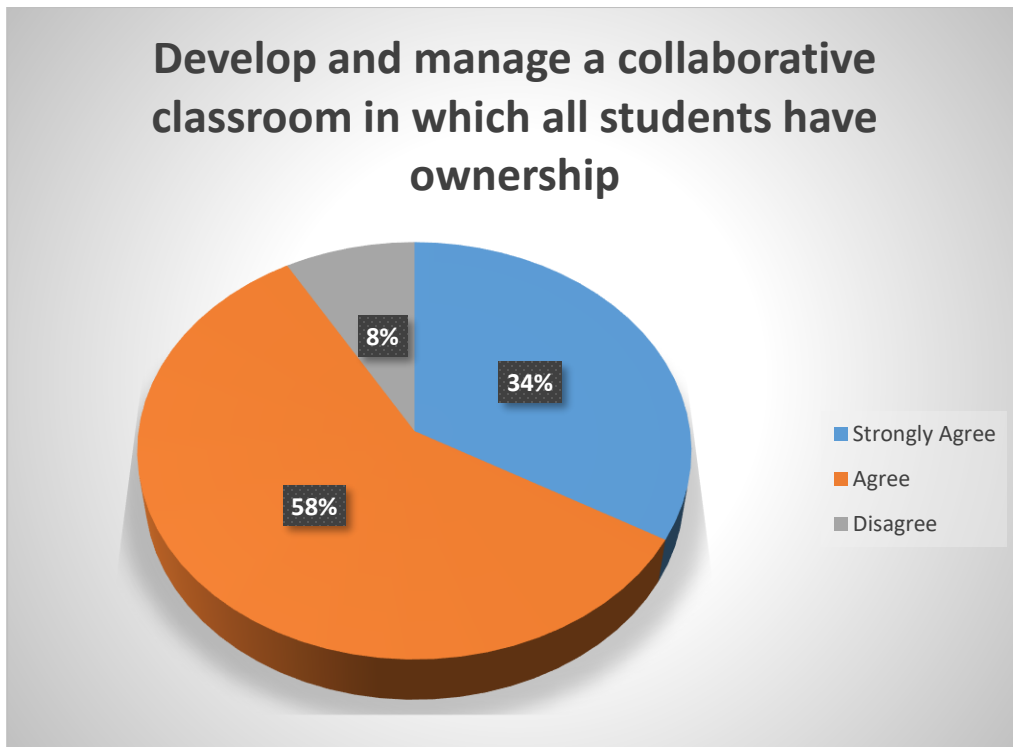
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Satisfaction of Our Completers

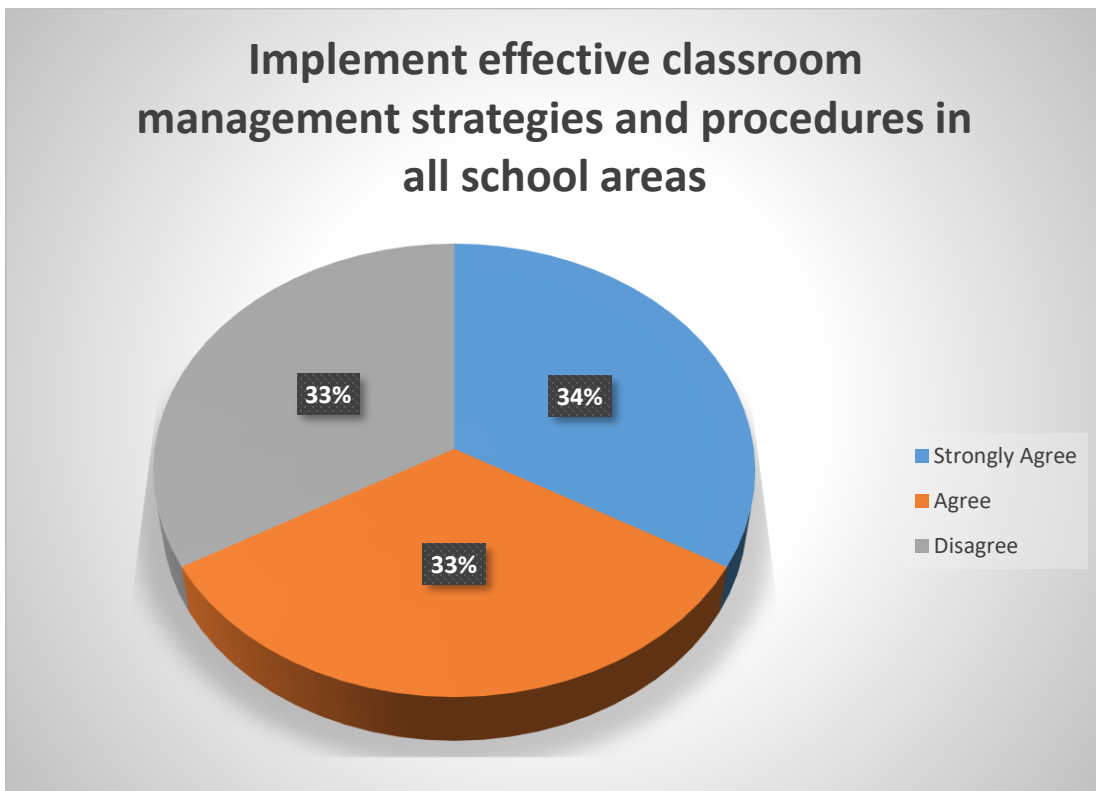
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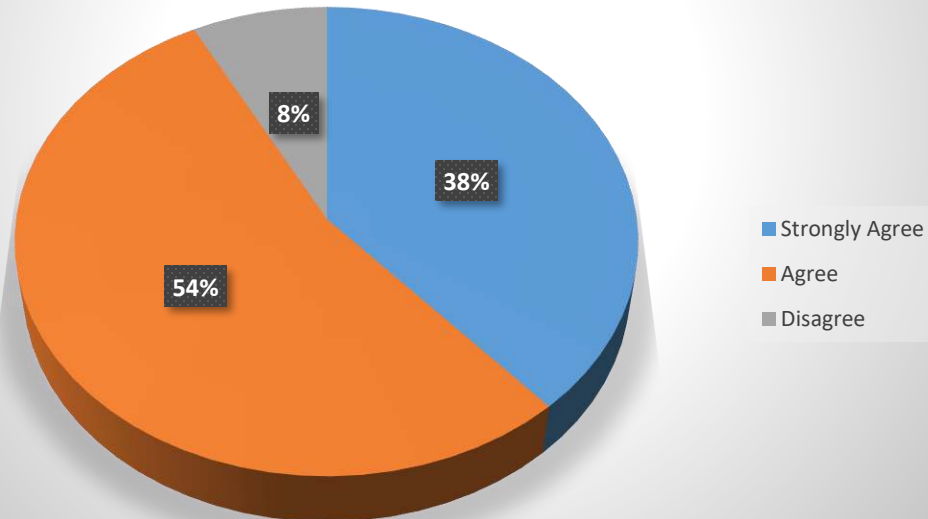


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Satisfaction of Our Completers

How well did the FMU School of Education prepare you to...

Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction

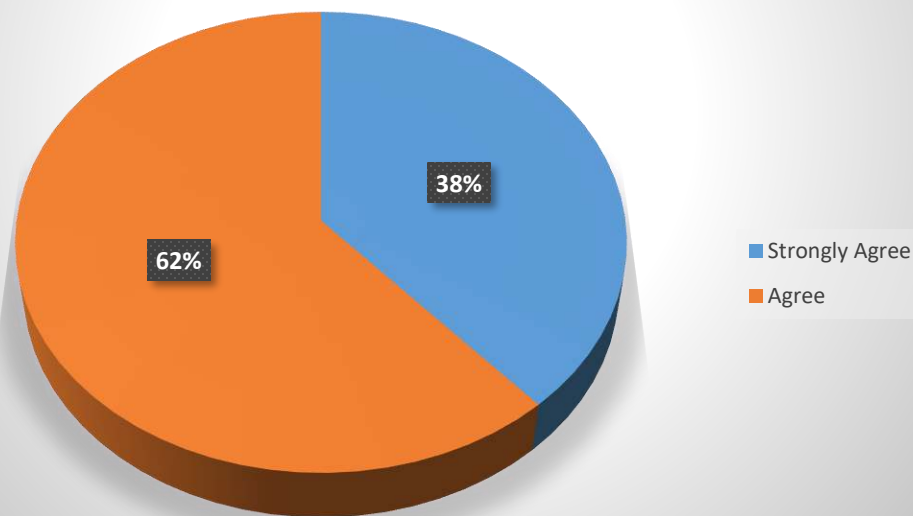


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Satisfaction of Our Completers

How well did the FMU School of Education prepare you to...

Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications (n=13).

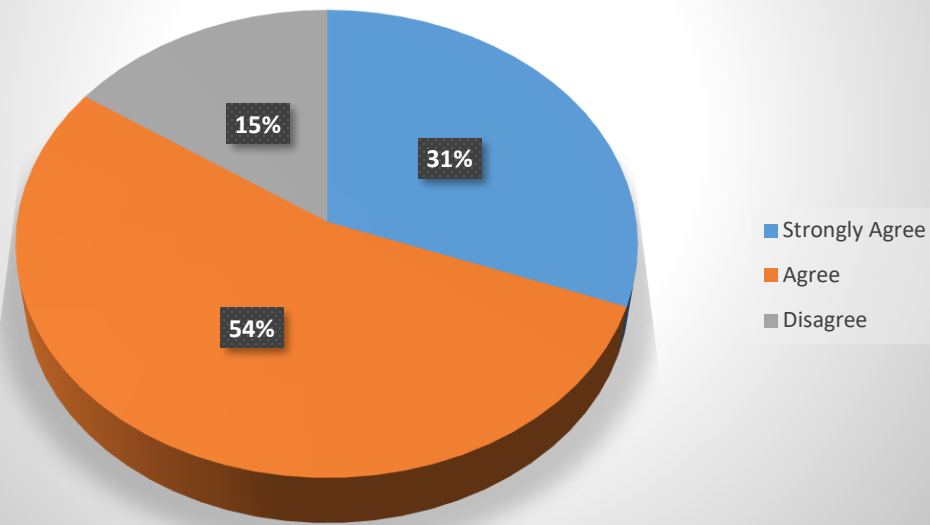


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Satisfaction of Our Completers

How well did the FMU School of Education prepare you to...

