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**

<table>
<thead>
<tr>
<th></th>
<th>2018-2019 Provider Results</th>
<th>2018-2019 Statewide Results</th>
<th>2019-2020 Provider Results</th>
<th>2019-2020 Statewide Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates Evaluated with SCTS 4.0</td>
<td>8</td>
<td>100%</td>
<td>1822</td>
<td>100%</td>
</tr>
<tr>
<td>Total Graduates Evaluated</td>
<td>8</td>
<td>100%</td>
<td>1938</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Domain 1: Planning**
- Student Work: 3.14 (2018-2019) - 2.98 (Statewide) - 2.88 (2019-2020) - 3.03 (Statewide)
- Assessment: 3.21 (2018-2019) - 2.93 (Statewide) - 3.12 (2019-2020) - 2.94 (Statewide)

**Domain 2: Instruction**
- Motivating Students: 3.43 (2018-2019) - 3.15 (Statewide) - 3.06 (2019-2020) - 3.29 (Statewide)
- Presenting Instructional Content: 3.57 (2018-2019) - 3.13 (Statewide) - 3.06 (2019-2020) - 3.17 (Statewide)
- Lesson Structure & Pacing: 3.43 (2018-2019) - 3.04 (Statewide) - 3.06 (2019-2020) - 3.11 (Statewide)
- Activities & Materials: 3.43 (2018-2019) - 3.07 (Statewide) - 3.06 (2019-2020) - 3.17 (Statewide)
- Questioning: 3.00 (2018-2019) - 2.95 (Statewide) - 3.12 (2019-2020) - 2.96 (Statewide)
- Academic Feedback: 3.21 (2018-2019) - 2.97 (Statewide) - 3.06 (2019-2020) - 3.05 (Statewide)
- Grouping Students: 3.07 (2018-2019) - 2.95 (Statewide) - 3.00 (2019-2020) - 3.07 (Statewide)
- Teacher Content Knowledge: 3.71 (2018-2019) - 3.32 (Statewide) - 3.29 (2019-2020) - 3.39 (Statewide)
- Teacher Knowledge of Students: 3.36 (2018-2019) - 3.2 (Statewide) - 3.35 (2019-2020) - 3.35 (Statewide)
- Thinking: 3.21 (2018-2019) - 2.93 (Statewide) - 2.94 (2019-2020) - 2.95 (Statewide)
- Problem Solving: 3.36 (2018-2019) - 2.96 (Statewide) - 3.06 (2019-2020) - 2.98 (Statewide)

**Domain 3: Environment**
- Managing Student Behavior: 3.43 (2018-2019) - 3.18 (Statewide) - 3.41 (2019-2020) - 3.31 (Statewide)
- Expectations: 3.71 (2018-2019) - 3.2 (Statewide) - 3.35 (2019-2020) - 3.33 (Statewide)

**Domain 4: Professionalism**
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested: 3.33 (2018-2019) - 3.66 (Statewide) - 3.38 (2019-2020) - 3.67 (Statewide)
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings: 3.00 (2018-2019) - 3.47 (Statewide) - 3.38 (2019-2020) - 3.58 (Statewide)
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 (2018-2019) - 3.47 (Statewide) - 3.25 (2019-2020) - 3.47 (Statewide)
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency: 3.33 (2018-2019) - 3.48 (Statewide) - 3.50 (2019-2020) - 3.49 (Statewide)
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation: 3.33 (2018-2019) - 3.51 (Statewide) - 3.25 (2019-2020) - 3.56 (Statewide)
7. The educator accepts responsibilities contributing to school improvement: 3.67 (2018-2019) - 3.56 (Statewide) - 3.50 (2019-2020) - 3.58 (Statewide)
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions: 3.17 (2018-2019) - 3.41 (Statewide) - 3.50 (2019-2020) - 3.47 (Statewide)
9. The educator actively supports school activities and events: 3.50 (2018-2019) - 3.49 (Statewide) - 3.50 (2019-2020) - 3.57 (Statewide)
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment: 3.67 (2018-2019) - 3.47 (Statewide) - 3.50 (2019-2020) - 3.54 (Statewide)
ADEPT Results for Classroom-Based Teachers

IHE: Limestone College
Year: 2018
Evaluation Model: Classroom Teacher - SAFE-T

<table>
<thead>
<tr>
<th>2018 Institution Results</th>
<th>2018 Statewide Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates Evaluated with SAFE-T</td>
<td>15</td>
</tr>
<tr>
<td>Graduates Passing with SAFE-T</td>
<td>14</td>
</tr>
<tr>
<td>Total Graduates Evaluated</td>
<td>15</td>
</tr>
<tr>
<td>Total Graduates Passing</td>
<td>14</td>
</tr>
</tbody>
</table>

SAFE-T Key Elements

(·) 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 |
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