# Information About Our 2018-2019 Graduates
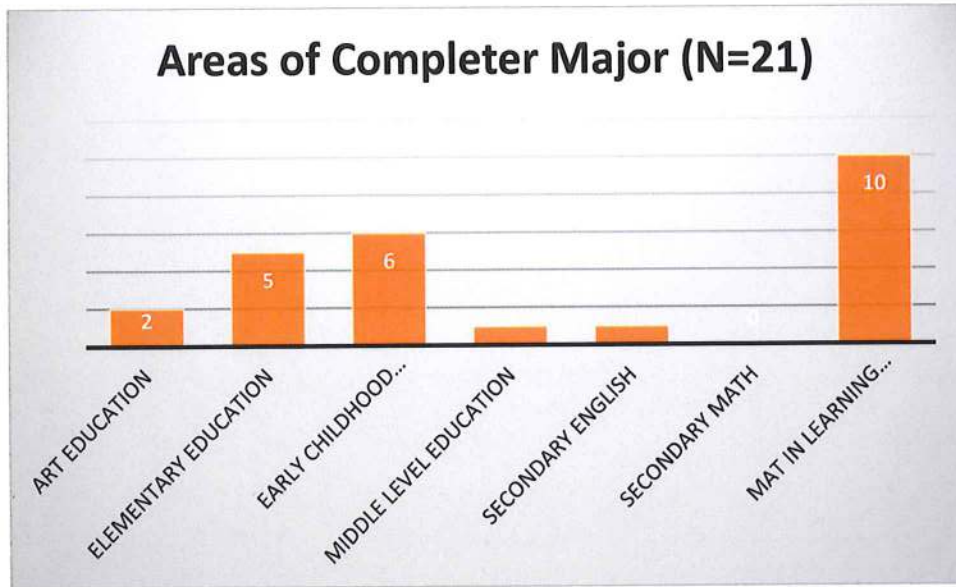
# Counties Where Our Completers Work, 2018-2019

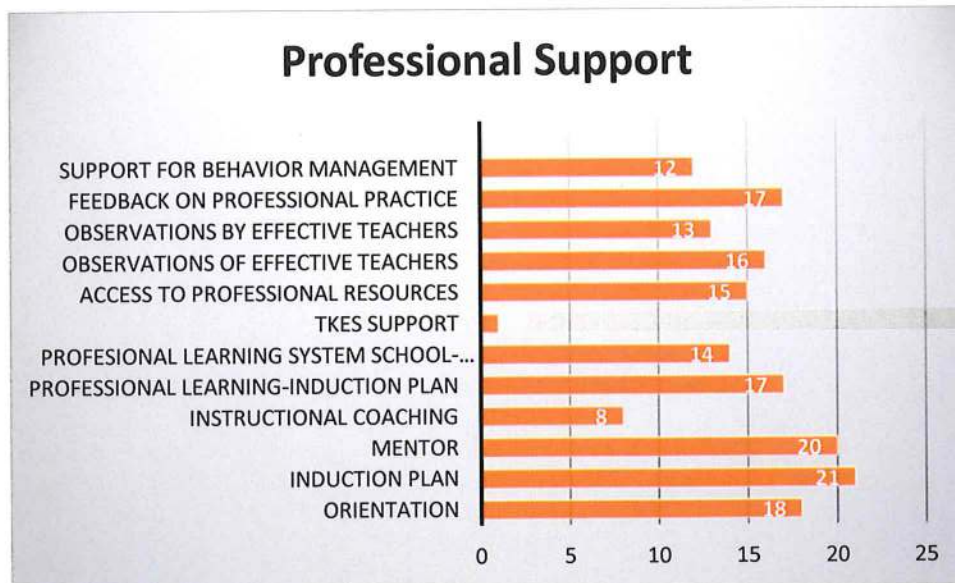| County | Number |
|---|---|
| Aiken | 1 |
| Anderson | 1 |
| Beaufort | 2 |
| Clarendon | 1 |
| Darlington | 7 |
| Dillon | 3 |
| Florence | 13 |
| York | 2 |
| Georgetown | 1 |
| Greenville | 1 |
| Horry | 2 |
| Marion | 1 |
| Marlboro | 1 |
| Pickens | 1 |
| Richland | 1 |
| Sumter | 1 |