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 (n = 13).

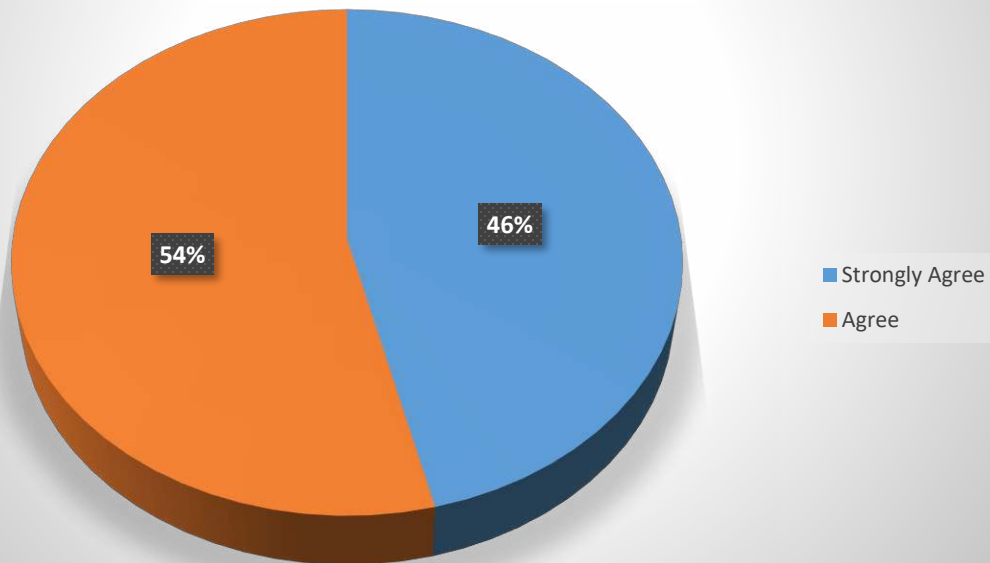


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Satisfaction of Our Completers

How well did the FMU School of Education prepare you to...

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 (n = 13).

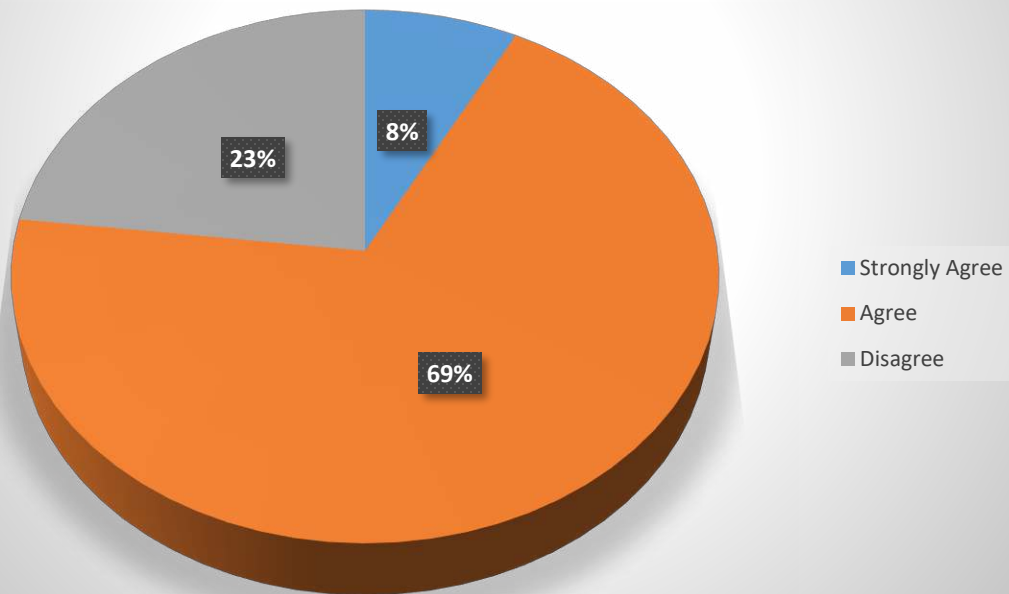


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Satisfaction of Our Completers

How well did the FMU School of Education prepare you to...

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 (n = 13).

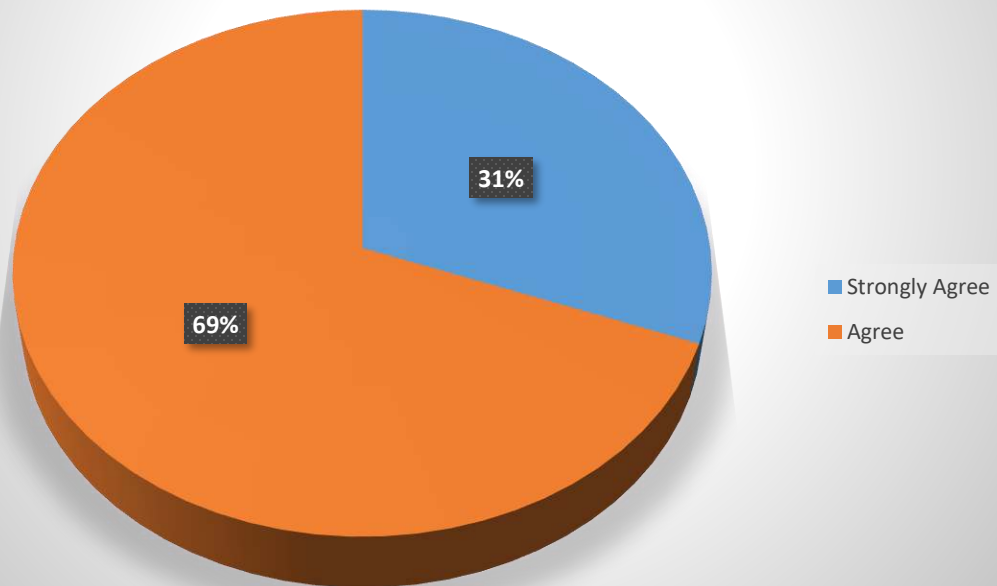


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Satisfaction of Our Completers

How well did the FMU School of Education prepare you to...

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 (n = 13).

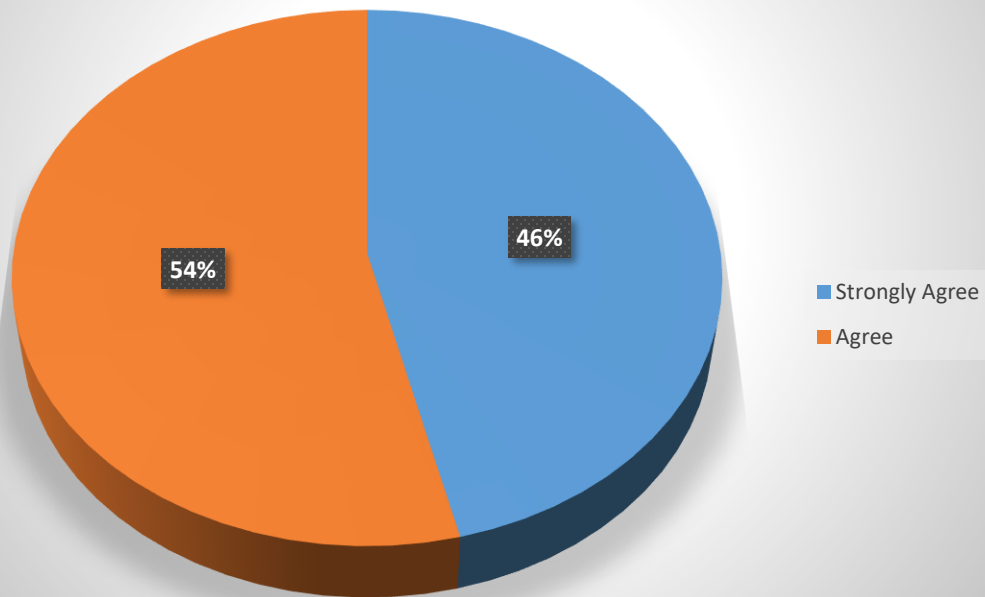


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Satisfaction of Our Completers

How well did the FMU School of Education prepare you to...

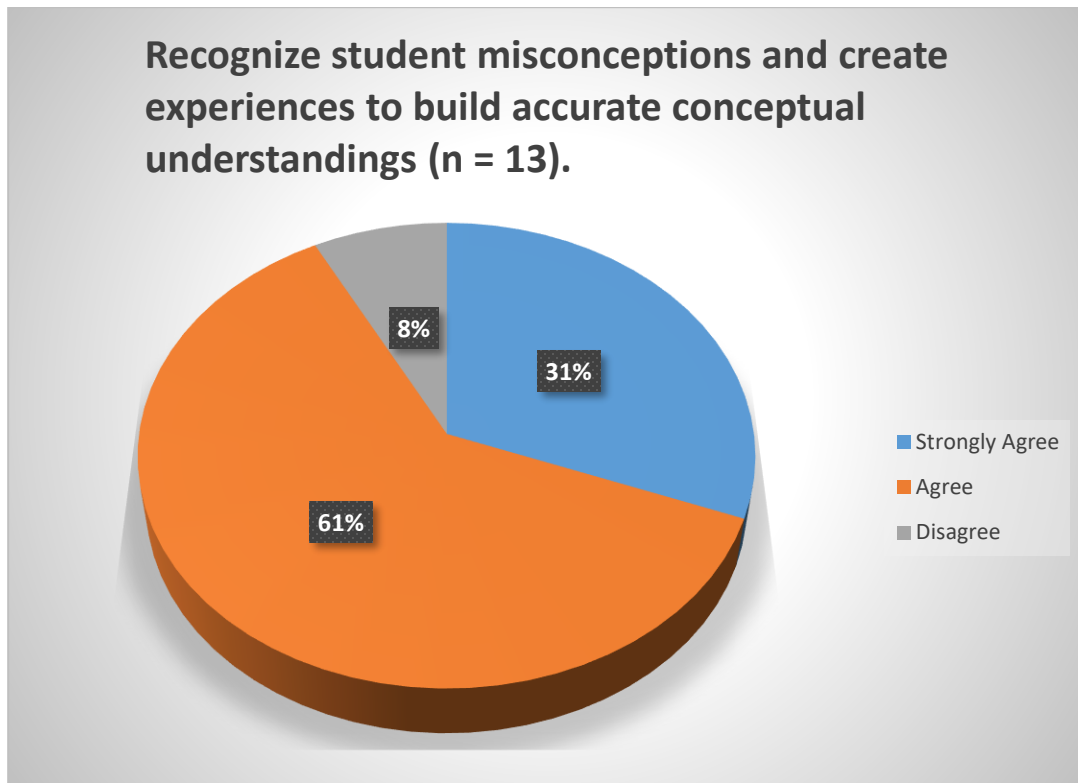
Use technological tools and a variety of communication strategies to build communities that engage learners(n = 13).



