# CAEP Annual Reporting
## Impact Measures

### 1. Impact on P-12 Learning and Development (Component 4.1)

The EPP is presenting data from Work Sample Methodology completed by candidates as a measure of impact on P-12 Learning. Work Samples are assessed across 7 criterion domains, with particular attention to Criterion 3, 4, 5, and 6 which focus on assessment of student learning and measurement of student data as it relates to impact;

Criterion 1, Major Unit Objectives (ADEPT Key Element 2.A; InTASC 1, 4)
Criterion 2, Unit Plan (ADEPT Key Element 2.B; InTASC 7, 8)
**Criterion 3, Unit Assessments (ADEPT Key Element 3.A; InTASC 1, 6)**
**Criterion 4, Analysis of Student Performance (ADEPT Key Element 3.B; InTASC 6, 7, 9)**
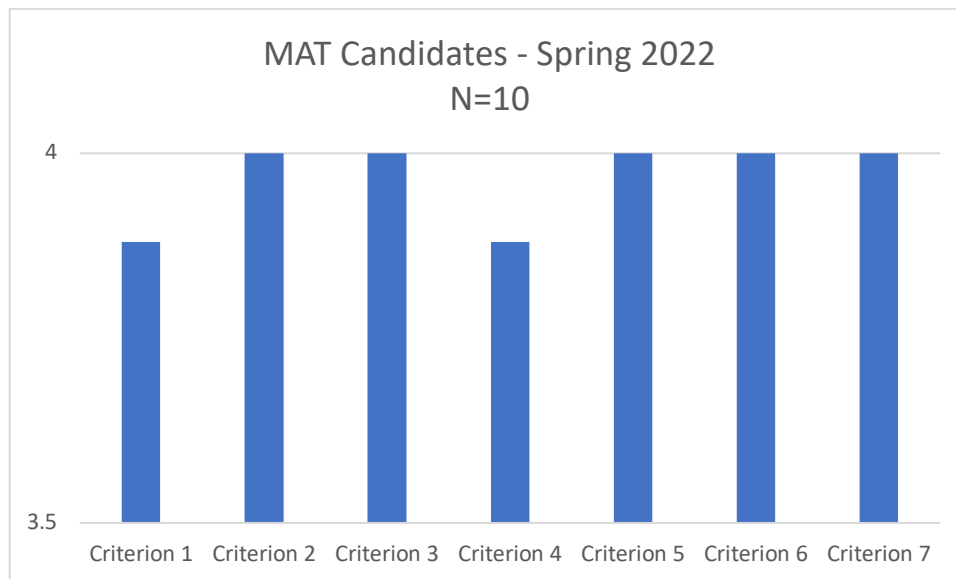**Criterion 5, Response to Formative Analysis (ADEPT Key Element 2.C; InTASC 6, 7, 9)**
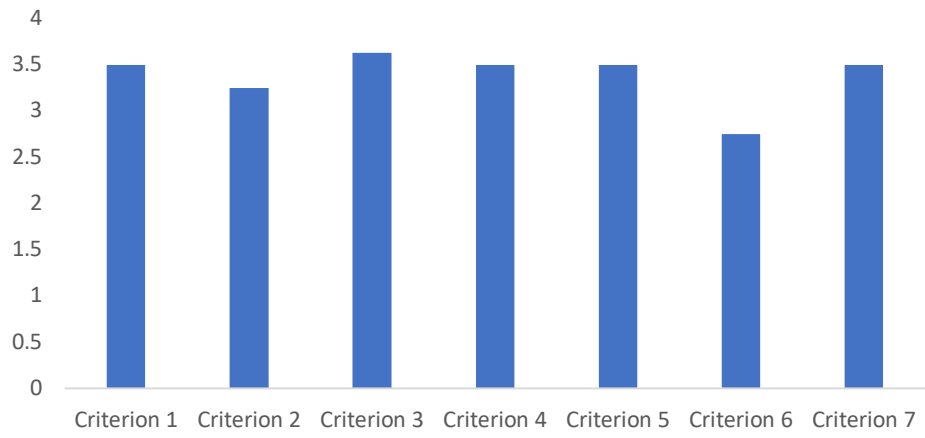**Criterion 6, Summative Results (ADEPT Key Element 3.C; InTASC 1, 6, 7, 9)**
Criterion 7, Professionalism (ADEPT Key Element 2.C; InTASC 9)