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## Completer Majors

**Areas of Completer Major (N=21)**

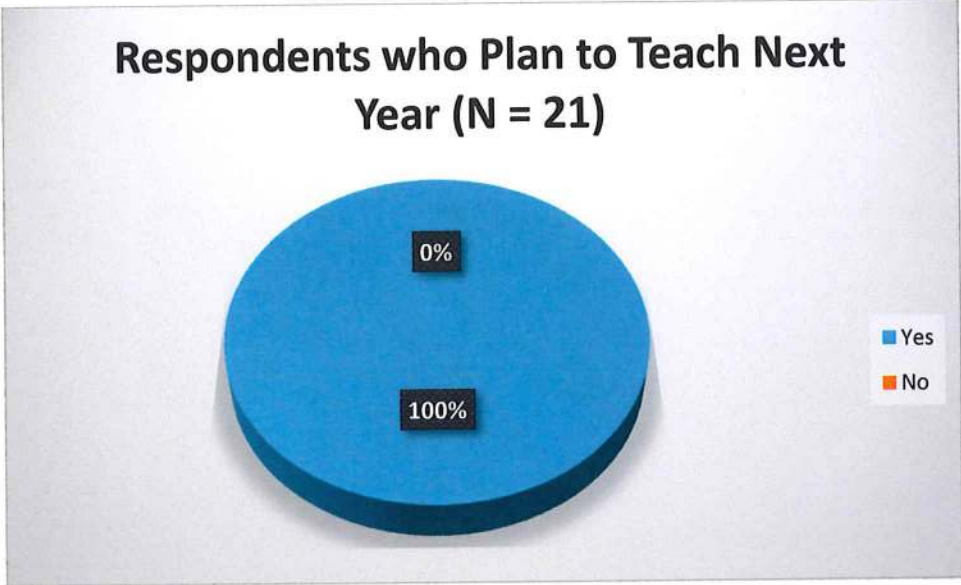| Area | Value |
|------|-------|
| ART EDUCATION | 2 |
| ELEMENTARY EDUCATION | 5 |
| EARLY CHILDHOOD... | 6 |
| MIDDLE LEVEL EDUCATION | |
| SECONDARY ENGLISH | |
| SECONDARY MATH | |
| MAT IN LEARNING... | 10 |
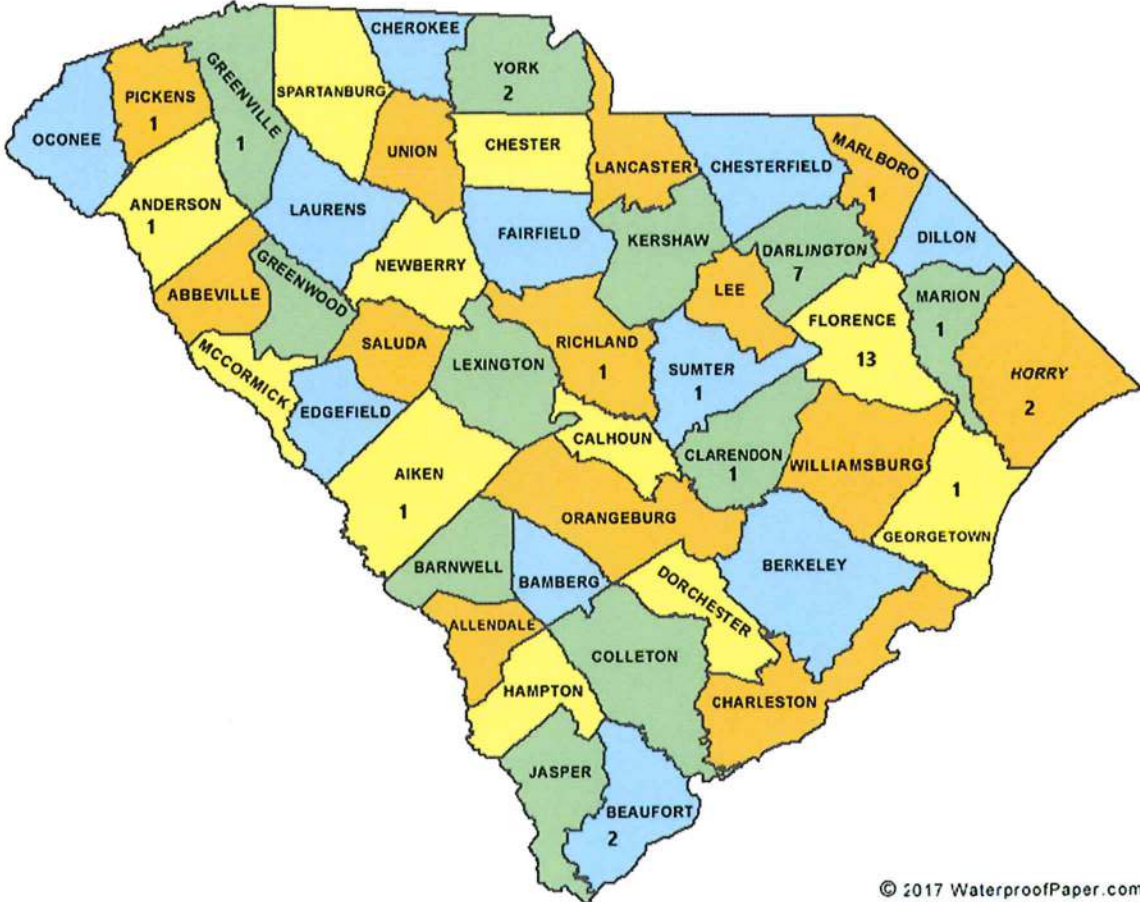
## Services that were offered as part of the district's teacher induction program during the first year in the classroom.

