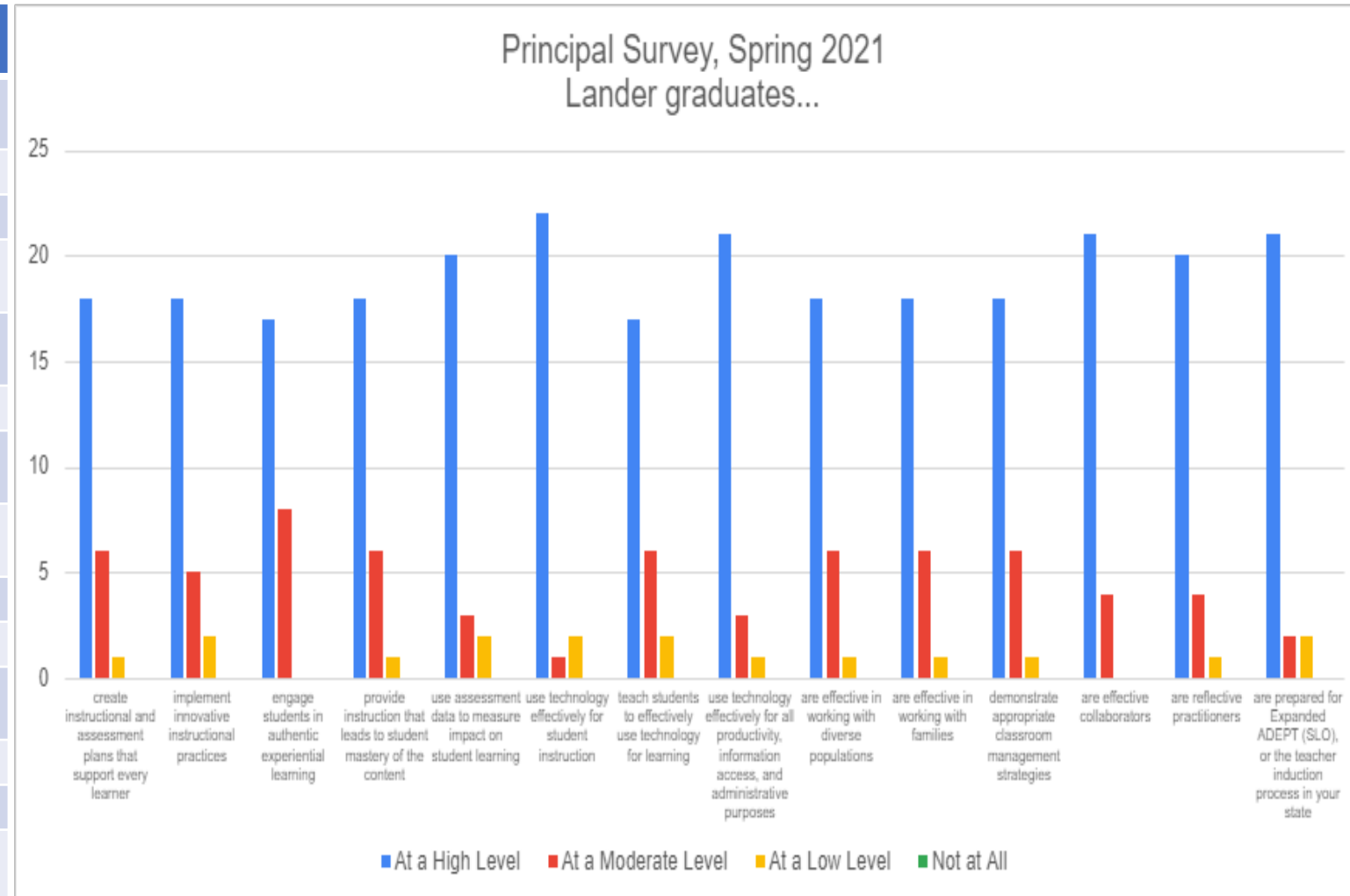


Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2020 – Aug. 2021)

Employer Survey Data

Every two years, Lander University deploys an Employer Survey to principals of the schools where our graduates are employed. The survey asks the principals to reflect on the teachers who they have employed who graduated from the teacher preparation program of Lander University in the last three years. The current survey was deployed in Spring of 2021 to 64 principals with 25 completed, for a completion rate of 39.06%. Principals from 17 districts, all grades from PreK through 12th, and all but one major area were represented. Lander graduates scored highest in the areas of collaboration and using technology for instruction and administrative purposes. They scored lowest in the area of teaching preK-12 students to use technology for their own learning.

Principal Ratings of Lander Graduates (1-Not at all; 2-At a low level; 3-At a moderate level; 4-At a high level)	Average Rating
Lander graduates create instructional and assessment plans that support every learner.	3.68
Lander graduates implement innovative instructional practices.	3.64
Lander graduates engage students in authentic experiential learning.	3.68
Lander graduates provide instruction that leads to student mastery of the content.	3.68
Lander graduates use assessment data to measure impact on student learning.	3.72
Lander graduates use technology effectively for student instruction.	3.8
Lander graduates teach students to effectively use technology for learning.	3.6
Lander graduates use technology effectively for all productivity, information access, and administrative purposes.	3.8
Lander graduates are effective in working with diverse populations.	3.68
Lander graduates are effective in working with families.	3.68
Lander graduates demonstrate appropriate classroom management strategies.	3.68
Lander graduates are effective collaborators.	3.84
Lander graduates are reflective practitioners.	3.76
Lander graduates are prepared for Expanded ADEPT (SLO), or the teacher induction process in your state.	3.76



Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2020 – Aug. 2021)

Internal and External Stakeholder Involvement

The Lander University Department of Teacher Education maintains mutually-beneficial partnerships with local school districts and community organizations. Many of these partners serve on the Teacher Preparation Community Advisory Committee (TPCAC). TPCAC meets as a group twice per academic year, once in the Fall and once in the Spring. In Fall 2020, TPCAC received updates on the CAEP Accreditation upcoming visit, including reviewing and taking input on the Recruitment and Retention Plan and improvement priorities for the remainder of the year. In Spring 2021, TPCAC provided input into, and were active participants in, the Teacher Education Redesign initiative, meant to review the department's goals and revise the main assessments of the program to better fit those goals. This process led to revisions to key assessments and the development of a new key assessment, the Teacher Work Sample.

The Department of Teacher Education also maintains field experience placement MOUs with 22 different school districts within South Carolina. They also maintain internship certificate MOUs with 6 school districts in the area. Each semester, the department places 200 to 300 teacher education students into area classrooms for their field experience courses, including 72 student teachers during the 2020-2021 academic year.