This data is reported for program completers working with P-12 students in the context of their clinical placement during the 2021-22 academic year. Data is disaggregated for the following groups; *Master of Arts in Teaching (Elementary Education), Special Education Multi-Categorical, Elementary Education, Early Childhood Education, and Secondary Education\* programs*.
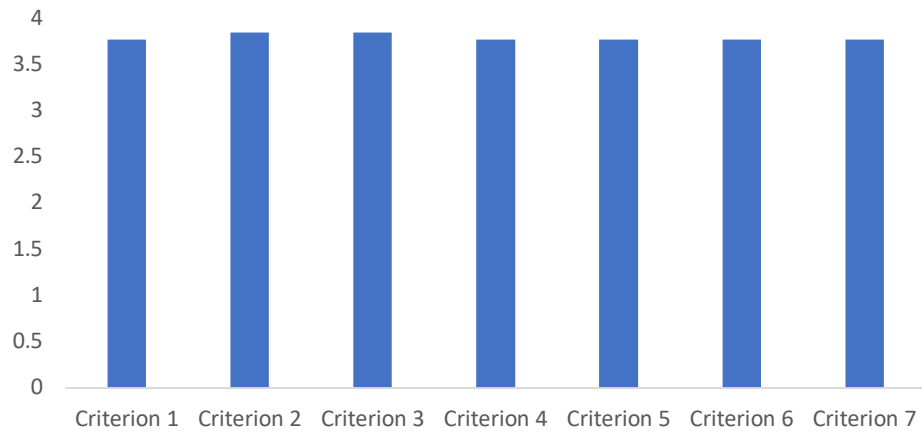
*\*Secondary Education program data is presented as one group due to low number of participants in individual programs.*
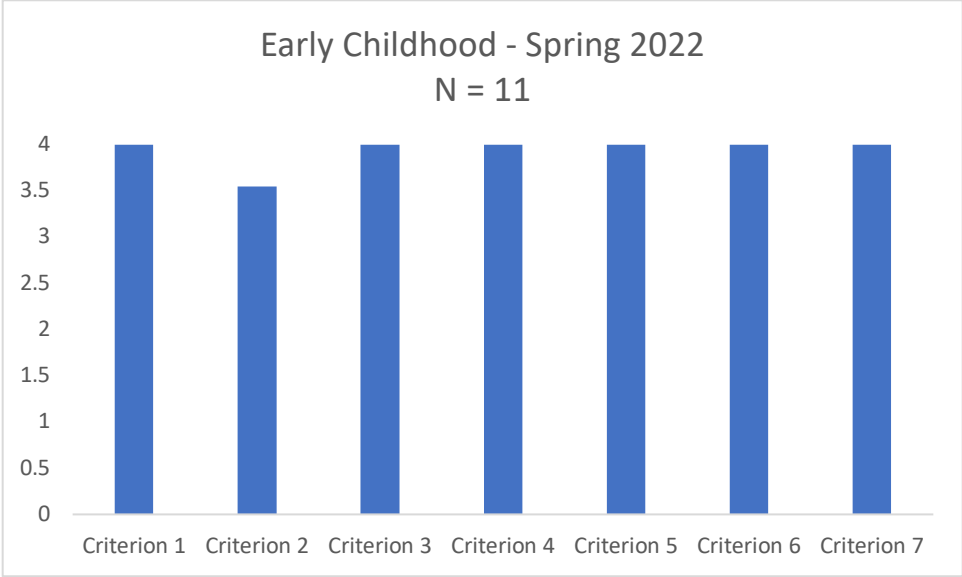
## Elementary Education - Spring 2022
### N = 47

| | Criterion 1 | Criterion 2 | Criterion 3 | Criterion 4 | Criterion 5 | Criterion 6 | Criterion 7 |
|---|---|---|---|---|---|---|---|
| Value | ~3.5 | ~3.25 | ~3.6 | ~3.5 | ~3.5 | ~2.75 | ~3.5 |