**Professional Support**

| Category | Value |
|----------|-------|
| SUPPORT FOR BEHAVIOR MANAGEMENT | 12 |
| FEEDBACK ON PROFESSIONAL PRACTICE | 17 |
| OBSERVATIONS BY EFFECTIVE TEACHERS | 13 |
| OBSERVATIONS OF EFFECTIVE TEACHERS | 16 |
| ACCESS TO PROFESSIONAL RESOURCES | 15 |
| TKES SUPPORT | |
| PROFESIONAL LEARNING SYSTEM SCHOOL-... | 14 |
| PROFESSIONAL LEARNING-INDUCTION PLAN | 17 |
| INSTRUCTIONAL COACHING | 8 |
| MENTOR | 20 |
| INDUCTION PLAN | 21 |
| ORIENTATION | 18 |

**Completers Who Plan to Teach Next Year**



Respondents who Plan to Teach Next Year (N = 21)

0%

100%

■ Yes
■ No

# CAEP Standard 4.2
# Indicators of Teacher Effectiveness

Teacher Evaluation Summary
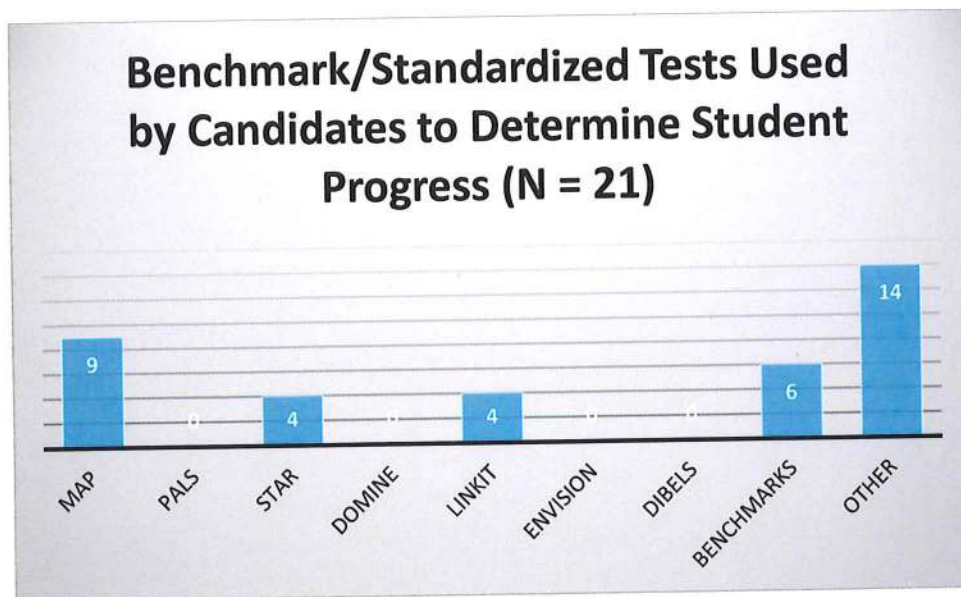


Teacher Evaluation Summary through SAFE-T, TAP, etc. (N = 21)
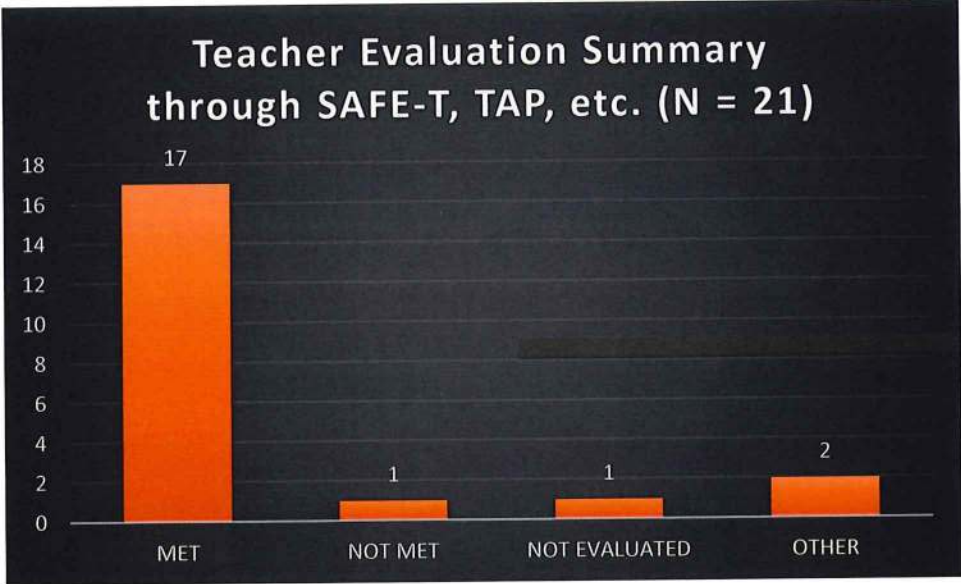
# CAEP Standard 4.2
# Indicators of Teacher Effectiveness

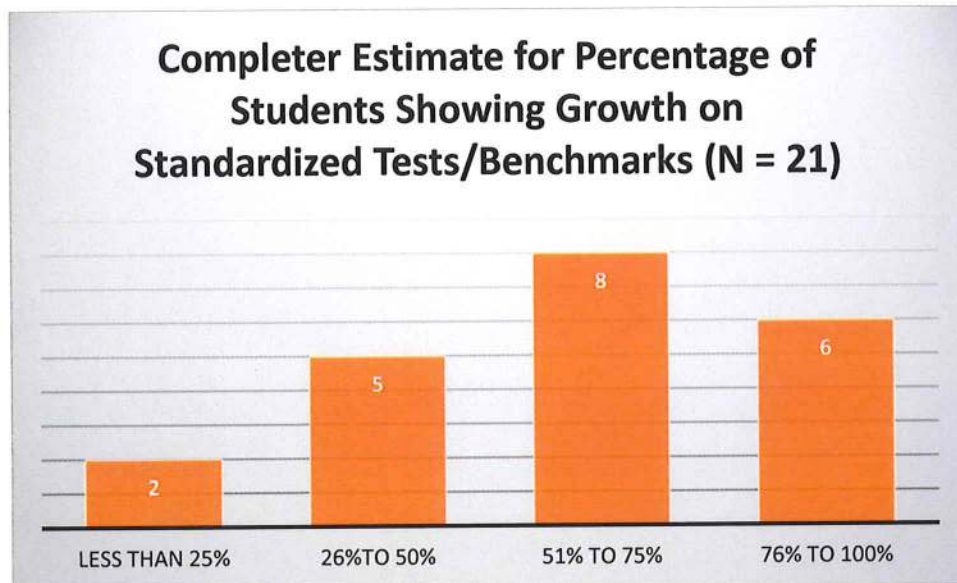Estimation of P-12 Students for Promotion to Next Grade Level by Completers

