



Limestone College

TEACHER EDUCATION PROGRAM

Annual Reporting Measures 2019

(CAEP Component 5.4 | A 5.4)

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

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. Next year the state is changing to the South Carolina Teaching Standards 4.0 rubric developed by NIET, so longitudinal data will change once implementation takes place.

(-) 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

(-) ADEPT Results for Classroom-Based Teachers				
IHE:	Limestone College			
Year:	2016			
Evaluation Model:	Classroom Teacher - SAFE-T			
	2016 Institution Results		2016 Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SAFE-T	6	100.0	1548	100.0
Graduates Passing with SAFE-T	6	100.0	1490	96.3
Total Graduates Evaluated	6	100.0	1548	100.0
Total Graduates Passing	6	100.0	1490	96.3

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	6	100.0	1,495	96.6
APS 1.B	Developing Long-Range Goals	6	100.0	1,497	96.7
APS 1.C	Developing Instructional Units	6	100.0	1,495	96.6
APS 1.D	Planning Assessments	6	100.0	1,496	96.6
APS 1.E	Planning Classroom Management	6	100.0	1,496	96.6

APS 2.A	Developing Unit Objectives	6	100.0	1,494	96.5
APS 2.B	Developing Unit Instructional Plans	6	100.0	1,484	95.9
APS 2.C	Using Assessment Data to Guide Planning	6	100.0	1,489	96.2
APS 3.A	Planning Unit Assessments	6	100.0	1,491	96.3
APS 3.B	Analyzing Student Performance Data	6	100.0	1,487	96.1
APS 3.C	Determining Student Performance	6	100.0	1,486	96.0
(-) Domain II: Instruction					
APS 4.A	Achievement Expectations	6	100.0	1,488	96.1
APS 4.B	Participation Expectations	6	100.0	1,488	96.1
APS 4.C	Fostering Student Responsibility	6	100.0	1,491	96.3
APS 5.A	Appropriate Strategies	6	100.0	1,500	96.9
APS 5.B	Varied Strategies	6	100.0	1,492	96.4
APS 5.C	Effective Strategies	6	100.0	1,480	95.6
APS 6.A	Demonstrating Content Knowledge	6	100.0	1,495	96.6
APS 6.B	Provide Appropriate Content	6	100.0	1,501	97.0
APS 6.C	Organized Content	6	100.0	1,488	96.1
APS 7.A	Monitoring Learning	6	100.0	1,489	96.2
APS 7.B	Enhancing Learning	6	100.0	1,489	96.2
APS 7.C	Instructional Feedback	6	100.0	1,493	96.4
(-) Domain III: Environment					
APS 8.A	Physical Environment	5	83.3	1,499	96.8
APS 8.B	Affective Environment	6	100.0	1,490	96.3
APS 8.C	Culture of Learning	6	100.0	1,487	96.1
APS 9.A	Student Behavior	6	100.0	1,470	95.0
APS 9.B	Instructional Time	6	100.0	1,471	95.0
APS 9.C	Non-instructional Routines	6	100.0	1,487	96.1
(-) Domain IV: Professionalism					
APS 10.A	Student Advocate	6	100.0	1,498	96.8
APS 10.B	Contributes to Organization	6	100.0	1,506	97.3
APS 10.C	Communication	6	100.0	1,496	96.6
APS 10.D	Demeanor/Behavior	6	100.0	1,458	94.2
APS 10.E	Active Learner	6	100.0	1,496	96.6

Analysis: (N=30, Elementary: 19, Early Childhood: 3, PE: 1: English: 2, Math: 2, Music: 3) There was one trend data point of concern for 3 programs, four graduates over the past two evaluation cycles did not meet APS 10.D. Those data were only consistent with one student

teaching evaluation. However, we do not believe that any further issues can be extrapolated due to the small N. We have implemented a new dispositions survey and a new evaluation system which will help us to notice concerns with professional demeanor and behavior sooner in the preparation program.

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

Fifteen principals responded to the Employer survey this year for a return rate of 60%. (One of the principals hired three of our graduates in the last three years.) Results indicated that there was one outlier graduate that was rated consistently low. The graduate went to graduate school before entering the classroom and is teaching in field for which she was not prepared at our institution.

- 93% 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.
- *93% 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.
- 93% The Teacher has demonstrated a strong/adequate ability to teach the content for the teaching assignment.
- 93% 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.
- 93% The Teacher has demonstrated strong/adequate ability to use data to make decisions about instruction.
- 93% The Teacher has demonstrated a strong/adequate ability to use technology to teach students.
- 100% The Teacher has demonstrated *strong/adequate* classroom management abilities.
- 93% The Teacher has demonstrated *strong/adequate* cultural competence pertaining to students.
- 93% The Teacher has demonstrated *strong/adequate* ability to be a leader in a school.
- 93% The Teacher has demonstrated a *strong/adequate* ability to advocate for students.
- 93% The Teacher has demonstrated a *strong/adequate* ability to advocate for

the teaching profession.

93% The Teacher has demonstrated a *strong/adequate* ability to positively contribute to the legacy of the Limestone Teacher Education Program.

**87% 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.

93% 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.

93% 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

**Indicates two non-responses to the question

Employment Milestones:

2017-2018: All bachelor's level

2016-2017: All bachelor's level
2015-2016: All bachelor's level

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) for an N of 30. The response rate was 53% (N=16). When asked "Please indicate your level of satisfaction with your teacher preparation from Limestone", the responses were as follows: Very Satisfied: 9, 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.

2017-2018: 100%

2016-2017: 100%

2015-2016: 100%

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

2017-2018: 100% certified in South Carolina

2016-2017: 100% certified in South Carolina

2015-2016: 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.

2017-2018: 81% Teaching, 6% Professional Athlete, 6% Active Military, 6% unknown

2016-2017: 80% Teaching, 10% not teaching, 10% in graduate school only

2015-2016: 93% Teaching, 7% in graduate school only

8. Student loan default rates and other consumer information:

2017-2018: 0%

2016-2017: 0%

2015-2016: 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/>

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