## Secondary Education - Spring 2022
### N = 13

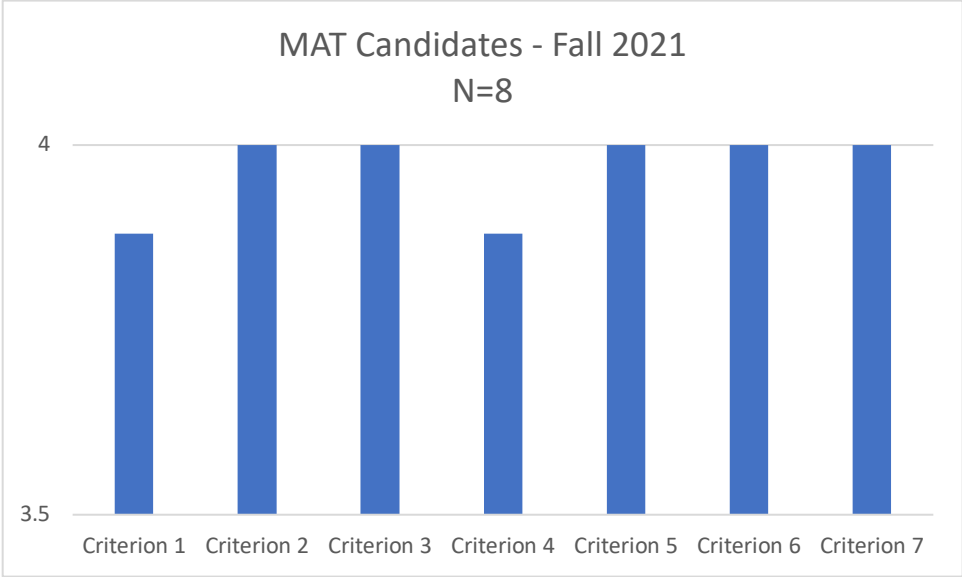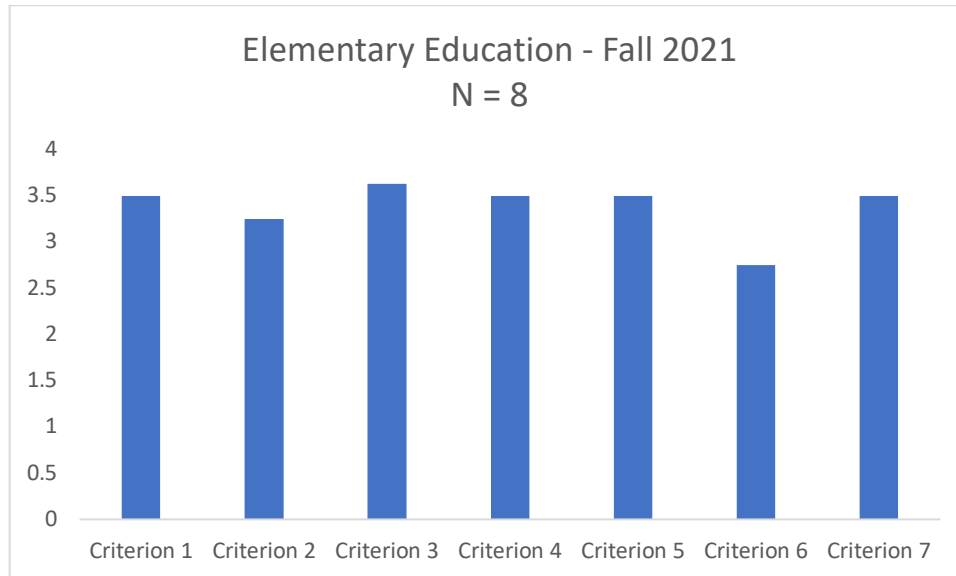| | Criterion 1 | Criterion 2 | Criterion 3 | Criterion 4 | Criterion 5 | Criterion 6 | Criterion 7 |
|---|---|---|---|---|---|---|---|
| Value | ~3.75 | ~3.85 | ~3.85 | ~3.75 | ~3.75 | ~3.75 | ~3.75 |

**Early Childhood - Spring 2022**
**N = 11**

*Special Education Candidate data for Spring 2022 unavailable due to insufficient number (i.e., 3)*



**MAT Candidates - Fall 2021**
**N=8**

**Elementary Education - Fall 2021**
**N = 8**

*Special Education Candidate data for Fall 2021 unavailable due to insufficient number (i.e., 4)*
*Early Childhood Candidate data for Fall 2021 unavailable due to insufficient number (i.e., 3)*
*Secondary Education Candidate data for Fall 2021 unavailable due to insufficient number (i.e., 4)*

## 2. Indicators of Teaching Effectiveness (Component 4.2)

Please see ADEPT Data provided by The South Carolina Department of Education, which includes data on the program completers' proficiency related to Planning, Instruction, Environment, and Professionalism.

## 3. Satisfaction of Employers and Employment Milestones (Component 4.3 | A.4.1)

Please see ADEPT Data provided by The South Carolina Department of Education, which includes data on the program completers' proficiency related to Planning, Instruction, Environment, and Professionalism.

