



Limestone College

TEACHER EDUCATION PROGRAM

Annual Reporting Measures 2020

(CAEP Component 5.4 | A 5.4)

1. Impact on P-12 learning and development (Component 4.1)

2018-2019: State provided data indicated 8 graduates were evaluated using Student Learning Outcome data. All were scored with an overall rating of MET. However, we were not provided names or licensure areas, so we are not able to disaggregate these data. Due to Covid-19, we were unable to capture individual SLO submissions from our graduates. We will try again next academic year.

2017-2018: Student Learning Outcome data were submitted by 6 graduates (2 Early Childhood, 3 Elementary, 1 math). Results reported indicated the following:

Early Childhood Graduate 1: 90% of students met growth target

Early Childhood Graduate 2: 92.8% of students met growth target

Elementary Graduate 1: 80% of students met growth target

Elementary Graduate 2: submitted pre-data, but no post-data. We were unable to extrapolate if students met the growth targets.

Elementary Graduate 3: 95% of students showed growth, but 0% met growth targets.

Math Graduate 1: 100% of students met growth target.

What was more interesting was the varying degrees of specificity and planning. Graduates who had taken Diagnostic and Prescriptive Teaching of Reading (ED412) were able to plan and report data on a

much more detailed level than those who had not had the course. We do not yet have any graduate who were required to take Classroom Assessment (ED401). We hope to see the transfer of skills learned in that course in one or two years as those candidates graduate and enter the SLO evaluation years.

Another interesting note is that there were varying degrees of student attributes reported. This could be the result of the expectations required by the school principal or district, however we realize that our instructions included in the request for SLO documents will need to be more specific. Because this is our first set of SLO data, we now have the documents we need to design a rubric to help us select and evaluate the skills specific to our preparation goals going forward.

2. Indicators of teaching effectiveness (Component 4.2)

South Carolina has a state-wide evaluation system (ADEPT) which is implemented in each EPP and district. The tables below indicate our graduates' performance in each of the ADEPT standards. 2018-2019 was the first year that graduates were evaluated using the SCTS 4.0 rubric which prohibits a three-year evaluation using the same instrument. However, there were no standards with ratings that were cause for alarm, especially given the low n for the reporting year.

Student Graduate Evaluation Results (ADEPT) Report

2018-2019: South Carolina Teaching Standards 4.0

	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	8	100%	1822	100%

Total Graduates Evaluated	8	100%	1938	100%
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	Provider Results	Statewide Results
	Number	Number

Domain 1: Planning

Instructional Plans	3.21	3.13
Student Work	3.14	2.98
Assessment	3.21	2.93

Domain 2: Instruction

Standards & Objectives	3.36	3.15
Motivating Students	3.43	3.15
Presenting Instructional Content	3.57	3.13
Lesson Structure & Pacing	3.43	3.04
Activities & Materials	3.43	3.07
Questioning	3.00	2.95

Academic Feedback	3.21	2.97
Grouping Students	3.07	2.95
Teacher Content Knowledge	3.71	3.32
Teacher Knowledge of Students	3.36	3.20
Thinking	3.21	2.93
Problem Solving	3.36	2.96
Domain 3: Environment		
Managing Student Behavior	3.43	3.18
Expectations	3.71	3.20
Environment	3.57	3.32
Respectful Culture	3.86	3.39
Domain 4: Professionalism		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.33	3.66

2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.00	3.47
3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	3.33	3.47
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.33	3.48
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.33	3.51
6. The educator offers specific actions to improve his/her teaching.	3.17	3.47
7. The educator accepts responsibilities contributing to school improvement.	3.67	3.56
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.17	3.41
9. The educator actively supports school activities and events.	3.50	3.49
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.67	3.47

(-) ADEPT Results for Classroom-Based Teachers				
IHE:	Limestone College			
Year:	2018			
Evaluation Model:	Classroom Teacher - SAFE-T			
	2018 Institution Results		2018 Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SAFE-T	15	100.0	1498	100.0
Graduates Passing with SAFE-T	14	93.3	1435	95.8
Total Graduates Evaluated	15	100.0	1498	100.0
Total Graduates Passing	14	93.3	1435	95.8

