**Annual Report for the Academic Year 2021-2022**

**4.2—Accountability Measures as Required by CAEP for CHEA Requirements**

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

As with the Completer Survey, a similar survey has been administered to employers of the 2021-2022 completers. The EPP sent out the survey to 33 employers and received 9 responses, a 27% return rate. While this return rate is lower than the return rate for completers, this is still a strong sample size of those who employ the EPP’s completers. In Chart O, the responders indicated their level of satisfaction with the EPP’s completers. Of the 9 responders, 6 indicated they were “Very Satisfied” and 3 indicated that they were “Satisfied.” Thus, almost 67% of responders were highly satisfied with the EPP’s completers and 33% were satisfied. This indicates that the EPP has a 100% satisfaction rate for its completers, based on those responders to the survey.

Chart O

The employers were asked to respond on the survey to the following questions, which are identical to those asked of the completers, in order 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

Employer responses to these 15 items are found in Chart P. Categories 1-15 correspond to the numbers listed above next to each item.

Chart P

Data gleaned from the employer survey for the 15 items identified in Chart P provides an overall view of employer perception of completers’ impact on P-12 student growth and achievement. All but one item had a weighted average on the 3-point scale of 2.0 or above. The highest weighted averages were the following, with the weighted average provided in parentheses:

* Planning and delivering 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 (2.43)
* Seeking appropriate ways to integrate technology to support assessment practice and to assess learner needs (2.33)
* Aligning instructional goals and activities with state and district performance standards (2.33)

Comparing the weighted averages of the employers in Chart P to the weighted averages of the completers from Chart A, both completers and employers found the completer able to seek ways to incorporate technology to support assessment practice and to assess learner needs with employers providing a weighted average of 2.33 in their evaluation of the completers and completers providing a weighted average of 2.38 in their evaluation of themselves. Employers provided a higher weighted average of 2.33 for the completers’ ability to align instructional goals and activities with performance standards than completers whose scores had a weighted average of 2.0 on the 3-point scale. Although employers’ highest weighted average was in the completers’ ability to deliver differentiated instruction for English language learners (2.43), completers had a lower weighted average overall for this item, a weighted average of 2.0. It is important to note that two employers selected “Not Applicable” for this item, which could mean the completer did not have an English language learner in their class. Thus, the EPP is mindful of the dubious nature of the responses to this item. Rather, the EPP will ensure it is effective in preparing completers to differentiate instruction for English language learners by identifying courses in the programs that would allow for more instruction and practice in working with these students.

There were two lower weighted averages from the Employer Survey. These include planning and differentiating instruction for gifted students (weighted average 1.89) and at-risk students (2.00). As both were also identified by the completers as areas they were not as confident in their impact on P-12 growth and achievement, this demonstrates further evidence that the EPP should provide more instruction and practice for completers in working with these students.

Data were compared from the Completer and Employer Surveys that evaluated completers’ impact on P-12 student growth and achievement using an unpaired t-test for the weighted averages of all relevant responses, provided in Table 1. Based upon the t-test results, there was no statistically significant difference between the mean of the weighted averages of completer responses and the mean of the weighted averages of the employer responses at p$<$.05, where t(28)=0.7488, p=0.4603.

Table 1

|  |  |  |
| --- | --- | --- |
| Group | Completers | Employers |
| Mean | 2.1433 | 2.1920 |
| Standard Deviation | 0.2091 | 0.1402 |
| Standard Error of Mean | 0.0540 | 0.0362 |
| N | 15 | 15 |

Chart Q provides side-by-side weighted averages of the completers and employers respectively on the 15 items that measure completer impact on P-12 student growth and achievement.

Chart Q

 Employers overall reported that they were satisfied with the EPP completers, but there are areas for growth for both the completers and the EPP. Areas of growth include in differentiating instruction for gifted and at-risk students. This was corroborated in the completers’ responses as well. The EPP have addressed these areas by reconstructing the lesson plan template used by all EPP teacher candidates. The newly constructed lesson plan template requires the teacher candidates to differentiate instruction for English language learners and students with disabilities, as well as plan how they will differentiate instruction to challenge and support gifted students and identify and support at-risk students. The EPP will begin construction of a curriculum map where the EPP can determine where more instruction and practice in differentiating instruction for all learners can be added.

