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

**Measure 3-Initial Programs**

**Candidate competency at completion**

**INITIAL PROGRAMS**

For teacher education certification, candidates must pass the Praxis content exam for their licensure area in addition to the Praxis Principles of Learning and Teaching (PLT) pedagogy exam. Below are the results for both exams for the academic year 2023-2024.

**Table 1. Praxis Pass Rates for 2023-2024 Teacher Education Completers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exam Type | Completers | N | Pass | Pass Rate |
| Content | Art | 2 | 2 | 100% |
| Early Childhood Education | 17 | 17 | 100% |
| Elementary Education | 9 | 9 | 100% |
| Biology | 1 | 1 | 100% |
| English | 1 | 1 | 100% |
| Mathematics | 2 | 2 | 100% |
| History | 2 | 2 | 100% |
| Special Education: Multi-Categorical | 21 | 21 | 100% |
| Pedagogy | Principles of Learning and Teaching (PLT) | 55 | 55 | 100% |

**Table 2. Completer Survey**

N: 44

Respondents:17

Response Rate for 2323-2024: 38%

| **Questions** | **Weighted Average Mean** |
| --- | --- |
| Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students. | 2.53 |
| Plan instruction incorporating the basic theories of student development appropriate to my students. | 2.47 |
| Deliver instruction incorporating the basic theories of student development appropriate to my students. | 2.47 |
| Develop and manage a collaborative classroom in which all students have ownership. | 2.56 |
| Implement effective classroom management strategies and procedures in all school areas. | 2.63 |
| Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction. | 2.59 |
| Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. | 2.59 |
| 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. | 2.36 |
| 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. | 2.59 |
| 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. | 2.38 |
| 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 AT-RISK STUDENTS. | 2.41 |
| Use technological tools and a variety of communication strategies to build communities that engage learners. | 2.47 |
| Recognize student misconceptions and create experiences to build accurate conceptual understandings. | 2.65 |
| Create opportunities for students to learn, practice, and master academic language | 2.59 |
| Use academic language in a way that encourages learners to integrate content areas. | 2.56 |
| Utilize strategies to create learning environments which engage students in individual and collaborative learning. | 2.63 |
| Create opportunities for learners to develop diverse social and cultural perspectives. | 2.60 |
| Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives. | 2.69 |
| Examine data to understand each learner’s progress and learning needs. | 2.50 |
| Engage learners in monitoring their own progress | 2.35 |
| Develop supports for literacy development across content areas. | 2.38 |
| Develop flexible learning environments that foster discovery, exploration, and expression. | 2.63 |
| Utilize a variety of technological resources to support and promote student learning. | 2.59 |
| Promote students’ responsible use of interactive technologies. | 2.63 |
| Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs. | 2.63 |
| Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs. | 2.63 |
| Use formative and summative data to adjust instruction to enhance learning. | 2.69 |
| Use a variety of evidence-based practices to differentiate and support learning. | 2.53 |
| Use a variety of instructional strategies to support learners’ communication through speaking, listening, reading, and writing. | 2.56 |
| Align instructional goals and activities with state and district performance standards. | 2.50 |
| Use ongoing analysis and reflection to improve planning and practice. | 2.53 |
| Seek professional development opportunities to further develop my practice. | 2.53 |
| Work collaboratively with colleagues and other professionals | 2.63 |
| Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. | 2.65 |
| Contribute to positive changes in practice and advance the teaching profession. | 2.63 |
| **Overall, how satisfied are you that the preparation you received from Francis Marion University’s School of Education was effective and relevant to the responsibilities of your teaching job?** | 4.47 |

**Table 3. District Services Offered to First Year Teachers**

|  |  |
| --- | --- |
| **Service** | **Percent of Completers Indicating They Received the Service** |
| Orientation | 87.05 |
| Induction Plan | 81.25 |
| School based mentor | 93.75 |
| Instructional coach designed to change practice | 62.5 |
| Professional learning based on induction plan | 50 |
| Professional learning system/School Wide | 56.25 |
| Access to professional books and videos | 43.75 |
| Observation of effective teachers | 68.75 |
| Observation by effective teachers | 68.75 |
| Feedback on professional practices | 68.75 |
| Support for behavior management | 50 |
| Membership in a professional learning community | 37.5 |

**Analysis:**

Students in the School of Education must pass both content and pedagogy tests required for certification by the South Carolina State Board of Education. Table 1 displays the data for all currently approved educator preparation programs offered at Francis Marion University. During the 2023-2024 academic school year, Early Childhood Education had the most program completers (N= 17) while secondary programs in Biology and English had the least number of completers (N=1). All 55 program completers were recommended for state certification.

Program completers had many compliments for School of Education programs that highlighted the excellent preparation with writing lesson plans and aligning them to state standards. Other highlights included the completer’s ability to skillfully interpret student data for instructional use. Overall, statements indicate that students completing the EPPs programs are prepared “competent and caring” teachers, aligning with the mantra of the School of Education. Table 1 shows all weighted means for questions completers were asked about the EPP’s program that they were enrolled in. The survey also showed that completers rated the EPP highest in the following areas:

* Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives. (2.69)
* Use formative and summative data to adjust instruction to enhance learning. (2.69)
* Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. (2.65)
* Recognize student misconceptions and create experiences to build accurate conceptual understandings. (2.65)

While many students felt well-prepared to enter the classroom, they indicated areas for improvement that the EPP should continue to develop. Comments noted that the EPP must continue to work with students in the areas of classroom management, writing instructional plans for students with disabilities, and continuing to offer strategies that provide differentiation for all teacher candidates. The survey ratings also indicate that the provider needs continuous improvement in the following areas:

* Develop supports for literacy development across content areas. (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 GIFTED STUDENTS. (2.36)
* Engage learners in monitoring their own progress. (2.35)

Additionally, as noted in Table 3, the School of Education continues to monitor services offered to first year teachers as they are inducted into the profession. Most first years teachers were offered a school-based mentor (93.75%), an orientation to the school/district/profession (87%), and an induction plan (81.25%) while few were offered support in behavior management (50%), professional learning based on the induction plan (50%), or membership in a professional learning community (37.5%). The EPP continues to monitor this to address areas where support can be offered to students as a part of program progression.

**ADVANCED PROGRAMS**

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