

**CAEP Annual Reporting Measures
(AY 2020-2021)**

1. Completer Effectiveness and Impact on Student Learning (CAEP Standard 4.1)

Measure	Analysis of the Data	Evidence
Student Learning Outcome (SLO) Assessment	<p>In 2018-2019 South Carolina added Student Learning Outcomes (SLO) to measure impact on student learning for teachers. Eight completers went through the SCTS 4.0 evaluation by school administrators and 100% met the SLO for improving student learning. In 2019-2020 eight more completers went through the SCTS 4.0 evaluation and 100% met the SLO for improving student learning. In 2020-2021 only one completer went through the SCTS 4.0 evaluation, and the individual met the SLO demonstrating a positive impact on student learning. The lower number may have been due to COVID-19.</p>	ADEPT SCTS 4.0
Completer Survey Quantitative Data	<p>Following the spring 2020 CAEP/State accreditation visit, changes to the completer survey took place to capture more quantitative data. Changes included specific Student Learning Outcomes (SLO) accomplishments, MAP scores, standardized test scores, and the percentage of students moving to the next grade level. Program faculty and the Education Advisory Council (district administrators, cooperating teachers, university supervisors, and program completers). Cooperating teachers and program completers noted a concern on limitations to data access, specifying data would not be available until the fall of the following school year. The unit tracked a sampling of 19 completers in years one, two, and three.</p> <p>Despite multiple contacts, there was only a 10.5% (N=19) response rate. It is unknown if the low response was due to lack of availability of data or the impact of COVID-19 in collecting data at the end of the school year. While survey responses are herein reported, the low response rate may well mean less confidence in the findings.</p>	2020-2021 Completer Survey
Student Learning Outcomes (SLO)	<p>Student Learning Outcomes – SCLead data show 100% of the completers evaluated under the Expanded ADEPT SCTS 4.0 system met the SLO for student learning growth. However, survey respondents from the public schools reported their school did not require SLOs for the reported school year.</p>	
MAP Scores	<p>MAP Scores – Mean math scores reported went from 157.1 in the fall to 179.4 in the spring. Mean reading scores reported went from 156.1 in the fall to 169.7 in the spring. Survey results show SC Ready scale scores of 458 for math and 475 for reading.</p>	

Percentage of Students Moving on to the Next Grade Level	<p>Percentage of Students Moving to the Next Grade Level – Of the 39 students represented by the respondents, 97.4% advanced to the next grade level.</p> <p>Evidence indicates program completers demonstrated a positive impact on student learning during the 2020-2021 school year.</p>	

2. Satisfaction of Employers (CAEP Standard 4.2)

Measure	Analysis of the Data	Evidence
Employer Satisfaction	<p>SCLead Portal data led to surveying seventeen school administrators, with a response rate of 35% (N=17). Of the respondents, 33.3% were from public schools, 33.3% were from public charter schools, and 33.3% were from Christian schools. The survey included 18 prompts focusing on completer preparation and ability to demonstrate knowledge, skills, and professional expectations measured with Likert Scale levels of <i>Strongly Disagree</i>, <i>Disagree</i>, <i>Somewhat Agree</i>, <i>Agree</i>, <i>Strongly Agree</i>, and <i>Not Applicable</i>. Two open-ended questions allowed employers to share experiences and identify employment milestones/recognitions for the completer(s).</p> <p>As evident in the table below, employers marked <i>Agree</i> or <i>Strongly Agree</i> on 17 of the 18 prompts. For the learning environment and classroom management prompt, one administrator responded <i>Somewhat Agree</i>. The administrator went on to specify the employee “did a great job” but “struggled with some classroom management.”</p> <p>Strongest agreement came in completers’ ability to demonstrate adherence to professional guidelines (e.g., ethics, developmentally appropriate practice) with 83.3% strongly agreeing and 16.7% agreeing.</p> <p>The open response prompt had five specific employer comments. Completer names were removed from the comments.</p>	CIU MAT Employer Survey 2020-2021

	<ul style="list-style-type: none"> • Mr./Ms. _____ has been such a valuable asset to her students and our school. He/She understands his/her students' needs and how to best address them in the classroom through the use of data analysis and differentiation. • My employee did a great job. He/She struggled with some classroom management, however he/she was receptive to feedback and work [SIC] well with others. • He/She has been a great addition to our staff in the last few years. • The completer serving our school had a fantastic attitude and cared so much for his/her students. • _____ does a great job teaching our 3rd grade! <p>The second open-ended question on employment milestones noted one of the completers moved to the grade level chair.</p> <p>Overall indications from the employer survey indicate school administrators are satisfied with program preparation of the completers.</p>	
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CIU MAT Employer Survey 2020-2021	Standards	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
CIU Program Completers...						
positively impacts student learning.	CAEP 4.1	0.0%	0.0%	0.0%	33.3%	66.7%
demonstrate an ability to measure student progress. *	CAEP 1.2	0.0%	0.0%	0.0%	16.7%	66.7%
demonstrate the ability to give all students access to college- and career-ready skills. **	CAEP 1.4	0.0%	0.0%	0.0%	33.3%	33.3%
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	0.0%	0.0%	0.0%	50.0%	50.0%
effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	0.0%	0.0%	16.7%	33.3%	50.0%
demonstrate the ability to work with all families to support child development and learning.	NAEYC D	0.0%	0.0%	0.0%	33.3%	66.7%
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	0.0%	0.0%	0.0%	50.0%	50.0%
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	0.0%	0.0%	0.0%	50.0%	50.0%
demonstrate the ability to understand student cognitive, linguistic, social, emotional, and physical development influences learning and how to make instructional decisions to build on student strengths and needs.	InTASC 1d and 1e	0.0%	0.0%	0.0%	50.0%	50.0%

demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2k	0.0%	0.0%	0.0%	50.0%	50.0%
demonstrate the ability to make learners feel valued.	InTASC 2n	0.0%	0.0%	0.0%	33.3%	66.7%
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	0.0%	0.0%	0.0%	16.7%	83.3%
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	0.0%	0.0%	0.0%	33.3%	50.0%
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	0.0%	0.0%	0.0%	33.3%	66.7%
demonstrate the ability to implement both informal and formal assessment strategies to evaluate student progress and adapt instruction accordingly.	CAEP 1.2 InTASC 1a ISTE 1c	0.0%	0.0%	0.0%	33.3%	66.7%
demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	0.0%	0.0%	0.0%	33.3%	50.0%
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	0.0%	0.0%	0.0%	33.3%	66.7%
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	0.0%	0.0%	0.0%	33.3%	66.7%

*One employer missed the question and/or did not mark any responses on this prompt.

**Two employers work in Christian schools and do not use the College and Career-Ready standards.

3. Satisfaction of Completers (CAEP Standard 4.3)

Measure	Analysis of the Data	Evidence
Completer Satisfaction	<p>The completer survey collects quantitative data, as reported earlier in this report, and then includes the same 18 prompts provided to school administrators in the employer survey. The survey includes two open-ended questions to share experiences and identify employment milestones/recognitions for the completer(s). The survey includes ministry, professional information, and demographic information.</p> <p>As previously noted, response rate to the 2020-2021 completer survey was only 10.5% (N=19), leading to less confidence in the findings. Respondents were in South Carolina public schools; 50% were female and 50% were male. Of the group, 50% were in their second year of teaching and 50% were in their third year of teaching.</p>	Completer Survey 2020-2021

	<p>Survey results indicate 100% of respondents (n=2) marked <i>Strongly Agree</i> on all 18 prompts noted in the table below. Open-ended prompts on anything the completer wants to communicate showed two responses.</p> <ul style="list-style-type: none"> • <i>They gave me everything I needed to get started, but I understand there is so much more to learn when you get out in the field.</i> • <i>I think that the MAT program at CIU made me better prepared to teach in local schools than co-workers who completed degree programs at other colleges.</i> <p>When asked about completer contribution to the profession through collegial conversations on educational topics and/or sharing professional articles and resources, 50% marked <i>Agree</i> and 50% marked <i>Strongly Agree</i>. This indicates completers engage in the professional community within the individual schools.</p> <p>When asked if the completer draws upon friends from the MAT program for personal or professional encouragement and support, 50% marked <i>Somewhat Agree</i> and 50% marked <i>Strongly Disagree</i>. This indicates program completers transition from a cohort community to a professional community.</p> <p>While the 10.5% response rate leads to less confidence in the data, survey results indicate completers are satisfied with program preparation for teaching.</p>	
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2020-2021 Employer Survey	Standards	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
CIU Program Completers...						
positively impacts student learning.	CAEP 4.1	0.0%	0.0%	0.0%	0.0%	100%
demonstrate an ability to measure student progress.	CAEP 1.2	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	0.0%	0.0%	0.0%	0.0%	100%
effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	0.0%	0.0%	16.7%	0.0%	100%
demonstrate the ability to work with all families to support child development and learning.	NAEYC D	0.0%	0.0%	0.0%	0.0%	100%

demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to understand student cognitive, linguistic, social, emotional, and physical development influences learning and how to make instructional decisions to build on student strengths and needs.	InTASC 1d and 1e	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2k	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to make learners feel valued.	InTASC 2n	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to implement both informal and formal assessment strategies to evaluate student progress and adapt instruction accordingly.	CAEP 1.2 InTASC 1a ISTE 1c	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	0.0%	0.0%	0.0%	0.0%	100%
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	0.0%	0.0%	0.0%	0.0%	100%
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	0.0%	0.0%	0.0%	0.0%	100%

4. Ability of Completers to be Hired in Education Positions for Which They Have Prepared

Measure	Analysis of the Data	Evidence
Percentage of Completers Hired for Education Positions	The MAT program produced 15 completers entering the profession for the 2020-2021 school year. Of the completers, 100% went into education-related fields with 14 (93.3%) going into the classroom and one (6.7%) going into a professional tutoring position.	MAT Graduate Job Placements Master List
Professional Milestones	Respondents reported the following professional milestones.	Completer Survey 2020-2021

	<ul style="list-style-type: none">• Assignment to several committees.• Selected to teach the district's Read to Succeed summer camp.• Served on committee to provide feedback on the district's ELA model.• Served on committee working to implement standards-based grading.• Selected to be grade level team leader.	
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