**Annual Report for the Academic Year 2023-2024**

**Measure 2 – Initial Programs R4.2/R5.3**

**Satisfaction of Employers and Stakeholder involvement**

**INITIAL PROGRAMS**

**Table 1. Employer and Stakeholder Survey**

N:32

Respondents:14

Response Rate for 23023-2024: 43%

| **Question** | **Scale** | **Frequency** | **Percent** | **Weighted Average Mean** |
| --- | --- | --- | --- | --- |
| Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students. | Strongly Agree | 8 | 57.14 | 2.57 |
| Agree | 6 | 42.86 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Plan instruction incorporating the basic theories of student development appropriate to my students. | Strongly Agree | 8 | 57.14 | 2.57 |
| Agree | 6 | 42.86 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Deliver instruction incorporating the basic theories of student development appropriate to my students. | Strongly Agree | 8 | 57.14 | 2.57 |
| Agree | 6 | 42.86 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Develop and manage a collaborative classroom in which all students have ownership. | Strongly Agree | 8 | 57.14 | 2.57 |
| Agree | 6 | 42.86 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Implement effective classroom management strategies and procedures in all school areas. | Strongly Agree | 6 | 42.86 | 2.43 |
| Agree | 8 | 57.14 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction. | Strongly Agree | 5 | 42.86 | 2.43 |
| Agree | 9 | 57.14 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. | Strongly Agree | 5 | 35.71 | 2.36 |
| Agree | 9 | 64.29 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| 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. | Strongly Agree | 3 | 21.43 | 2.25 |
| Agree | 9 | 64.29 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 2 | 14.29 |
| 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. | Strongly Agree | 5 | 35.71 | 2.29 |
| Agree | 8 | 57.14 |
| Disagree | 1 | 7.14 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| 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. | Strongly Agree | 3 | 21.43 | 2.27 |
| Agree | 8 | 57.14 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 3 | 21.43 |
| 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. | Strongly Agree | 5 | 35.71 | 2.36 |
| Agree | 9 | 64.29 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Use technological tools and a variety of communication strategies to build communities that engage learners. | Strongly Agree | 7 | 50 | 2.50 |
| Agree | 7 | 50 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Recognize student misconceptions and create experiences to build accurate conceptual understandings. | Strongly Agree | 5 | 35.71 | 2.36 |
| Agree | 9 | 64.29 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Create opportunities for students to learn, practice, and master academic language | Strongly Agree | 8 | 57.14 | 2.57 |
| Agree | 6 | 42.86 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Use academic language in a way that encourages learners to integrate content areas. | Strongly Agree | 6 | 42.86 | 2.43 |
| Agree | 8 | 57.14 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Utilize strategies to create learning environments which engage students in individual and collaborative learning. | Strongly Agree | 7 | 50 | 2.50 |
| Agree | 7 | 50 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Create opportunities for learners to develop diverse social and cultural perspectives. | Strongly Agree | 5 | 35.71 | 2.29 |
| Agree | 8 | 57.14 |
| Disagree | 1 | 7.14 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives. | Strongly Agree | 5 | 35.71 | 2.36 |
| Agree | 9 | 64.29 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Examine data to understand each learner’s progress and learning needs. | Strongly Agree | 7 | 50 | 2.50 |
| Agree | 7 | 50 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Engage learners in monitoring their own progress | Strongly Agree | 4 | 28.57 | 2.21 |
| Agree | 9 | 64.29 |
| Disagree | 1 | 7.14 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Develop supports for literacy development across content areas. | Strongly Agree | 7 | 50 | 2.43 |
| Agree | 6 | 42.86 |
| Disagree | 1 | 7.14 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Develop flexible learning environments that foster discovery, exploration, and expression. | Strongly Agree | 7 | 50 | 2.50 |
| Agree | 7 | 50 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Utilize a variety of technological resources to support and promote student learning. | Strongly Agree | 8 | 57.14 | 2.57 |
| Agree | 6 | 42.86 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Promote students’ responsible use of interactive technologies. | Strongly Agree | 6 | 42.86 | 2.43 |
| Agree | 8 | 57.14 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs. | Strongly Agree | 6 | 42.86 | 2.43 |
| Agree | 8 | 57.14 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs. | Strongly Agree | 5 | 35.71 | 2.36 |
| Agree | 9 | 64.29 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Use formative and summative data to adjust instruction to enhance learning. | Strongly Agree | 6 | 42.86 | 2.43 |
| Agree | 8 | 57.14 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Use a variety of evidence-based practices to differentiate and support learning. | Strongly Agree | 5 | 35.71 | 2.36 |
| Agree | 9 | 64.29 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Use a variety of instructional strategies to support learners’ communication through speaking, listening, reading, and writing. | Strongly Agree | 7 | 50 | 2.50 |
| Agree | 7 | 50 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Align instructional goals and activities with state and district performance standards. | Strongly Agree | 7 | 50 | 2.50 |
| Agree | 7 | 50 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Use ongoing analysis and reflection to improve planning and practice. | Strongly Agree | 7 | 50 | 2.50 |
| Agree | 7 | 50 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Seek professional development opportunities to further develop my practice. | Strongly Agree | 6 | 42.86 | 2.43 |
| Agree | 8 | 57.14 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Work collaboratively with colleagues and other professionals | Strongly Agree | 8 |  | 2.57 |
| Agree | 6 |  |
| Disagree | 0 |  |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. | Strongly Agree | 8 | 57.14 | 2.57 |
| Agree | 6 | 42.86 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| Contribute to positive changes in practice and advance the teaching profession. | Strongly Agree | 8 | 57.14 | 2.57 |
| Agree | 6 | 42.86 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |
| **Overall, how satisfied were you with the Francis Marion University graduates employed at your school?** | Strongly Agree | 11 | 78.57 |  |
| Agree | 3 | 21.43 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| N/A | 0 | 0 |