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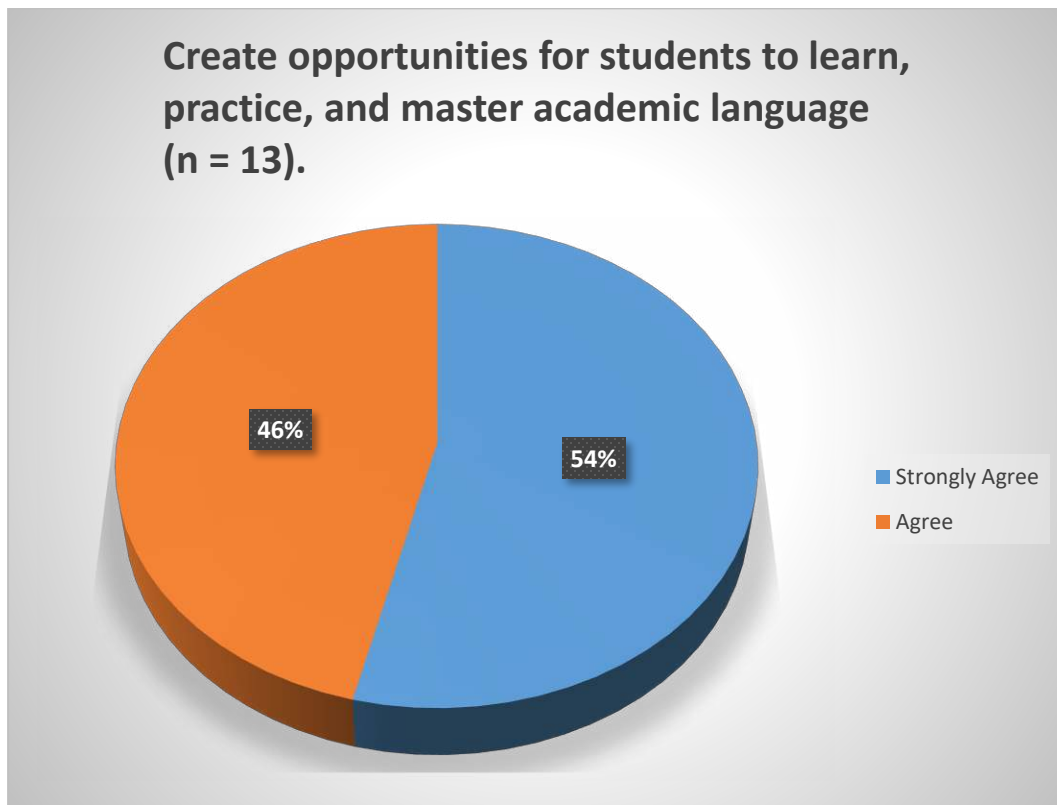
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Satisfaction of Our Completers