## Estimation of P-12 Students for Promotion to Next Grade Level by Completers (N = 21)

| | |
|---|---|
| 20 | |
| 15 | |
| 10 | |
| 5 | |
| 0 | |
| LESS THAN 25% | 26% TO 50% | 51% TO 75% | 76% TO 100% |
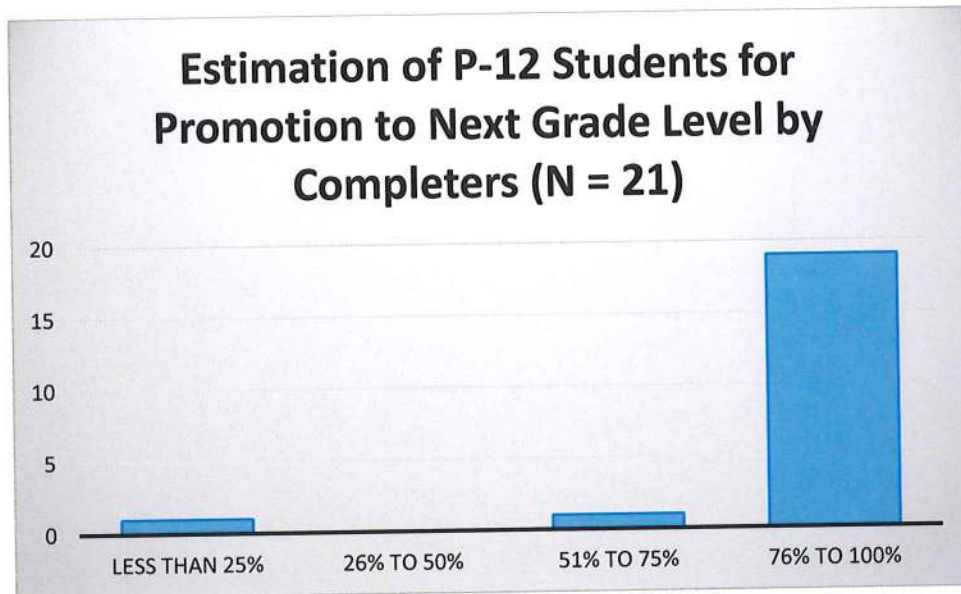
Tests Used by Candidates Other Than Teacher-made Tests

## Benchmark/Standardized Tests Used by Candidates to Determine Student Progress (N = 21)

MAP: 9, PALS: 0, STAR: 4, DOMINE: 0, LINKIT: 4, ENVISION: 0, DIBELS: 0, BENCHMARKS: 6, OTHER: 14

# CAEP Standard 4.2
## Indicators of Teacher Effectiveness

Completer Estimation of Students Who Showed Growth from Tests

**Completer Estimate for Percentage of Students Showing Growth on Standardized Tests/Benchmarks (N = 21)**

| Category | Count |
|----------|-------|
| LESS THAN 25% | 2 |
| 26% TO 50% | 5 |
| 51% TO 75% | 8 |
| 76% TO 100% | 6 |

