

(CAEP Component 5.4 | A 5.4)

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.

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.

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

| | 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% |

| | | | | | | | | |
|----------------------------------|------|--|------|--|------|--|------|--|
| 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 | |
| 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 | |

(-) 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 | | | |

| | | | | | |
|---------|------------------------|----|-------|-------|------|
| APS 7.B | Enhancing Learning | 14 | 93.3 | 1,438 | 96.0 |
| APS 7.C | Instructional Feedback | 15 | 100.0 | | |

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: ; 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;

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.

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%

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.

2019-2020: 100% Teaching

2018-2019: 100% Teaching

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