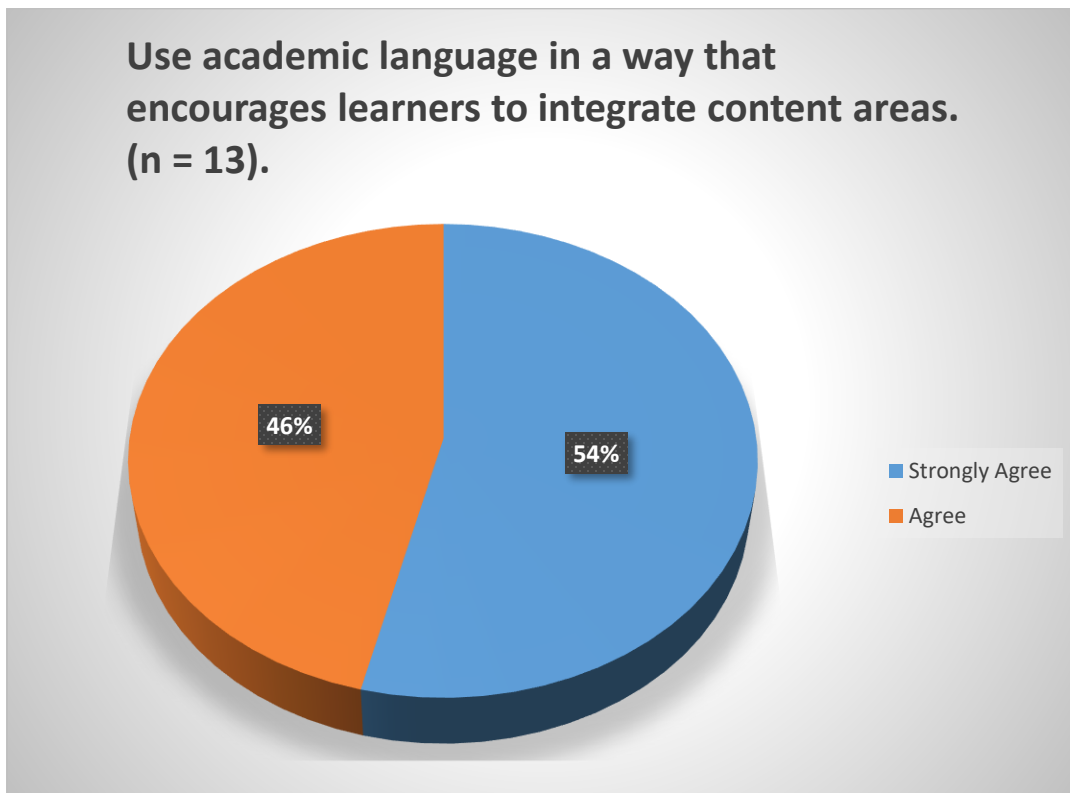
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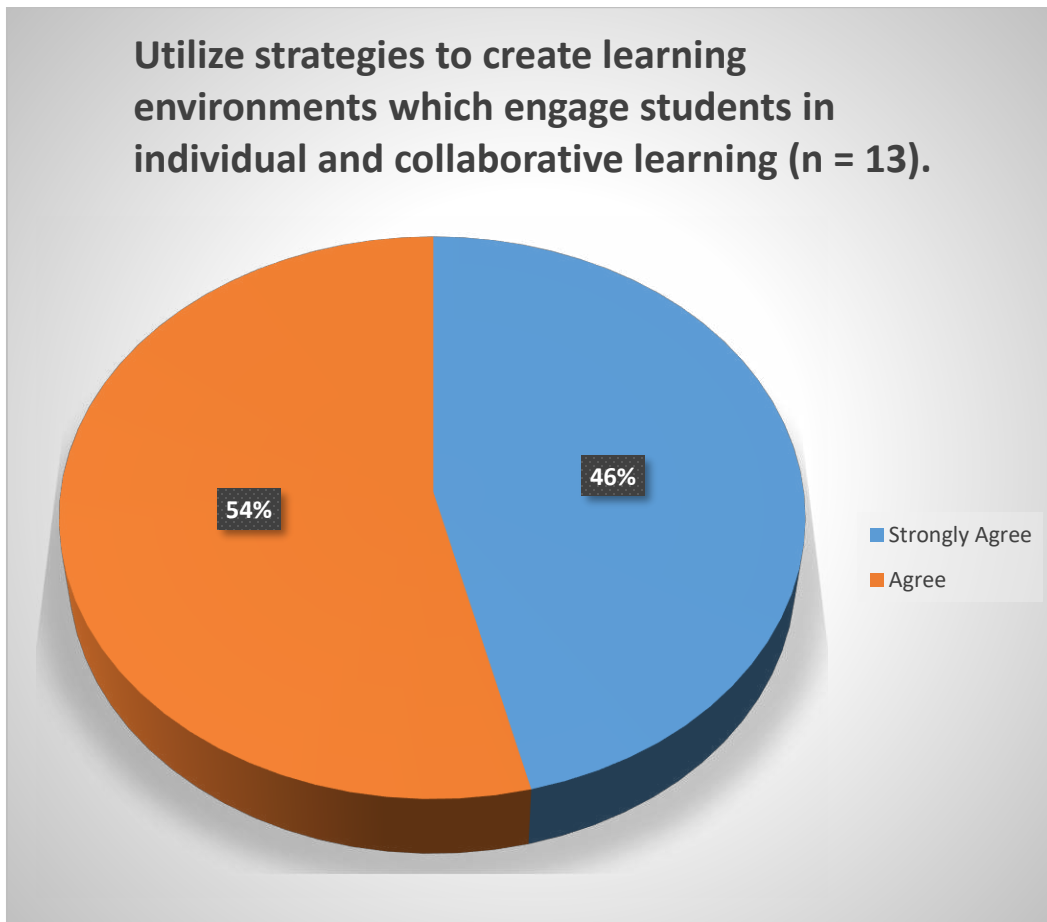
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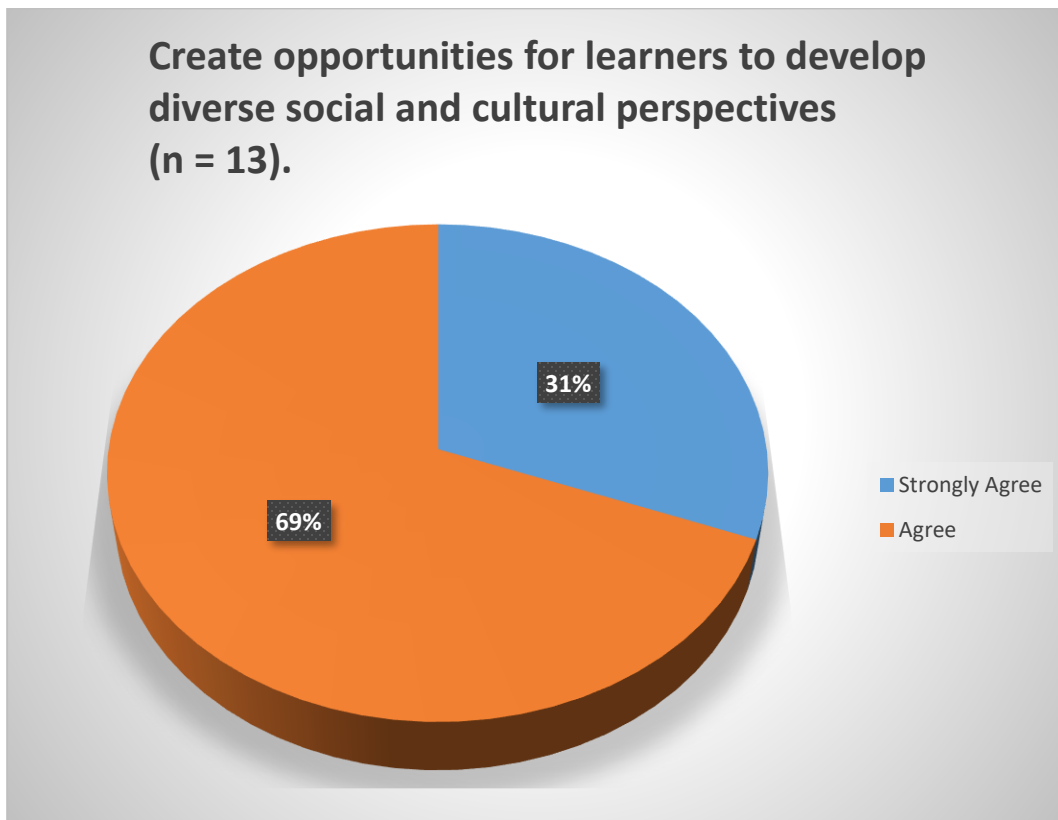
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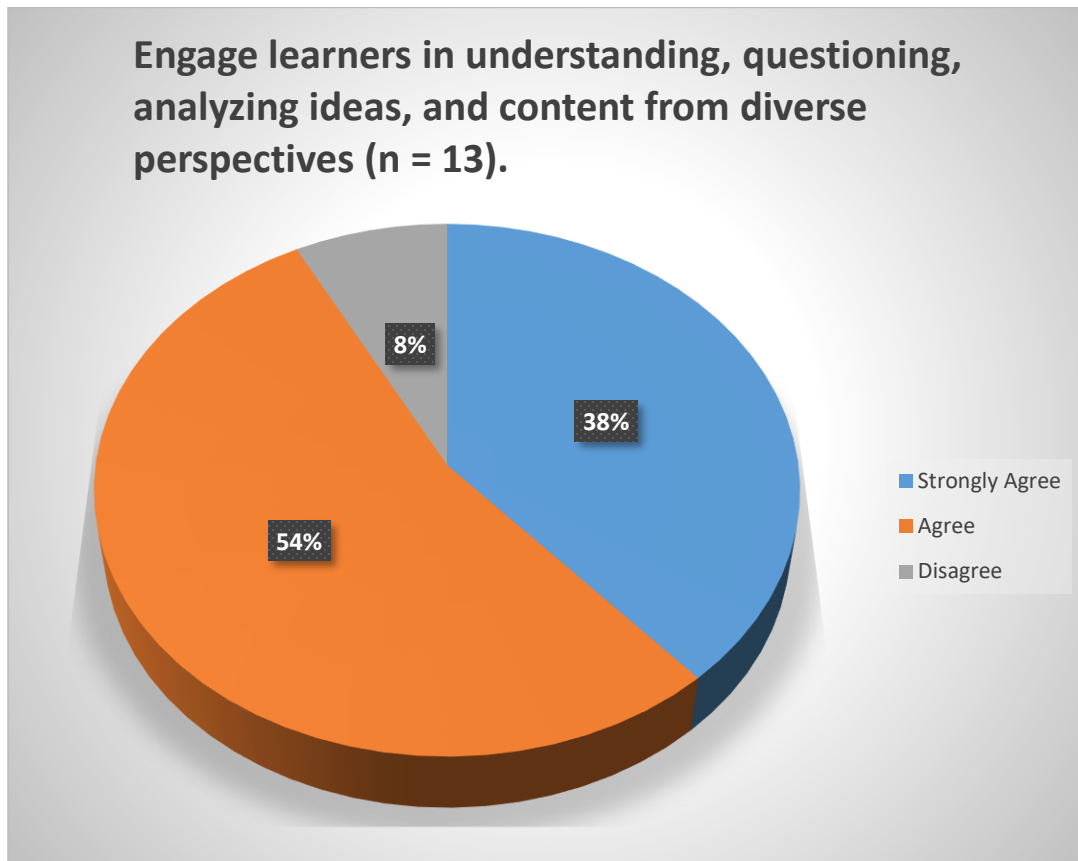
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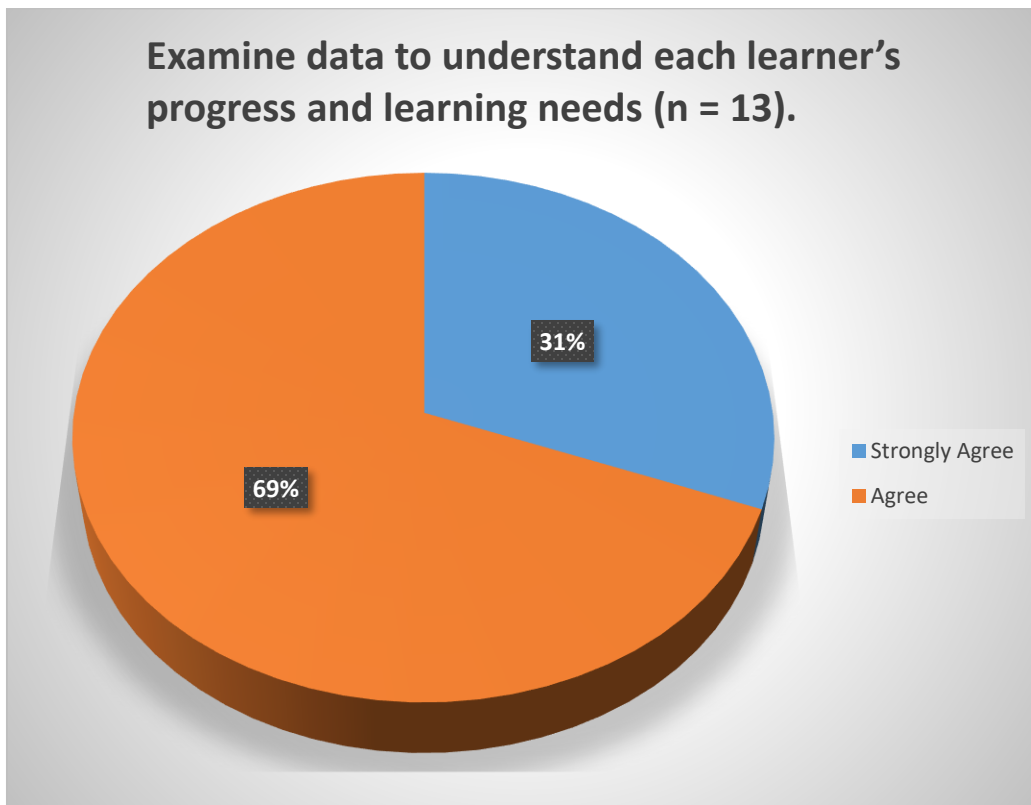
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Satisfaction of Our Completers

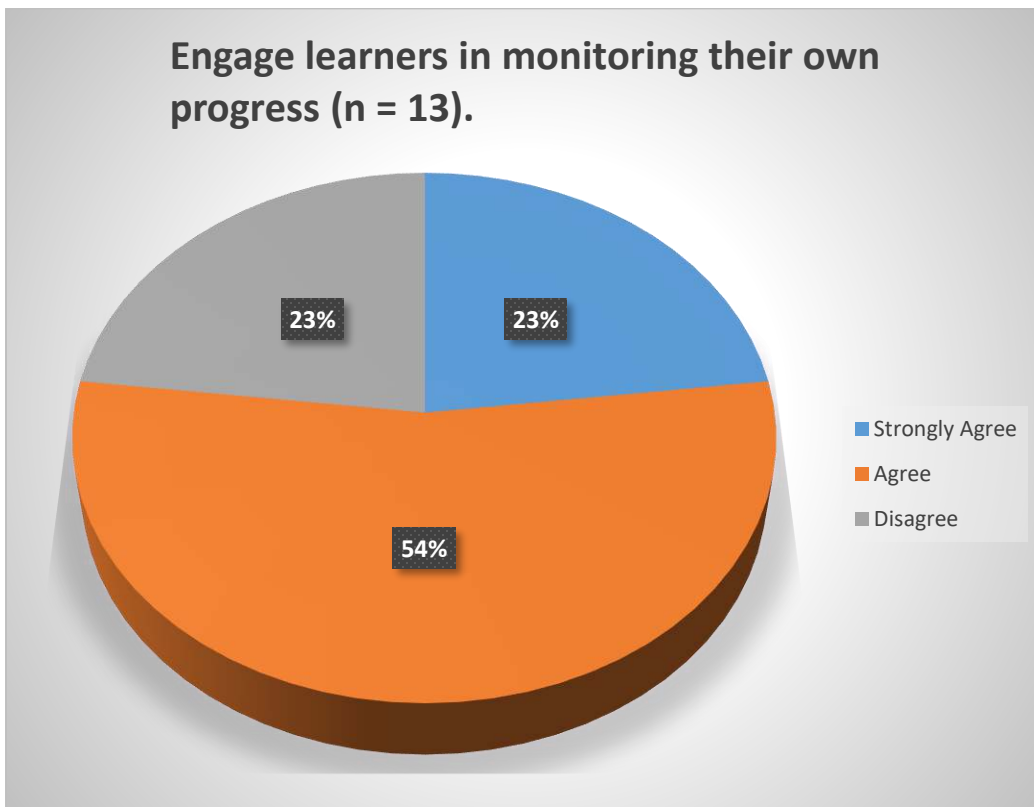
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Satisfaction of Our Completers