**Table 2. District Services Offered to First Year Teachers**

|  |  |
| --- | --- |
| **Service** | **Percent of Districts That Indicate They Offered the Service** |
| Orientation | 92.86 |
| Induction Plan | 64.29 |
| School based mentor | 100 |
| Instructional coach designed to change practice | 50 |
| Professional learning based on induction plan | 28.57 |
| Professional learning system/School Wide | 71.43 |
| Access to professional books and videos | 71.43 |
| Observation of effective teachers | 71.43 |
| Observation by effective teachers | 71.43 |
| Feedback on professional practices | 92.86 |
| Support for behavior management | 78.57 |
| Membership in a professional learning community | 28.57 |

**Analysis:**

Program employers had many compliments for School of Education completers that highlighted their excellent preparation in working with students from different cultural backgrounds, abilities, and with students with specific learning needs. Other highlights included the employer’s perception that completers had excellent content knowledge and instructional knowledge. Overall statements indicated that completers were well prepared in their excitement for learning. Table 1 shows all weighted means for questions employers were asked about the EPP’s completers. The survey also showed that employers rated the completers highest in the following areas with a 2.57 weighted average mean:

* Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students.
* Plan instruction incorporating the basic theories of student development appropriate to my students.
* Deliver instruction incorporating the basic theories of student development appropriate to my students.
* Develop and manage a collaborative classroom in which all students have ownership.
* Create opportunities for students to learn, practice, and master academic language
* Utilize a variety of technological resources to support and promote student learning.
* Work collaboratively with colleagues and other professionals
* Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.
* Contribute to positive changes in practice and advance the teaching profession.

While employers felt completers were well-prepared to enter the classroom, they indicated areas for improvement that the EPP must continue to develop in students. Comments noted that the EPP must continue to work with students in the areas of parent engagement, classroom management strategies, differentiating instruction, and practices in the “Science of Reading.” Table 1 shows all weighted means for questions employers were asked about the EPP completers and their program. The survey showed that employers rated that the EPP needed to continue working with students in the following areas:

* Create opportunities for learners to develop diverse social and cultural perspectives. (2.29)
* 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. (2.29)
* 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. (2.27)
* 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. (2.25)

Additionally, as noted in Table 2, the School of Education continues to monitor services offered to first year teachers as they are inducted into the profession. According to employers, most first years teachers were offered a school-based mentor (100%), an orientation to the school/district/profession (92.86%), and an induction plan (64.29%), while few were offered support in instructional coaching (50%), access to professional books and videos (42.86%), or membership in a professional learning community (28.57%). The employer data noted the higher percentages of services offered that indicated by completers. The EPP continues to monitor this to address areas where support can be offered as a part of completer and employer support.

**ADVANCED PROGRAMS**

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