SAFE-T Key Elements		Institution		State	
		Number Passing	Percent Passing	Number Passing	Percent Passing
(-) Domain I: Planning					
APS 1.A	Using Student Information to Guide Plans	15	100.0	1,448	96.7
APS 1.B	Developing Long-Range Goals	15	100.0	1,451	96.9
APS 1.C	Developing Instructional Units	15	100.0	1,453	97.0
APS 1.D	Planning Assessments	15	100.0	1,446	96.5
APS 1.E	Planning Classroom Management	15	100.0	1,442	96.3
APS 2.A	Developing Unit Objectives	15	100.0	1,451	96.9
APS 2.B	Developing Unit Instructional Plans	15	100.0	1,440	96.1
APS 2.C	Using Assessment Data to Guide Planning	15	100.0	1,437	95.9
APS 3.A	Planning Unit Assessments	14	93.3	1,433	95.7
APS 3.B	Analyzing Student Performance Data	15	100.0	1,434	95.7
APS 3.C	Determining Student Performance	14	93.3	1,440	96.1
(-) Domain II: Instruction					
APS 4.A	Achievement Expectations	15	100.0	1,429	95.4
APS 4.B	Participation Expectations	15	100.0	1,440	96.1
APS 4.C	Fostering Student Responsibility	15	100.0	1,432	95.6
APS 5.A	Appropriate Strategies	15	100.0	1,448	96.7
APS 5.B	Varied Strategies	15	100.0	1,443	96.3
APS 5.C	Effective Strategies	15	100.0	1,418	94.7
APS 6.A	Demonstrating Content Knowledge	15	100.0	1,446	96.5
APS 6.B	Provide Appropriate Content	15	100.0	1,454	97.1
APS 6.C	Organized Content	15	100.0	1,422	94.9
APS 7.A	Monitoring Learning	15	100.0	1,438	96.0

APS 7.B	Enhancing Learning	14	93.3	1,438	96.0
APS 7.C	Instructional Feedback	15	100.0	1,435	95.8
(-) Domain III: Environment					
APS 8.A	Physical Environment	15	100.0	1,449	96.7
APS 8.B	Affective Environment	15	100.0	1,441	96.2
APS 8.C	Culture of Learning	15	100.0	1,435	95.8
APS 9.A	Student Behavior	14	93.3	1,410	94.1
APS 9.B	Instructional Time	14	93.3	1,414	94.4
APS 9.C	Non-instructional Routines	14	93.3	1,438	96.0
(-) Domain IV: Professionalism					
APS 10.A	Student Advocate	15	100.0	1,456	97.2
APS 10.B	Contributes to Organization	15	100.0	1,454	97.1
APS 10.C	Communication	15	100.0	1,437	95.9
APS 10.D	Demeanor/Behavior	13	86.7	1,418	94.7
APS 10.E	Active Learner	14	93.3	1,446	96.5

(-) ADEPT Results for Classroom-Based Teachers				
IHE:	Limestone College			
Year:	2017			
Evaluation Model:	Classroom Teacher - SAFE-T			
	2017 Institution Results		2017 Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SAFE-T	9	100.0	1578	100.0
Graduates Passing with SAFE-T	9	100.0	1533	97.1
Total Graduates Evaluated	9	100.0	1578	100.0
Total Graduates Passing	9	100.0	1533	97.1

SAFE-T Key Elements	Institution		State	
	Number Passing	Percent Passing	Number Passing	Percent Passing
(-) Domain I: Planning				