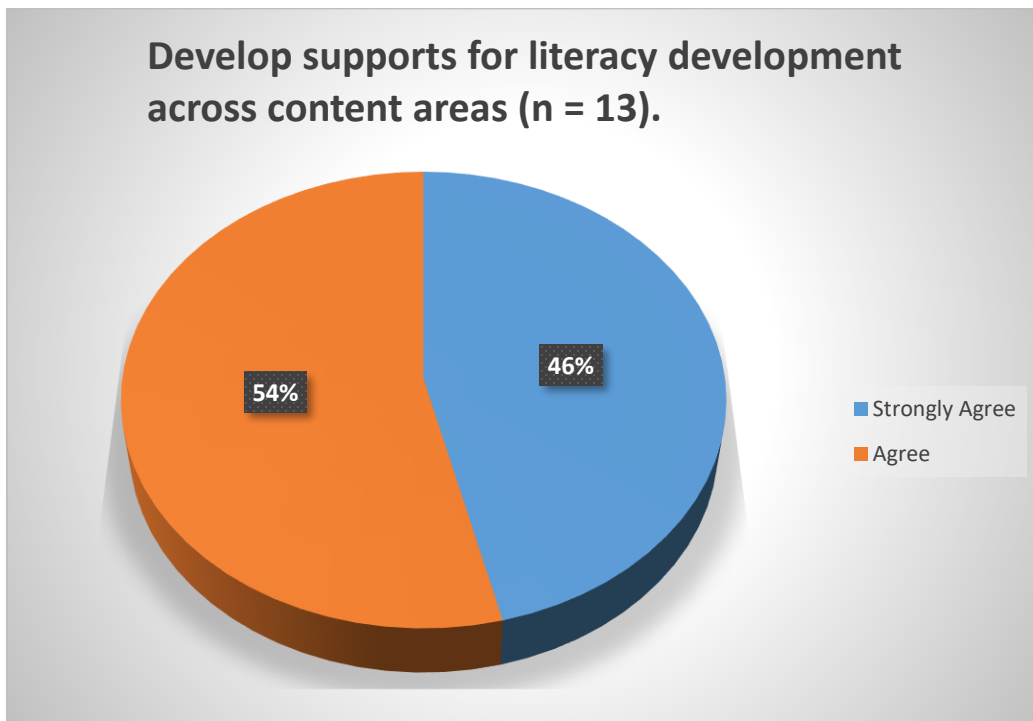
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Satisfaction of Our Completers

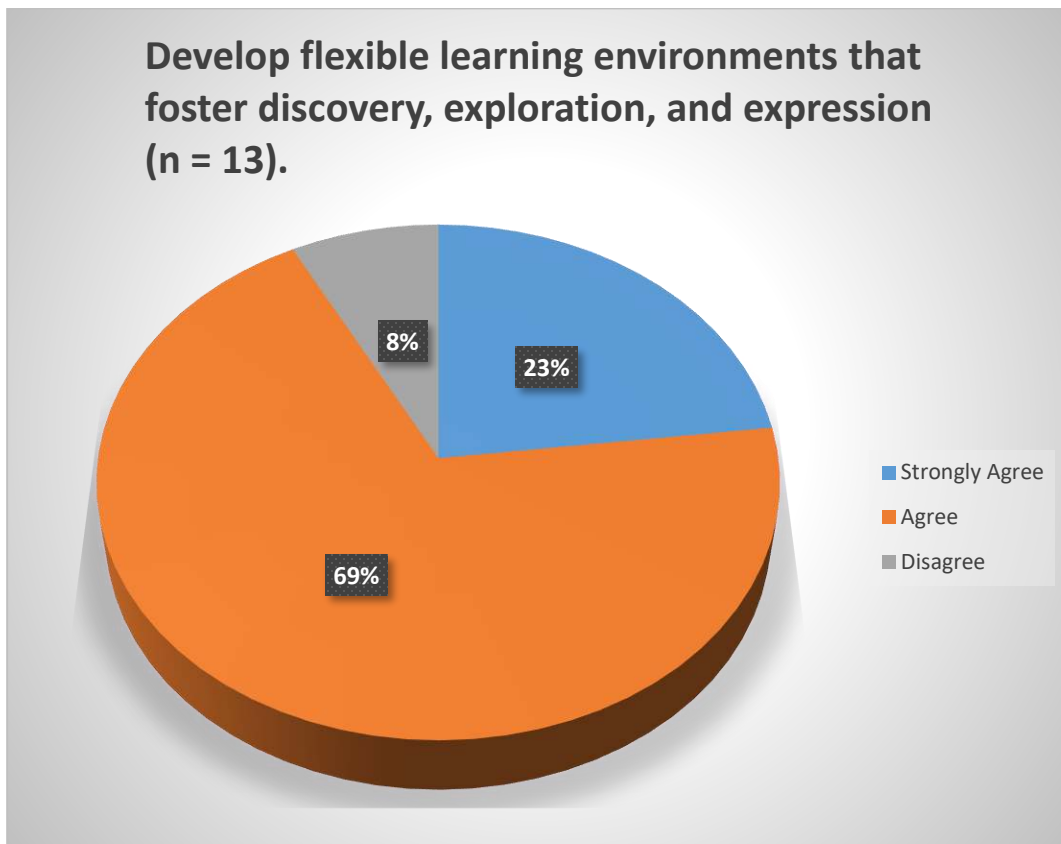
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Satisfaction of Our Completers

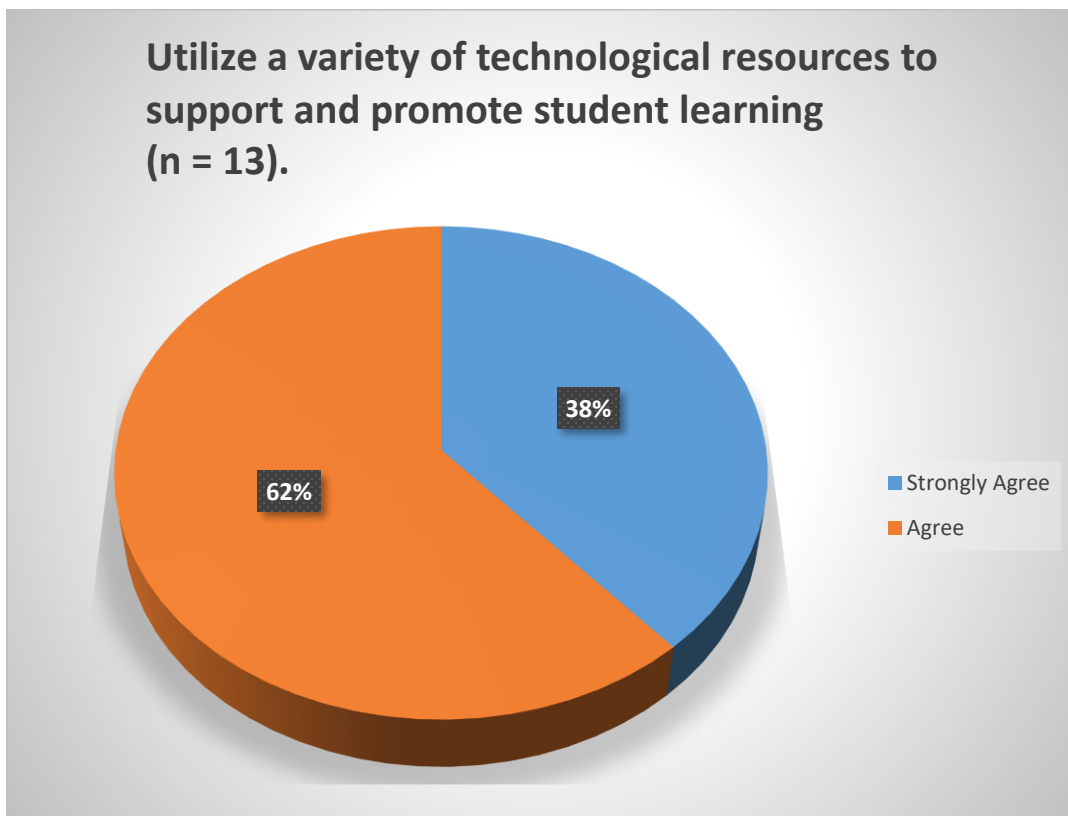
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Satisfaction of Our Completers

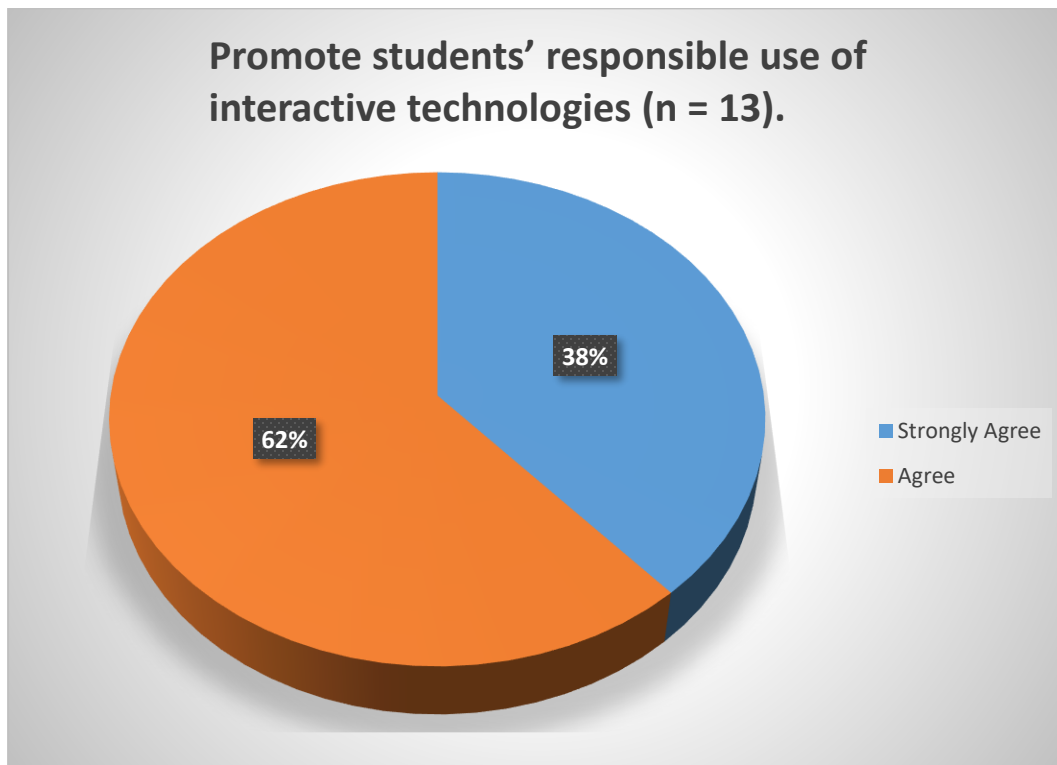
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Satisfaction of Our Completers