# CAEP Standard 4.2
## Indicators of Teacher Effectiveness

**Received Honors, Awards, Special Recognitions or Promotions? (N=21)**

Yes: 21%
No: 79%
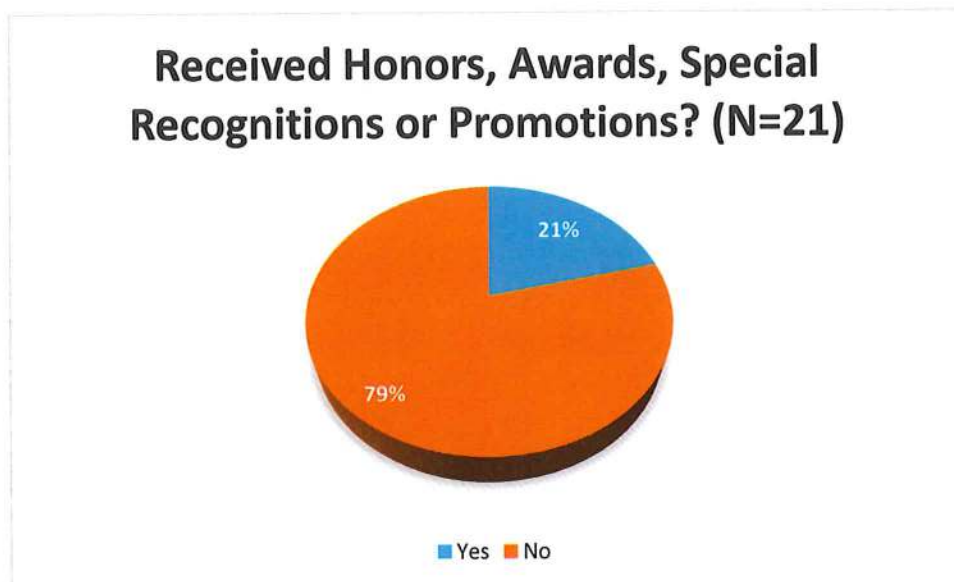
Awards mentioned included Rookie Teacher of the Year and September Teacher of the Month

# Employer Survey

## CAEP 4.3
## Employer Satisfaction of Our Completers

The following chart contains the responses of 5 employers from the year 2018-2019 regarding the preparation of their completers from the School of Education (SOE), Francis Marion University. There are a total of 35 items that employers were asked to respond to, covering topics such as lesson plan development, classroom management, instruction, assessment, and working with students from diverse backgrounds and with diverse needs. Each item is reported in terms of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Not Applicable (NA), and is given a weighted average (WA).

Higher weighted averages indicate completers felt better prepared, while lower weighted averages indicate employers felt completers were less prepared. Items highlighted in green indicate responses that had a weighted average of 2.25 or better, while items highlighted in red indicate areas that had an average weight of less than 2.2, and thus will need to be addressed by the School of Education faculty.

The low response rate from employers, of which there were only 5 from a total of 35 requests, make these data statistically useless, but do provide informative thought. For instance, in all but 7 items, the perception seems to be that employers felt the candidates were better prepared for their professions than did the candidates themselves. All of the items to which the employers responded are the same as those to which the candidates responded. There seems to be one area that the data reflect as a need for address by the SOE, and that is in the planning and delivering of differentiated instruction for students with diverse needs.