# 4. Satisfaction of Completers (Component 4.4 | A.4.2)

Program Completer Satisfaction Surveys

i.      Spring 2022 (N=97)

| Survey Question | Average Score (4-point Likert) |
|---|---|
| 1. The SC 4.0 (E-ADEPT) standards were integrated throughout my coursework. | 3.678 |
| 2. Prior to the Clinical Experience I received an orientation that included expectations related to the SC 4.0 observation instrument. | 3.70 |
| 3. I received supervision by one or more College of Education Clinical Supervisor and at least one Cooperating Teacher throughout my Clinical Experience. | 3.98 |
| 4. The College of Education Clinical Supervisors and Cooperating Teacher(s) were knowledgeable and well-trained concerning the 4.0 rubric. | 3.83 |
| 5. The College of Education Clinical Supervisors consistently provided feedback and assistance regarding the SC 4.0 standards. | 3.77 |
| 6. The Cooperating Teacher(s) consistently provided feedback and assistance regarding all SC 4.0 standards. | 3.70 |
| 7. I was assessed on my proficiency of the SC 4.0 observation rubric in my cooperating classroom at least a minimum of four times between my Clinical Supervisor(s) and my Cooperating Teacher(s). | 3.87 |
| 8. I received a summative evaluation regarding the SC 4.0 standards at the conclusion of my Clinical Experience placement, which reflected the evaluations of my Cooperating Teacher(s) and Clinical Supervisor(S). | 3.83 |
| 9. As a result of all of my field experiences, I feel that I am very familiar with the SC 4.0 rubric. | 3.72 |
| 10. The Clinical experience has prepared me for my SC 4.0 observations that I will undergo during my first year as a teacher. | 3.83 |
| 11. I can facilitate student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students' progress toward meeting these goals. | 3.81 |
| 12. I feel I can facilitate student achievement by planning appropriate objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making. | 3.77 |
| 13. I feel I can facilitate student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning. | 3.80 |
| 14. I feel I can establish, clearly communicate, and maintain appropriate expectations for student learning, participation, and responsibility. | 3.77 |
| 15. I feel I can promote student learning through the effective use of appropriate instructional strategies. | 3.78 |
| 16.I feel I can maintain a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students. | 3.78 |
| 17. I feel I can create and maintain a classroom environment that encourages and supports student learning. | 3.87 |
| 18. I feel I can maximize instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks | 3.73 |

ii.    Fall 2021 (N= 17)

| Survey Question | Average Score (4-point Likert) |
|---|---|
| 1. The SCTS 4.0 standards were integrated throughout my coursework. | 3.63 |
| 2. Prior to the Clinical Experience, I received an orientation that included expectations related to the SCTS 4.0 Observation instrument. | 3.72 |
| 3. I received supervision by one or more College of Education Clinical Supervisor and at least one Cooperating Teacher throughout my Clinical Experience. | 3.91 |
| 4. The College of Education Clinical Supervisors and Cooperating Teacher(s) were knowledgeable and well-trained concerning the SCTS 4.0 Rubric. | 3.70 |
| 5. The College of Education Clinical supervisors consistently provided feedback and assistance regarding the SCTS 4.0 standards. | 3.69 |
| 6. The Cooperating Teacher(s) consistently provided feedback and assistance regarding the SCTS 4.0 standards. | 3.72 |
| 7. I was assessed on my proficiency of the SC 4.0 observation rubric in my cooperating classroom at least a minimum of four times between my Clinical Supervisor(s) and my Cooperating Teacher(s). | 3.87 |
| 8. I received a summative evaluation regarding the SC 4.0 standards at the conclusion of my Clinical Experience placement, which reflected the evaluations of my Cooperating Teacher(s) and unit Supervisor(s). | 3.73 |
| 9. As a result of my field experiences, I feel that I am familiar with the SC 4.0 rubric. | 3.67 |
| 10. The Clinical experience has prepared me for my SC 4.0 observations that I will undergo during my first years as a teacher. | 3.73 |
| 11. I can facilitate student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students' progress toward meeting these goals. | 3.87 |
| 12. I feel I can facilitate student achievement by planning appropriate objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making. | 3.91 |
| 13. I feel I can facilitate student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning. | 3.87 |
| 14. I feel I can establish, clearly communicate, and maintain appropriate expectations for student learning, participation, and responsibility. | 3.91 |
| 15. I feel I can promote student learning through the effective use of appropriate instructional strategies. | 3.91 |
| 16. I feel I can maintain a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students. | 3.91 |
| 17. I feel I can create and maintain a classroom environment that encourages and supports student learning. | 3.91 |
| 18. I feel I can maximize instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks. | 3.87 |