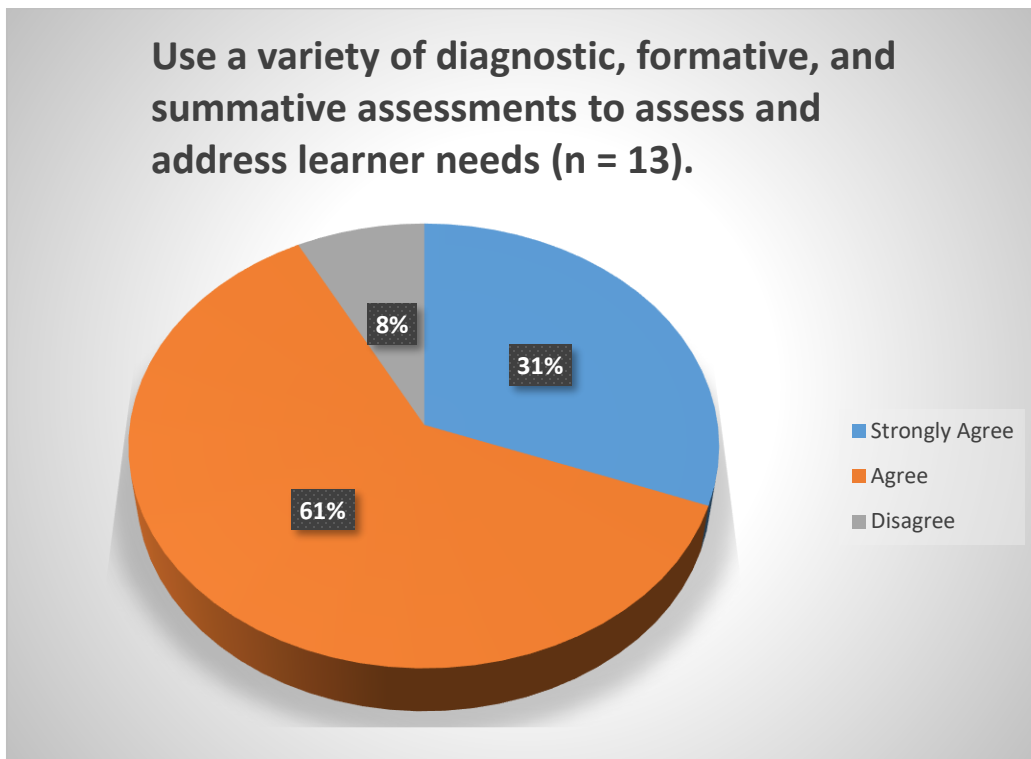
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Satisfaction of Our Completers

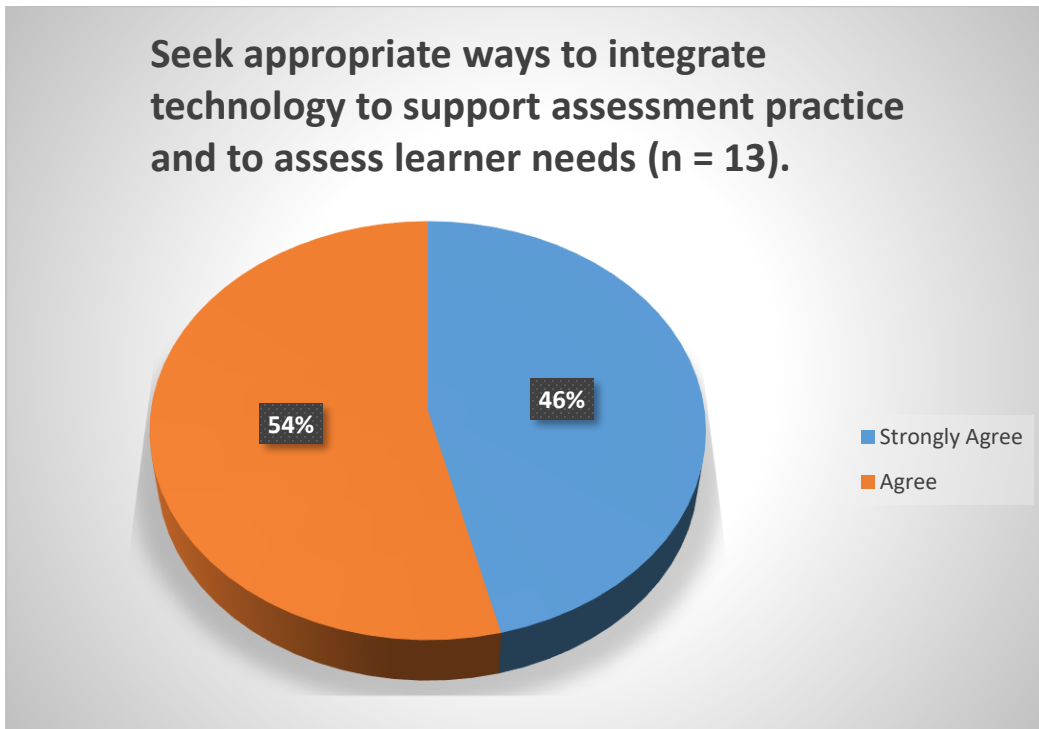
How well did the FMU School of Education prepare you to...



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Satisfaction of Our Completers

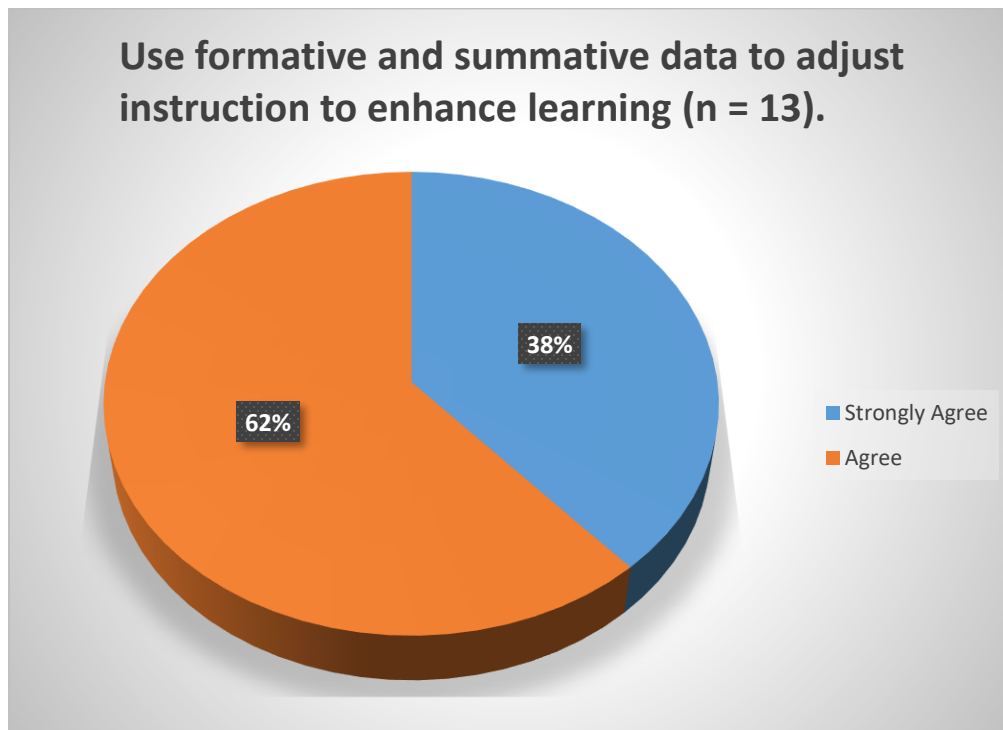
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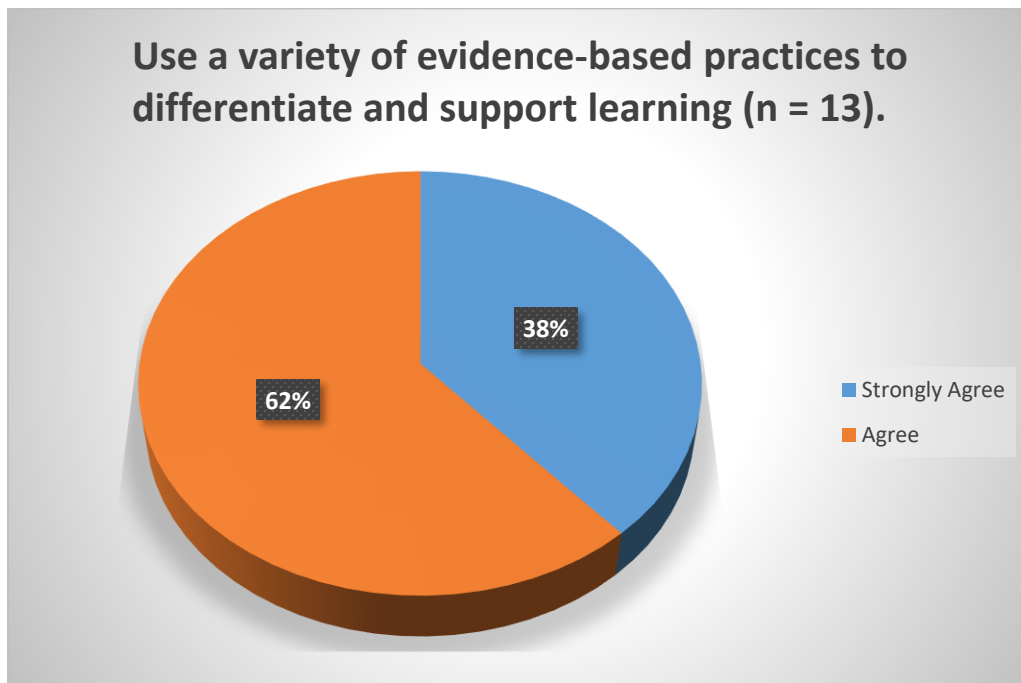
How well did the FMU School of Education prepare you to...