# Employer Survey 2018-2019

| | SA | A | D | SD | NA | WA |
|---|---|---|---|---|---|---|
| Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students. | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Plan instruction incorporating the basic theories of student development appropriate to my students. | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Deliver instruction incorporating the basic theories of student development appropriate to my students | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Develop and manage a collaborative classroom in which all students have ownership | 3 | 2 | 0 | 0 | 0 | 2.6 |
| Implement effective classroom management strategies and procedures in all school areas | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction | 3 | 2 | 0 | 0 | 0 | 2.6 |
| Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications | 2 | 2 | 1 | 0 | 0 | 2.2 |
| 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 | 2 | 1 | 0 | 0 | 2.2 |
| 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 STUDENTS WITH DISABILITIES | 1 | 3 | 1 | 0 | 0 | 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 ENGLISH LANGUAGE LEARNERS. | 1 | 3 | 1 | 0 | 0 | 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 AT-RISK STUDENTS | 1 | 3 | 1 | 0 | 0 | 2 |
| Use technological tools and a variety of communication strategies to build communities that engage learners | 3 | 2 | 0 | 0 | 0 | 2.6 |
| Recognize student misconceptions and create experiences to build accurate conceptual understandings | 2 | 3 | 1 | 0 | 0 | 2.4 |
| Create opportunities for students to learn, practice, and master academic language | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Use academic language in a way that encourages learners to integrate content areas. | 3 | 2 | 0 | 0 | 0 | 2.5 |
| Utilize strategies to create learning environments which engage students in individual and collaborative learning | 3 | 2 | 0 | 0 | 0 | 2.6 |
| Create opportunities for learners to develop diverse social and cultural perspectives | 2 | 2 | 0 | 1 | 0 | 2.5 |
| Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives. | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Examine data to understand each learner's progress and learning needs | 2 | 2 | 1 | 0 | 0 | 2.2 |
| Engage learners in monitoring their own progress | 1 | 3 | 1 | 0 | 0 | 2 |
| Develop supports for literacy development across content areas. | 2 | 2 | 1 | 0 | 0 | 2.2 |
| Develop flexible learning environments that foster discovery, exploration, and expression | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Utilize a variety of technological resources to support and promote student learning. | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Promote students' responsible use of interactive technologies | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs | 2 | 2 | 1 | 0 | 0 | 2.2 |
| Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Use formative and summative data to adjust instruction to enhance learning | 2 | 2 | 1 | 0 | 0 | 2.2 |
| Use a variety of evidence-based practices to differentiate and support learning | 3 | 1 | 1 | 0 | 0 | 2.4 |
| Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing | 2 | 3 | 0 | 0 | 0 | 2.4 |
| Align instructional goals and activities with state and district performance standards | 3 | 2 | 0 | 0 | 0 | 2.6 |
| Use ongoing analysis and reflection to improve planning and practice | 2 | 2 | 1 | 0 | 0 | 2.2 |
| Seek professional development opportunities to further develop my practice | 2 | 2 | 1 | 0 | 0 | 2.2 |
| Work collaboratively with colleagues and other professionals | 3 | 2 | 0 | 0 | 0 | 2.6 |
| Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. | 3 | 2 | 0 | 0 | 0 | 2.6 |
| Contribute to positive changes in practice and advance the teaching profession. | 2 | 2 | 1 | 0 | 0 | 2.2 |

# Completer Survey

## CAEP 4.4
## Satisfaction of Our Completers

The following chart contains the responses of 21 completers from the year 2018-2019 regarding their preparation at the School of Education (SOE), Francis Marion University. There are a total of 35 items that completers were asked to respond to, covering topics such as lesson plan development, classroom management, instruction, assessment, and working with students from diverse backgrounds and with diverse needs. Each item is reported in terms of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Not Applicable (NA), and is given a weighted average (WA).

Higher weighted averages indicate completers felt better prepared, while lower weighted averages indicate completers felt less prepared. Items highlighted in green indicate responses that had a weighted average of 2.25 or better, while items highlighted in red indicate areas that had an average weight of less than 2.2, and thus will need to be addressed by the School of Education faculty.

In a comparison of data from completers from school years 2016-2018 (on file with the CAEP Coordinator), the weighted averages for all items responded to by the completers from 2018-2019, with the exception of three items that were rated higher and one item that was rated the same, were less than the weighted averages from completers from 2016-2018. There were three items that completers from 2018-2019 indicated better preparation than their previous colleagues. These are: Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction; Use technological tools and a variety of communication strategies to build communities that engage learners; and, Seek professional development opportunities to further develop practice. Each of these areas had higher weighted averages. One item remained the same: Plan and deliver instruction 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. In all other areas the completers from 2018-2019 felt less prepared than did the completers from the previous two years.

It will be beneficial for the SOE to meet as a faculty to discuss these data in order to determine what strategies can be used to increase areas that are targeted for growth, and to continue to grow in areas that remain strong.