APS 1.A	Using Student Information to Guide Plans	8	88.9	1,528	96.8
APS 1.B	Developing Long-Range Goals	9	100.0	1,534	97.2
APS 1.C	Developing Instructional Units	9	100.0	1,535	97.3
APS 1.D	Planning Assessments	9	100.0	1,531	97.0
APS 1.E	Planning Classroom Management	9	100.0	1,534	97.2
APS 2.A	Developing Unit Objectives	9	100.0	1,528	96.8
APS 2.B	Developing Unit Instructional Plans	9	100.0	1,526	96.7
APS 2.C	Using Assessment Data to Guide Planning	9	100.0	1,530	97.0
APS 3.A	Planning Unit Assessments	9	100.0	1,524	96.6
APS 3.B	Analyzing Student Performance Data	9	100.0	1,508	95.6
APS 3.C	Determining Student Performance	9	100.0	1,530	97.0
(-) Domain II: Instruction					
APS 4.A	Achievement Expectations	9	100.0	1,523	96.5
APS 4.B	Participation Expectations	9	100.0	1,531	97.0
APS 4.C	Fostering Student Responsibility	9	100.0	1,523	96.5
APS 5.A	Appropriate Strategies	9	100.0	1,533	97.1
APS 5.B	Varied Strategies	9	100.0	1,531	97.0
APS 5.C	Effective Strategies	9	100.0	1,513	95.9
APS 6.A	Demonstrating Content Knowledge	9	100.0	1,537	97.4
APS 6.B	Provide Appropriate Content	9	100.0	1,540	97.6
APS 6.C	Organized Content	9	100.0	1,522	96.5
APS 7.A	Monitoring Learning	9	100.0	1,531	97.0
APS 7.B	Enhancing Learning	9	100.0	1,533	97.1
APS 7.C	Instructional Feedback	9	100.0	1,534	97.2
(-) Domain III: Environment					
APS 8.A	Physical Environment	9	100.0	1,539	97.5
APS 8.B	Affective Environment	9	100.0	1,534	97.2
APS 8.C	Culture of Learning	9	100.0	1,534	97.2
APS 9.A	Student Behavior	9	100.0	1,508	95.6
APS 9.B	Instructional Time	9	100.0	1,509	95.6
APS 9.C	Non-instructional Routines	9	100.0	1,527	96.8
(-) Domain IV: Professionalism					
APS 10.A	Student Advocate	9	100.0	1,534	97.2
APS 10.B	Contributes to Organization	9	100.0	1,536	97.3
APS 10.C	Communication	8	88.9	1,520	96.3
APS 10.D	Demeanor/Behavior	7	77.8	1,483	94.0
APS 10.E	Active Learner	9	100.0	1,534	97.2

Analysis: (N=8) Two issues complicated identifying trends within our data. First, 2018-2019 was the first year that graduates were evaluated using the SCTS 4.0 rubric. With the implementation of the new rubric, our reports from the state are not disaggregated, so we are not able to break numbers out by program. Second, we have a very low number of students (N = 8) for this cycle. However, we were encouraged by the strength of numbers we received in Domain 2: Presenting Instructional Content 3.57 and Teacher Content Knowledge 3.71, Domain 3: Expectations 3.71, Environment 3.57, and Respectful Culture 3.86, and in Domain 4: The educator accepts responsibilities contributing to school improvement. 3.67 and The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment 3.67. We remain concerned with the fact that seven of ten indicators in Domain 4 are below state averages. As mentioned in our 2019 report, we have implemented a new dispositions survey, tested for validity and reliability, and a new evaluation system designed to help us identify concerns with professional demeanor and behavior earlier in our preparation program.

3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

Six principals responded to the Employer survey this year for a return rate of 50%. (Two of the principals hired two of our graduates each.) Results reflect the Employer satisfaction of 8/14 graduates total.

83% The Teacher has demonstrated a passion for *all/most* of the students in the classroom and school.

100% The Teacher has demonstrated a *strong/adequate* passion for teaching.

100% The Teacher has demonstrated a *strong/adequate* passion for learning.

100% The Teacher has demonstrated a *strong/adequate* passion for the education profession as a whole.

83% The Teacher has demonstrated a *strong/adequate* ability to teach the content for the teaching assignment.

83% The Teacher has demonstrated a *strong/adequate* ability to use appropriate pedagogy (teaching strategies) when teaching students.