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Satisfaction of Our Completers

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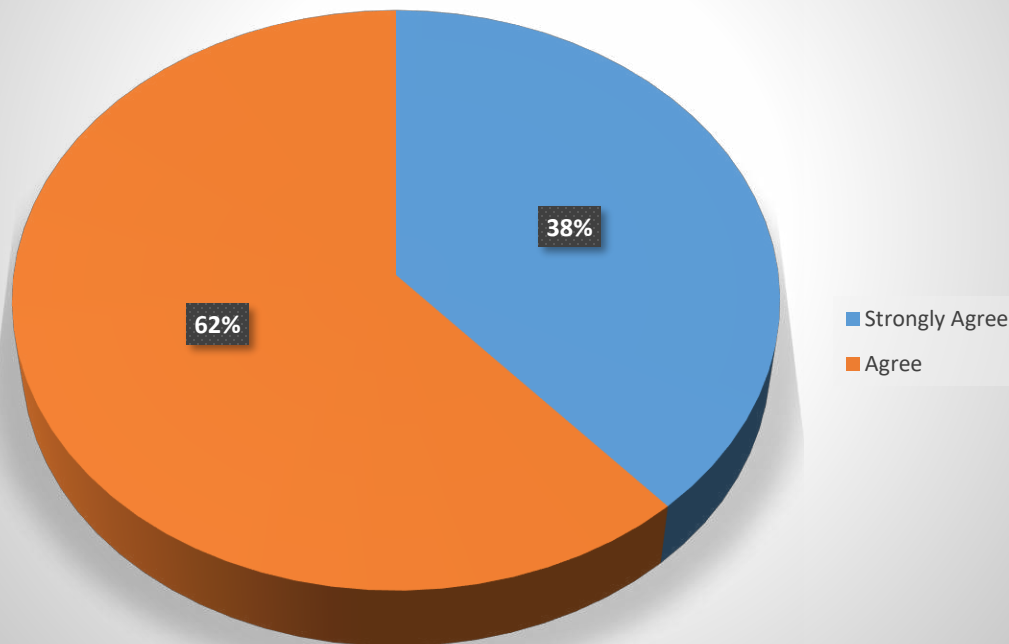


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Satisfaction of Our Completers

How well did the FMU School of Education prepare you to...

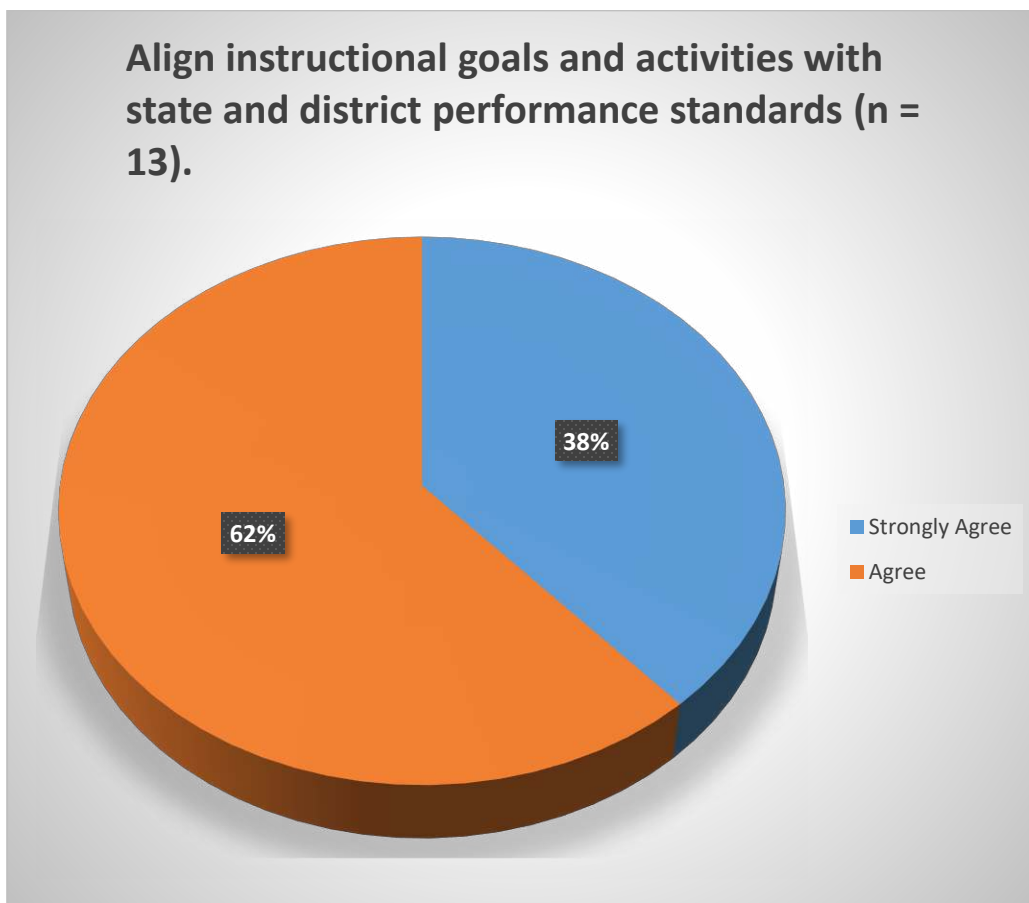
Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing (n = 13).