**Measure 2 (Advanced): Satisfaction of Employers and Stakeholder Involvement. (R4.2/R5.3/RA4.1)**

Component 4.1

**Impact on P-12 Learning and Development – Initial Licensure: School Psychology**

The Specialist in School Psychology at the EPP sent a questionnaire to the employers of our previous completers for the academic year 2021-2022 who are in their first year as practicing school psychologists (2022-2023). The EPP received eight responses (100% return rate). The questionnaire asked completers to respond to 10 items determined by the EPP to give insight into the completer impact on student performance (4.1), indicators of effectiveness (4.2), and satisfaction of completers (4.4).

The EPP reviewed the survey items and then used Lawshe's Content Validity Formula (*Lawshe, C.H. (1975) A Quantitative Approach to Content Validity. Personnel Psychology, 28, 563-575. http://dx.doi.org/10.1111/j.1744-6570.1975.tb01393.x* ) to determine which items were associated with teacher impact on student learning and growth. The following items were thus identified:

1. Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. (2.1)
2. Ability to interpret and report results of problem analysis/psychoeducational assessments and link results to intervention as needed (including the ability to interpret results in a fair and accurate manner, report results to others in a meaningful way that facilitates appropriate interventions, and use results for decision making that fosters positive outcomes for students/clients). (2.1)
3. Knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools, and systems, and methods to promote effective implementation of services. (2.2)
4. Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curricula and instructional strategies. (2.3)
5. Core knowledge of biological, cultural, developmental and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental and behavioral health. (2.4)
6. Core knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. (2.5)
7. Core knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communicates to support multitiered prevention, and evidence-based strategies for effective crisis response. (2.6)
8. Core knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental and behavioral health; and strategies to develop collaboration between families and schools. (2.7)
9. Core knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors of children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. (2.8)
10. Core knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. (2.9)
11. Core knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. (2.10)
12. Professional integrity, involvement, and leadership(including adherence to ethical/legal standards, participation in professional development activities, and demonstration of leadership skills within the district/agency, community, and/or profession). (PROF)
13. Personal/professional work qualities needed for effective interaction with others (including respect for worth and uniqueness of all individuals of varying abilities and disabilities regardless of cultural, ethnic, socioeconomic, gender and religious backgrounds, ability to interact effectively with children, adults, and families of diverse backgrounds, and ability to establish and maintain collaborative relationships with colleagues/coworkers). (PROF)
14. How well did FMU appear to provide the training needed for you to provide quality services that positively impact children and other clients? (PROF)

The employers were asked to respond to each of these items with one of the following options: Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SD=1). *Chart A ,* *CAEP Standard 4.1 Impact on P-12 Student Learning and Development Completer Survey, 2017 - 2022* (next page), provides the results for the eight employers who returned their surveys.

After reviewing the answers to the open-ended questions, data indicate that we are progressing towards addressing previous concerns in providing explicit instruction to address mental health services to develop social and life skills. For example, one comment read, “FMU seems to have anticipated the greater need for mental health training for our school psychologists as they work with students in the schools. Our most recent graduates seem to have much more knowledge in this area.”

Additionally, employers commented that graduates are much better prepared to select and monitor appropriate behavioral and academic interventions. One commented, “Graduates appear to be strong in understanding and implementing interventions and the MTSS process, as well as consultation and collaboration with staff members.” and another commented, “They seem to learn a lot about behavior intervention and academic intervention.”.

Finally, employers strongly believe FMU graduates are well-prepared to begin as entry-level school psychologists. Positive comments included,

“FMU School Psychology graduates are provided diverse experiences in the field that enables them to be prepared for any level (PreK-12) and to independently complete the job requirements of a school psychologist, even as an entry-level practitioner.”

“The program fully prepared the school psychologist to be a positive asset to our district from day one.”

“Both are incredible hard workers, passionate about advocacy for children and entered the field with a strong foundation across skill sets.”

“I have been extremely pleased with the knowledge our school psychologists have coming right out of FMU's program.”

While the comments regarding our graduates were overwhelmingly positive, employers did note that although the SC Department of Education is moving towards an MTSS process, they felt that our graduates should still recognize that the IQ-Discrepancy Model is still utilized in this state. Thus, even though this is not considered best practice, they wished it continued to be taught in the program. One comment that captures this is, “While the state of SC is in limbo with LD criteria for qualification, the current traditional criteria of discrepancy was an area of weakness for our latest hire. The state is looking at updating criteria for students to qualify through MTSS and lack of progress with interventions only; however, this is not the current criteria used across most districts in our state. Our latest hire is amazing with the MTSS model of qualification; however, our district does not currently use this method. Analyzing the standardized cognitive/ achievement scores was an area of weakness for our latest hire.”

