



LIMESTONE
UNIVERSITY

*Teacher Education
Program*

Annual Reporting Measures 2021

(CAEP Component 5.4 | A 5.4)

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

2019-2020: State provided data indicated 10 graduates were evaluated using Student Learning outcome data. All were scored with an overall rating of MET. Names or licensure areas were not provided which prevented disaggregation. No individual SLO submissions were received from individual graduates.

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 is 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. 2019-2020 scores are included in the same table for comparison.

Student Graduate Evaluation Results (ADEPT) Report

	2018-2019				2019-2020			
	Provider Results		Statewide Results		Provider Results		Statewide Results	
	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.
Graduates Evaluated with SCTS 4.	8	100%	1822	100%	11	100%	1886	100%
Total Graduates Evaluated	8	100%	1938	100%	11	100%	2026	100%
Domain 1: Planning								
Instructional Plans	3.21		3.13		3.24		3.18	
Student Work	3.14		2.98		2.88		3.03	
Assessment	3.21		2.93		3.12		2.94	
Domain 2: Instruction								
Standards & Objectives	3.36		3.15		3.12		3.20	
Motivating Students	3.43		3.15		3.06		3.29	
Presenting Instructional Content	3.57		3.13		3.06		3.17	
Lesson Structure & Pacing	3.43		3.04		3.06		3.11	
Activities & Materials	3.43		3.07		3.06		3.17	
Questioning	3.00		2.95		3.12		2.96	
Academic Feedback	3.21		2.97		3.06		3.05	
Grouping Students	3.07		2.95		3.00		3.07	
Teacher Content Knowledge	3.71		3.32		3.29		3.39	
Teacher Knowledge of Students	3.36		3.2		3.35		3.35	
Thinking	3.21		2.93		2.94		2.95	
Problem Solving	3.36		2.96		3.06		2.98	
Domain 3: Environment								
Managing Student Behavior	3.43		3.18		3.41		3.31	
Expectations	3.71		3.2		3.35		3.33	
Environment	3.57		3.32		3.47		3.42	
Respectful Culture	3.86		3.39		3.47		3.5	
Domain 4: Professionalism								
1. The educator is prompt, prepared	3.33		3.66		3.38		3.67	
2. The educator appropriately attends	3.00		3.47		3.38		3.58	
3. The educator develops and works	3.33		3.47		3.25		3.47	
4. The educator selects specific activities	3.33		3.48		3.50		3.49	
5. The educator makes thoughtful	3.33		3.51		3.25		3.56	
6. The educator offers specific activities	3.17		3.47		3.12		3.53	
7. The educator accepts responsibility	3.67		3.56		3.50		3.58	
8. The educator utilizes student activities	3.17		3.41		3.50		3.47	
9. The educator actively supports	3.50		3.49		3.50		3.57	
10. The educator accepts leadership	3.67		3.47		3.50		3.54	

(-) 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

Analysis: (N=10) For the second consecutive year, our reports from the state are not disaggregated. Trend analysis is limited to a two-year window. We are not able to compare numbers by program. We are able to evaluate our entire program and planning remains an area of strength with both instructional plans and assessment remaining above the state average. Both scores improved on the 2018-2019 scores. An area of concern was student work, which fell from the previous year and also fell below the state average. For Instruction, twelve of twelve indicators were above state average in 2018-2019. We are concerned because eleven of twelve indicators in 2019-2020 were scored at a level lower than in the previous year and only Questioning, Academic Feedback, Teacher Knowledge of Students, and Problem Solving were at or above the state average.

For Environment, three out of four indicators remained above the state average. All four indicators scored lower than in the previous year.

Finally, for Professionalism, five of ten indicators remained at their previous level or improved. Only two of ten indicators scored above the state level.

We understand that trends are difficult to identify when only two cycles are available. We also understand that with such a small N (10) one score can substantially change the corporate results. Still, declines in numerous indicators and indicators falling below state averages are causes for concern and warrant our attention. Our efforts to examine and improve in each area will continue.

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

2019-2020: Three principals responded to the Employer survey for a return rate of 30%. Results reflect the Employer satisfaction of 3/10 graduates total. While this cohort consisted of 11 graduates, the survey only went to 10 employers as one retired at the time of this report.

- 100% 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.
- 100% The Teacher has demonstrated a strong/adequate ability to teach the content for the teaching assignment.
- 100% 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.
- 100% The Teacher has demonstrated strong/adequate ability to use data to make decisions about instruction.
- 100% The Teacher has demonstrated a strong/adequate ability to use technology to teach students.
- 100% The Teacher has demonstrated strong/adequate classroom management abilities.
- 100% The Teacher has demonstrated strong/adequate cultural competence pertaining to students.
- 100% 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.
- 100% The Teacher has demonstrated a strong/adequate ability to advocate for the teaching profession.
- 100% The Teacher has demonstrated a strong/adequate ability to positively contribute to the legacy of the Limestone Teacher Education Program.
- 100% The Teacher has demonstrated as strong/adequate ability to communicate with students, colleagues, and parents.
- 100% The Teacher has demonstrated a strong/adequate professional appearance.

- 66.7% The Teacher has demonstrated a strong/adequate ability to participate in the community.
- 100% The Teacher has demonstrated a strong/adequate ability to be an active citizen.
- *33.3% 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 two non-responses to the question.

Analysis:

Strengths: Passion for students, teaching, learning and the teaching profession; ability to teach content; use of pedagogy; assessment; use of data for decision making; use of technology; classroom management; cultural competence; ability to be a leader in the school; advocate for students; advocate for the teaching profession; ability to positively contribute to the legacy of Teacher Education; communication; professional appearance; ability to be an active citizen and colleague; soft skills; positive work ethic.

Areas for Improvement: Ability to participate in the community; ability to present one's self professionally on social media.

2018-2019: Six principals responded to the Employer survey 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 as 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)

2019-2020: (N=10) All bachelor's level; 40% received the R2S Requirement endorsement and 60% received the R2S Literacy Teacher endorsement

2018-2019: (N=12) 91.7% bachelor's level and 8.3% Bachelors Plus 18; 16.7% received the R2S Requirement endorsement and 33.3% received the R2S Literacy Teacher endorsement

2017-2018: (N=16) 87.5% bachelor's level and 12.5% Bachelors Plus 18; 18.8% received the R2S Requirement endorsement and 6.3% received the Gifted and Talented endorsement

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

Surveys were distributed to each of the South Carolina induction cohort for 2018 (8), and the graduate cohorts for 2019 (11) and 2020 (8) for an N of 27. The response rate was 52% (N=14). When asked "Please indicate your level of satisfaction with your teacher preparation from Limestone", the responses were as follows: Very Satisfied: 10, Satisfied: 4.

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.

2019-2020: 100%

2018-2019: 100%

2017-2018: 100%

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

2019-2020: 100% certified in South Carolina

2018-2019: 100% certified in South Carolina

2017-2018: 100% certified in South Carolina

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

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

2019-2020: 100% Teaching

2018-2019: 100% Teaching

2017-2018: 81.3% Teaching, 6.3% Active Military, 12.5% unknown

8. Student loan default rates and other consumer information:

2019-2020: 0%

2018-2019: 0%

2017-2018: 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://www.limestone.edu/financial-aid/tuition>