100% The Teacher has demonstrated a *strong/adequate* ability to assess students.

67% The Teacher has demonstrated *strong/adequate* ability to use data to make decisions about instruction.

83% The Teacher has demonstrated a *strong/adequate* ability to use technology to teach students.

100% The Teacher has demonstrated *strong/adequate* classroom

- management abilities.
- 67% The Teacher has demonstrated *strong/adequate* cultural competence pertaining to students.
 - 50% The Teacher has demonstrated *strong/adequate* ability to be a leader in a school.
 - 100% The Teacher has demonstrated a *strong/adequate* ability to advocate for students.
 - 83% The Teacher has demonstrated a *strong/adequate* ability to advocate for the teaching profession.
 - 83% The Teacher has demonstrated a *strong/adequate* ability to positively contribute to the legacy of the Limestone Teacher Education Program.
 - 83% The Teacher has demonstrated a *strong/adequate* ability to communicate with students, colleagues, and parents.
 - 100% The Teacher has demonstrated a *strong/adequate* professional appearance.
 - 83% The Teacher has demonstrated a *strong/adequate* ability to participate in the community.
 - 83% The Teacher has demonstrated a *strong/adequate* ability to be an active citizen.
 - *83% The Teacher has demonstrated a *strong/adequate* ability to present one's self professionally on social media.
 - 100% The Teacher has demonstrated a *strong/adequate* ability to be an active colleague in school.
 - 100% The Teacher has demonstrated *strong/adequate* soft skills.
 - 100% The Teacher has demonstrated a *strong/adequate* positive work ethic.

*Indicates one non-response to the question

Analysis:

Strengths: Passion for teaching, learning and the teaching profession; assessment; classroom management; advocate for students; professional appearance; ability to be an active colleague; soft skills; positive work ethic

Areas for Improvement: Use of data for decision making, cultural competence, and ability to be a leader in the school

Employment Milestones: (South Carolina Department of Education)

2018-2019: (N=16) All bachelor's level; 13% received the R2S Requirement endorsement and 25% received the R2S Literacy Teacher endorsement

2017-2018: (N=16) All bachelor's level; 14% received the R2S Requirement endorsement

2016-2017: (N=10) All bachelor's level; 20% received the R2S Requirement endorsement, 10% received the Gifted and Talented endorsement, and 70% have earned a Professional certificate

4. Satisfaction of completers (Component 4.4 | A.4.2)

Surveys were distributed to each of the induction cohorts for 2016 (6), 2017 (9), and 2018 (15) 2019 (12) for an N of 42. The response rate was 40% (N=17).

When asked “Please indicate your level of satisfaction with your teacher preparation from Limestone”, the responses were as follows: Very Satisfied: 10, Satisfied: 5, No response: 1.

5. Graduation Rates (initial): All candidates who met all application and course requirements, passed licensure exams, and successfully completed clinical practice were considered to be completers and eligible for graduation.

2018-2019: 100%

2017-2018: 100%

2016-2017: 100%

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

2018-2019: 100% certified in South Carolina

2017-2018: 100% certified in South Carolina

2016-2017: 100% certified in South Carolina

See <https://my.limestone.edu/academic-resources/teacher-education-program/reports> for Title 2 reports.

7. Ability of completers to be hired in education positions for which they have prepared.

2018-2019: 100% Teaching

2017-2018: 75% Teaching, 6% Professional Athlete, 6% Active Military, 13% unknown

2016-2017: 80% Teaching, 10% College Athletic Administrator, 10% unknown

8. Student loan default rates and other consumer information:

2018-2019: 0%

2017-2018: 0%

2016-2017: 0%

Costs of SC Applications and background checks are available at

<https://ed.sc.gov/educators/teaching-in-south-carolina/aspiring-educators/student-teaching/>

Institutional Consumer Information can be found at <https://www.limestone.edu/student-consumer-information>

Costs: <https://my.limestone.edu/offices/financial-aid/costs>