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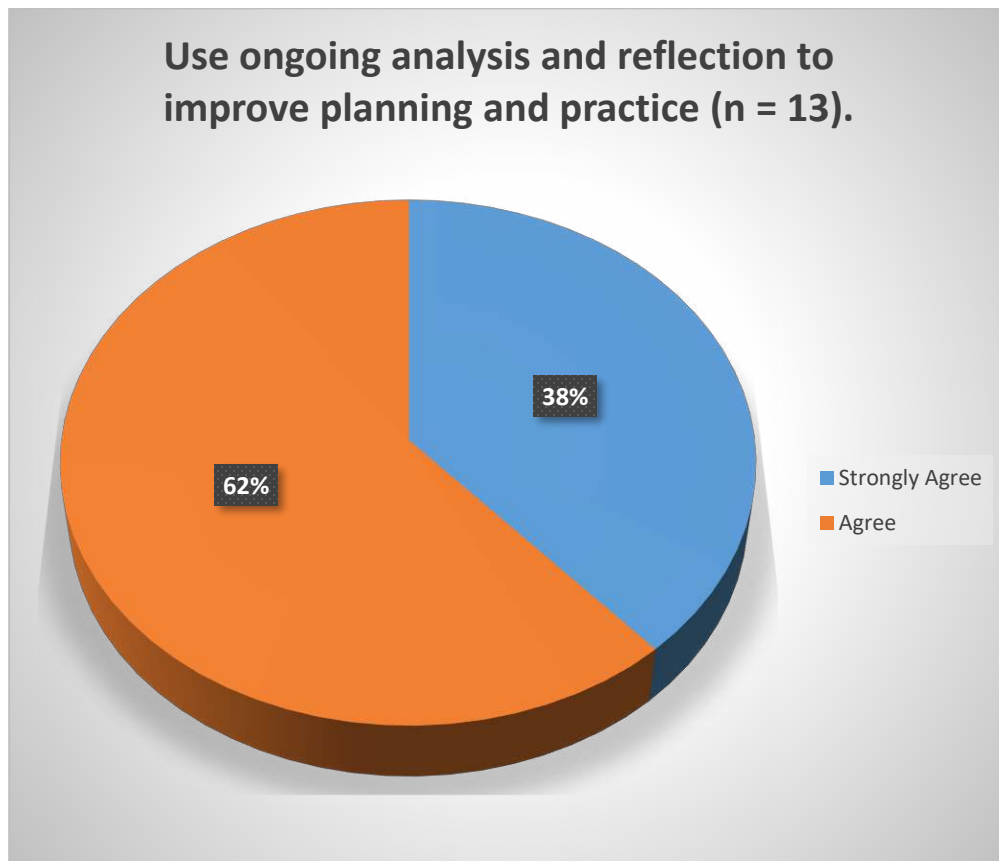
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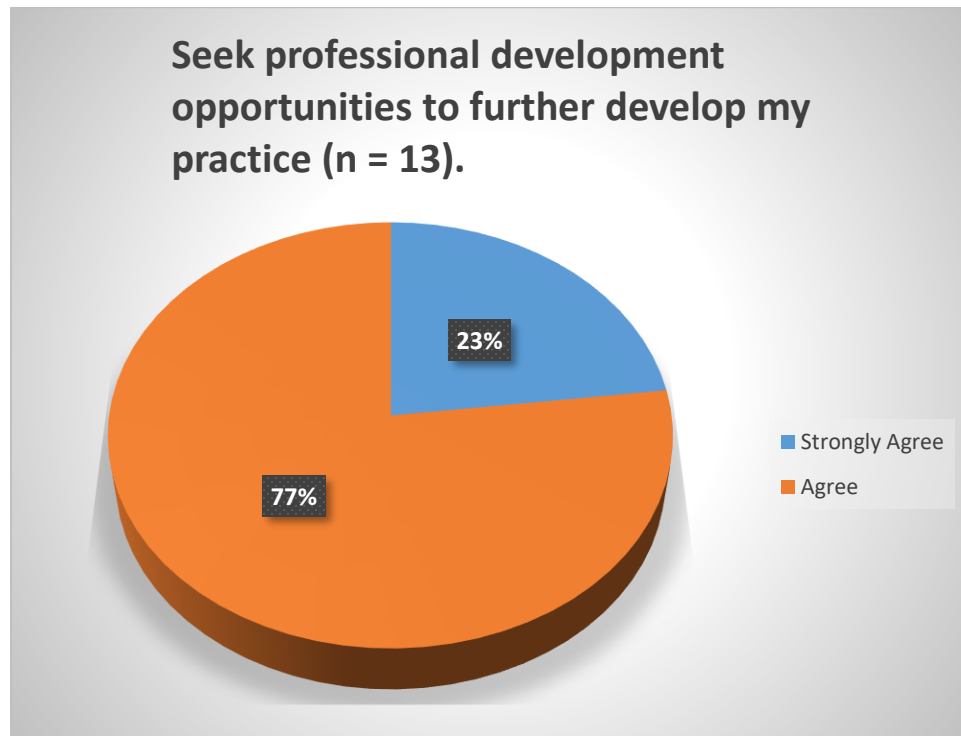
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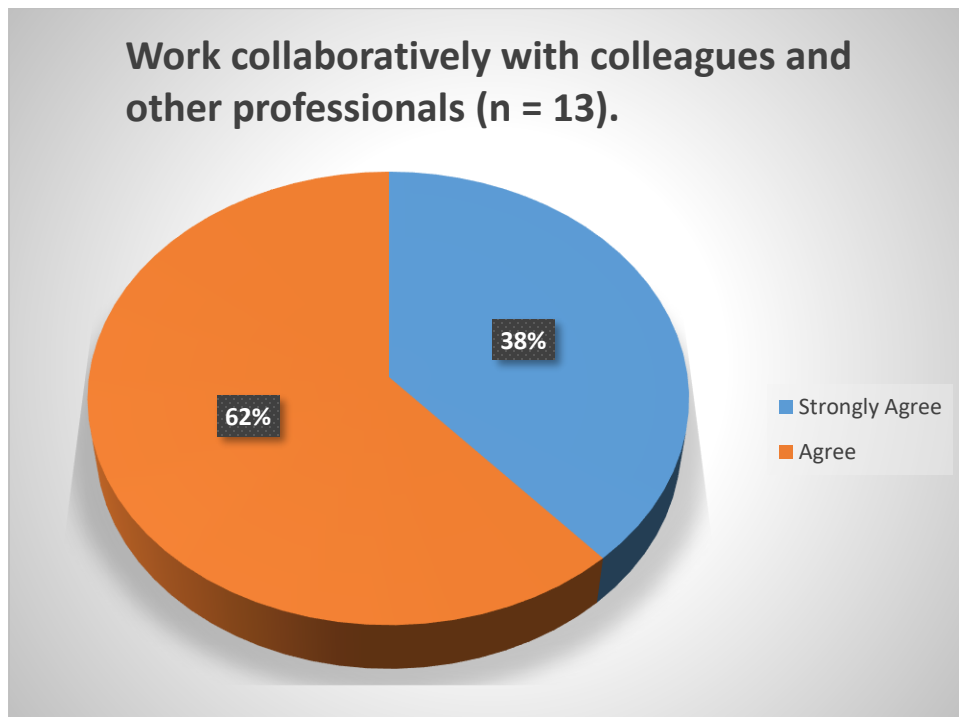
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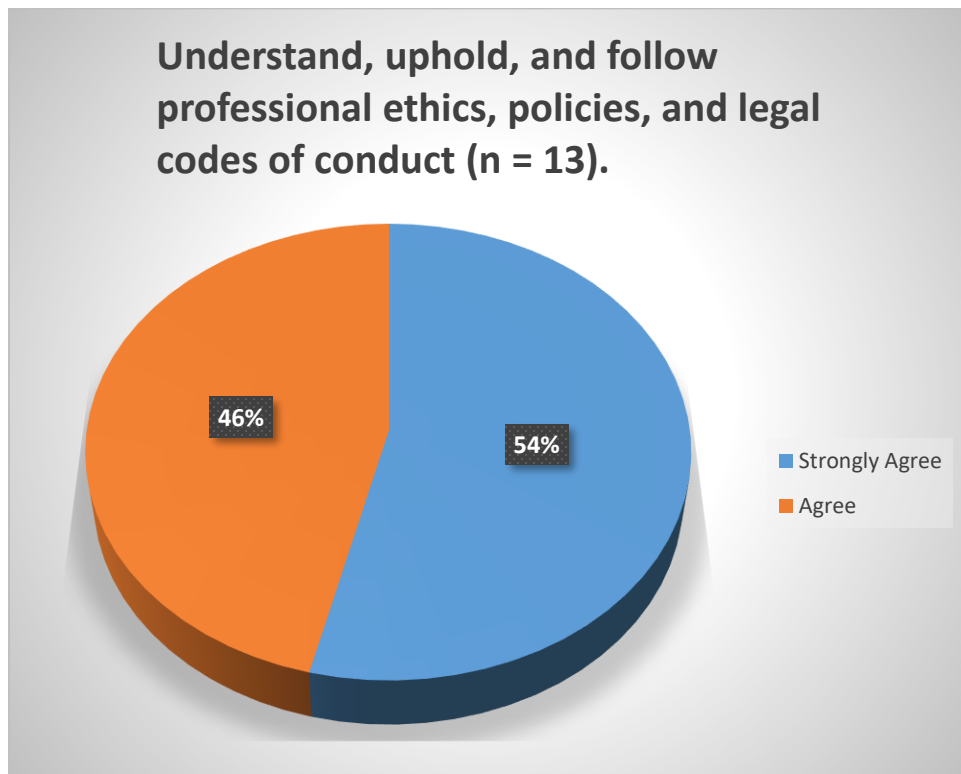
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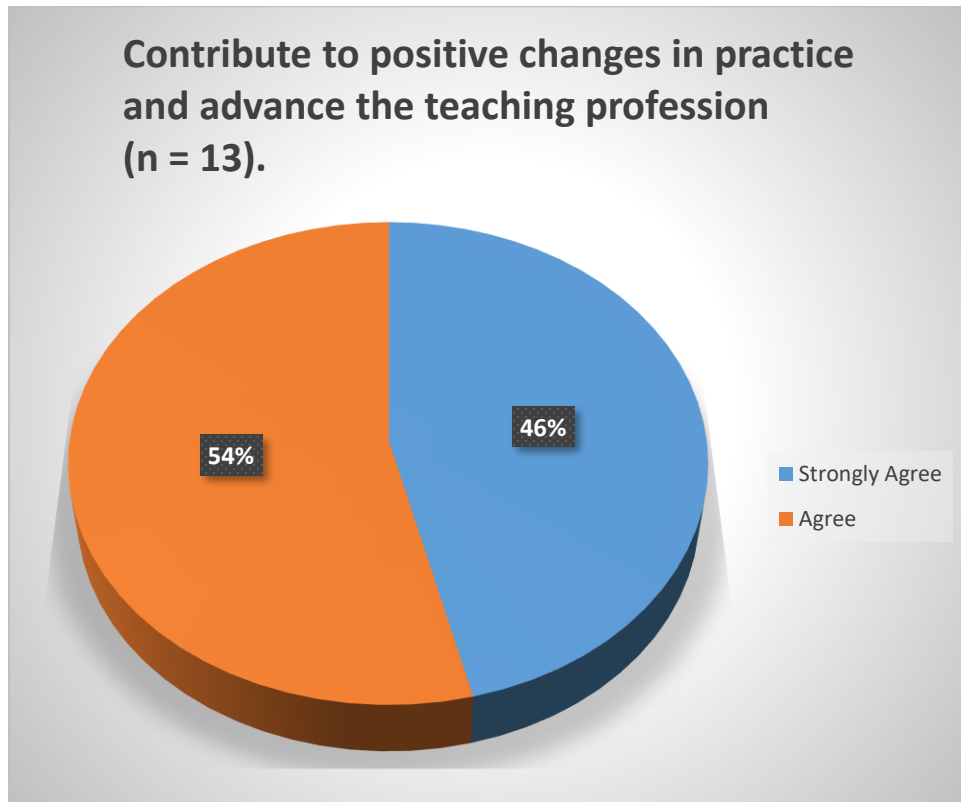
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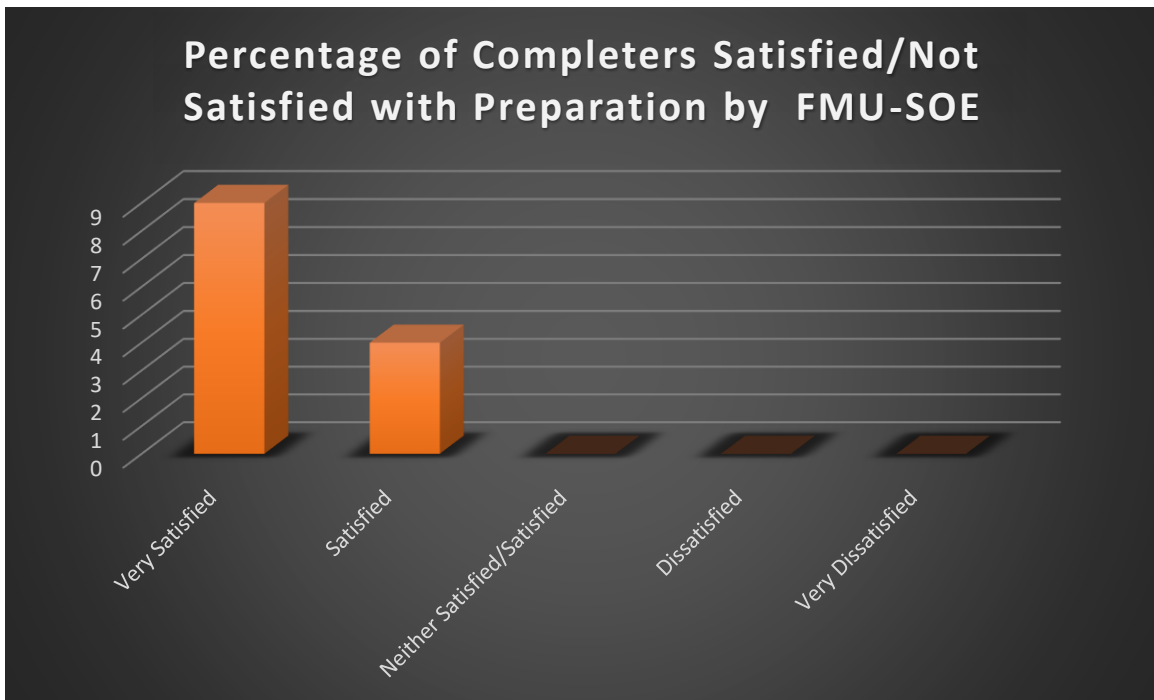
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**Completer Satisfaction with Preparation from Francis Marion University School
of Education**



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Completer Recommendations for Improvements to Preparation by the Francis Marion University School of Education:

- More opportunities to teach “first hand” in multiple grades rather than creating lesson plans that do not get taught;
- Experience how the cooperating teacher started the school year with students, going over rules, procedures, and the establishment of routines;
- Teach more in small group settings; behavior management; family involvement;
- Classroom management (6 different responses recommending this);
- Teach more lessons prior to student teaching;
- Gain experience in working with gifted children;
- Give more realistic expectations to the amount of paperwork that is required;
- More training in IEPs and 504 plans.