Additionally, while we are making progress towards providing explicit instruction to address mental health services to develop social and life skills, several employers commented that they wanted the program to provide even more instruction in these areas. For example, “As our field moves more toward mental health support in schools, additional emphasis may need to be placed on counseling courses.”

Based on these two noted areas of improvement, the EPP will seek ways to address these weaknesses and strengthen its program.

Chart R provides the data from the Employer Survey for school psychologist completers.

Chart R

The Specialist in School Psychology at FMU sent a questionnaire to eight completers for the academic year 2021-2022 who are in their first year as practicing school psychologists (2022-2023). The EPP received six responses (75% return rate). The questionnaire asked completers to respond to 10 items determined by the EPP to give insight into completer impact on student performance (4.1), indicators of effectiveness (4.2), and satisfaction of completers (4.4).

The EPP reviewed the survey items and then used Lawshe's Content Validity Formula (*Lawshe, C.H. (1975) A Quantitative Approach to Content Validity. Personnel Psychology, 28, 563-575. http://dx.doi.org/10.1111/j.1744-6570.1975.tb01393.x* ) to determine which items were associated with teacher impact on student learning and growth. The following items were thus identified:

1. Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. (2.1)
2. Ability to interpret and report results of problem analysis/psychoeducational assessments and link results to intervention as needed (including the ability to interpret results in a fair and accurate manner, report results to others in a meaningful way that facilitates appropriate interventions, and use results for decision making that fosters positive outcomes for students/clients). (2.1)
3. Knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools, and systems, and methods to promote effective implementation of services. (2.2)
4. Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curricula and instructional strategies. (2.3)
5. Core knowledge of biological, cultural, developmental and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health. (2.4)
6. Core knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. (2.5)
7. Core knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communicates to support multitiered prevention, and evidence-based strategies for effective crisis response. (2.6)
8. Core knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental and behavioral health; and strategies to develop collaboration between families and schools. (2.7)
9. Core knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors of children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. (2.8)
10. Core knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. (2.9)
11. Core knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. (2.10)
12. Professional integrity, involvement, and leadership(including adherence to ethical/legal standards, participation in professional development activities, and demonstrating leadership skills within the district/agency, community, and/or profession). (PROF)
13. Personal/professional work qualities needed for effective interaction with others (including respect for worth and uniqueness of all individuals of varying abilities and disabilities regardless of cultural, ethnic, socioeconomic, gender and religious backgrounds, ability to interact effectively with children, adults, and families of diverse backgrounds, and ability to establish and maintain collaborative relationships with colleagues/coworkers). (PROF)
14. How well did FMU appear to provide the training needed for you to provide quality services that positively impact children and other clients? (PROF)

The alumni were asked to respond to each of these items with one of the following options: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Not Applicable (N/A). *Chart A ,* *CAEP Standard 4.1 Impact on P-12 Student Learning and Development Completer Survey, 2017-2022* (below), provides the results for the six completers who returned their surveys.

Like the responses of the employer survey, open-ended responses were positive, and they felt that the program provides excellent preparation for entry-level positions as school psychologists. Graduates noted that they felt the program's strengths were in preparing them for the MTSS/RtI Process. One wrote, “…through the program, I developed an extensive battery of interventions that could be used to target different aspects of reading and mathematic skill development.” And another wrote, “Preparing school psychologists to participate in the RTI process.”

When asked about areas of improvement, graduates noted that they wanted more exposure to Manifestation Determination Review (MDR) meetings. One wrote, “I have led one million MDRs and I think FMU's program could review in more detail state/federal regulations regarding MDR's and/or engage in mock MDRs.” Another graduate wrote, “Focusing on other aspects of the position, such as MDRs, may be helpful, as some will enter as secondary school psychologists.” In response to these comments, we are now providing two opportunities to participate in mock MDRs in the second-year pre-internship practicum with a requirement of attending at least one MDR during the internship.

Chart S provides the data from the Completer Survey for school psychology completers.

Chart S

A survey of the alumni of FMU indicates that further explicit instruction needs to address Diversity, Equity, and Inclusion. The EPP will continue to strengthen its program in these areas.