# Completer Survey 2018-2019

| | SA | A | D | SD | NA | WA |
|---|---|---|---|---|---|---|
| Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students. | 7 | 12 | 0 | 1 | 0 | 2.25 |
| Plan instruction incorporating the basic theories of student development appropriate to my students. | 6 | 14 | 0 | 1 | 0 | 2.19 |
| Deliver instruction incorporating the basic theories of student development appropriate to my students | 5 | 14 | 0 | 2 | 0 | 2.06 |
| Develop and manage a collaborative classroom in which all students have ownership | 5 | 10 | 4 | 2 | 0 | 1.86 |
| Implement effective classroom management strategies and procedures in all school areas | 5 | 7 | 8 | 3 | 1 | 1.71 |
| Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction | 9 | 10 | 1 | 0 | 1 | 2.4 |
| Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications | 5 | 15 | 0 | 1 | 0 | 2.14 |
| 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 | 2 | 13 | 2 | 1 | 2 | 1.89 |
| 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 | 12 | 16 | 1 | 0 | 1 | 2.38 |
| 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. | 3 | 9 | 4 | 2 | 3 | 1.72 |
| 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 | 12 | 1 | 2 | 0 | 2.05 |
| Use technological tools and a variety of communication strategies to build communities that engage learners | 10 | 10 | 1 | 0 | 0 | 2.43 |
| Recognize student misconceptions and create experiences to build accurate conceptual understandings | 5 | 16 | 0 | 0 | 0 | 2.24 |
| Create opportunities for students to learn, practice, and master academic language | 7 | 12 | 2 | 0 | 0 | 2.24 |
| Use academic language in a way that encourages learners to integrate content areas. | 5 | 13 | 3 | 0 | 0 | 2.1 |
| Utilize strategies to create learning environments which engage students in individual and collaborative learning | 7 | 13 | 1 | 0 | 0 | 2.29 |
| Create opportunities for learners to develop diverse social and cultural perspectives | 5 | 13 | 3 | 0 | 0 | 2.1 |
| Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives. | 6 | 10 | 3 | 1 | 0 | 2.05 |
| Examine data to understand each learner's progress and learning needs | 8 | 10 | 2 | 1 | 0 | 2.19 |
| Engage learners in monitoring their own progress | 4 | 10 | 4 | 2 | 1 | 1.8 |
| Develop supports for literacy development across content areas. | 7 | 13 | 0 | 1 | 0 | 2.24 |
| Develop flexible learning environments that foster discovery, exploration, and expression | 6 | 11 | 2 | 2 | 0 | 2 |
| Utilize a variety of technological resources to support and promote student learning. | 8 | 13 | 0 | 0 | 0 | 2.38 |
| Promote students' responsible use of interactive technologies | 5 | 12 | 3 | 1 | 0 | 2 |
| Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs | 7 | 13 | 0 | 1 | 0 | 2.24 |
| Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs | 6 | 13 | 1 | 1 | 0 | 2.14 |
| Use formative and summative data to adjust instruction to enhance learning | 9 | 10 | 1 | 1 | 0 | 2.29 |
| Use a variety of evidence-based practices to differentiate and support learning | 7 | 13 | 0 | 1 | 0 | 2.24 |
| Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing | 7 | 13 | 0 | 1 | 0 | 2.24 |
| Align instructional goals and activities with state and district performance standards | 8 | 11 | 0 | 2 | 0 | 2.19 |
| Use ongoing analysis and reflection to improve planning and practice | 8 | 12 | 0 | 1 | 0 | 2.29 |
| Seek professional development opportunities to further develop my practice | 10 | 9 | 1 | 1 | 0 | 2.33 |
| Work collaboratively with colleagues and other professionals | 10 | 9 | 1 | 1 | 0 | 2.33 |
| Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. | 11 | 10 | 0 | 0 | 0 | 2.52 |
| Contribute to positive changes in practice and advance the teaching profession. | 8 | 11 | 0 | 1 | 1 | 2.3 |

# CAEP 4.4
# Satisfaction of Our Completers

Overall Satisfaction of Completers regarding the preparation received from  FMU School of Education:

## Satisfaction of Completers with Their Preparation at FMU-SOE (N=21)
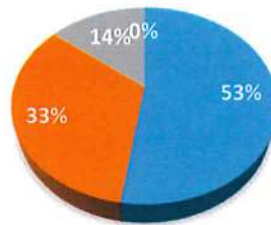


Legend:
- Very Satisfied
- Satisfied
- Neithr Satisfied or Dissatisfied
- Dissatisfied
- Very Dissatisfied

Values shown on chart: 53%, 33%, 14%, 0%