



## **Annual Reporting Measures**

**2024:**

(CAEP Component 5.4 | A 5.4)

### **Measure 1: Completer Impact and Effectiveness**

#### **Impact on P-12 learning and development (Component 4.1)**

2022-2023: State provided data indicated 9 graduates were evaluated using Student Learning outcome data. All were scored with an overall rating of MET. For 5 certified as Elementary Education, all were scored Proficient. For 2 certified as Physical Education, only one should have been included. Both were scored Proficient and there was no significant impact on averages. For 2 certified as Early Childhood Teacher Education, both were scored Exemplary.

2021-2022: State provided data indicated 5 graduates were evaluated using Student Learning outcome data. All were scored with an overall rating of MET. For 2 certified as Elementary Education, 2 were scored Proficient. For 2 certified as Music Education, 2 were scored Proficient. For 1 certified as Physical Education Teacher Education, 1 was scored Exemplary.

2020-2021: State provided data indicated 10 graduates were evaluated using Student Learning outcome data. All were scored with an overall rating of MET. For 5 certified as Early Childhood, 4 were scored Proficient, 1 was scored Exemplary. For 5 certified as Elementary Education, 3 were scored Proficient, 2 were scored Exemplary.

#### **Indicators of teaching effectiveness (Component 4.1)**

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.

### **Student Graduate Evaluation Results (ADEPT) Report**



2022-2023: South Carolina Teaching Standards 4.0												
	2022-2023				2021-2022				2020-2021			
	EPP		State		EPP		State		EPP		State	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Graduates Evaluated with SCT	9	100%	1789	100%	5	100%	1789	100%	10	100%	1887	100%
Total Graduates Evaluated*	9	100%	1797	100%	5	100%	1797	100%	10	100%	2013	100%
*Total should be 8. Additional PE was included. No significant impact on averages.												
	EPP	State			EPP	State			EPP	State		
	Avg.	Avg.			Avg.	Avg.			Avg.	Avg.		
Domain 1: Planning												
Instructional Plans	2.97	3.34			3.00	3.26			3.02	3.18		
Student Work	2.96	3.11			2.90	3.10			2.76	3.05		
Assessment	2.74	3.06			3.00	3.04			2.79	3.02		
Domain 2: Instruction												
Standards & Objectives	2.96	3.28			2.77	3.21			3.00	3.20		
Motivating Students	3.09	3.24			3.00	3.30			3.09	3.26		
Presenting Instructional Cont	3.06	3.28			3.03	3.28			3.09	3.22		
Lesson Structure & Pacing	2.81	3.29			2.87	3.26			2.99	3.12		
Activities & Materials	3.05	3.24			3.17	3.17			2.93	3.14		
Questioning	2.87	3.05			3.00	3.04			2.63	3.02		
Academic Feedback	2.79	3.06			3.07	3.15			2.89	3.08		
Grouping Students	3.20	3.15			2.93	3.16			2.93	3.02		
Teacher Content Knowledge	3.12	3.44			3.30	3.45			3.18	3.36		
Teacher Knowledge of Studer	2.97	3.36			3.30	3.40			3.24	3.32		
Thinking	2.87	3.10			3.00	3.03			2.66	3.01		
Problem Solving	2.80	3.12			3.00	3.11			2.94	3.00		
Domain 3: Environment												
Expectations	3.10	3.33			3.20	3.33			2.98	3.37		
Engaging Students and Manag	3.30	3.37			3.07	3.30			2.87	3.45		
Environment	3.37	3.52			3.43	3.56			3.04	3.47		
Respectful Culture	3.46	3.59			3.53	3.57			3.16	3.57		
Domain 4: Professionalism												
1. The educator is prompt, pre	3.46	3.54			3.40	3.43			3.40	3.29		
2. The educator appropriately	3.39	3.58			3.20	3.38			3.30	3.31		
3. The educator develops and	3.28	3.54			3.20	3.29			3.40	3.31		
4. The educator selects specif	3.35	3.54			3.20	3.33			3.30	3.31		
5. The educator makes thought	3.28	3.50			3.20	3.38			3.40	3.23		
6. The educator offers specifi	3.24	3.50			3.40	3.33			3.40	3.26		
7. The educator accepts respo	3.33	3.46			3.20	3.43			3.30	3.26		
8. The educator utilizes stude	3.06	3.50			3.20	3.43			3.60	3.23		
9. The educator actively suppl	3.56	3.65			3.40	3.48			3.50	3.37		
10. The educator accepts lead	3.44	3.50			3.40	3.33			3.20	3.17		



Analysis: (N=9) Limestone University Teacher Education averages have remained the same or trended upward in 16 of 29 categories over three years and in 14 of 29 categories since the previous year. Limestone averages remained below state averages in 28 of 29 categories. This data indicates an upward trend in Limestone scores that, while encouraging, is not as steep as statewide trends.

Planning: Limestone averages trended upward over the three-cycle period in 1 of 3 categories but were below state averages in all 3 categories.

Instruction: Limestone averages remained constant or trended upward over the three-cycle period in 6 of 12 categories but were below state averages in 11 of 12 categories.

Environment: Limestone averages trended upward over the three-cycle period in 4 of 4 categories but below state averages in all 4 categories.

Professionalism: Limestone averages trended upward over the three-cycle period in 5 of 10 categories but fell below state averages in 10 of 10 categories.

We understand that with n=26 graduates evaluated over three years and n=8 in 2022-2023, our populations are very small and subject to an inordinate impact from a single evaluation. While we see an upward trend in many categories, we continue to consistently fall below state averages. Furthermore, gains in Professionalism did continue with gains in 8 of 10 categories within the previous year.

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement**

2022-2023: Seven principals responded to the Employer survey for a return rate of 47%. Results reflect the Employer satisfaction of 15 graduates.

100% The Teacher has demonstrated a passion for all/most of the students in the classroom and school.

95% The Teacher has demonstrated a strong/adequate passion for teaching.

97.5% The Teacher has demonstrated a strong/adequate passion for learning.

92.5% The Teacher has demonstrated a strong/adequate ability to teach the content for the teaching assignment.

90% The Teacher has demonstrated a strong/adequate ability to use appropriate pedagogy (teaching strategies) when teaching students.

90% The Teacher has demonstrated a strong/adequate ability to assess students.

85% The Teacher has demonstrated strong/adequate ability to use data to make decisions about instruction.

97.5% The Teacher has demonstrated strong/adequate cultural competence pertaining to students.



97.5% The Teacher has demonstrated strong/adequate ability to work with diverse P-12 students and their families/caregivers.

97.5% The Teacher has demonstrated a strong/adequate ability to advocate for students.

92.5% 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.

92.5% The Teacher has demonstrated a strong/adequate ability to be an active colleague in school.

100% The Teacher has demonstrated a strong/adequate positive work ethic.

Analysis:

Strengths: Passion for students, teaching, and learning; classroom management; cultural competence; ability to work with diverse P-12 students and their families/caregivers; advocate for students;; professional appearance;; positive work ethic

Areas for Improvement: Use of data for decision making.

2021-2022: Six principals responded to the Employer survey for a return rate of 40%. Results reflect the employer satisfaction with 6 of 15 graduates total. While this cohort consisted of 18 graduates, the survey only went to 15 employers as two graduates are in graduate school and one was unreachable.

Results were:

100% The Teacher has demonstrated a passion for all/most of the students in the classroom and school.

83% The Teacher has demonstrated a strong/adequate passion for teaching.

100% The Teacher has demonstrated a strong/adequate passion for learning.

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.

83% The Teacher has demonstrated a strong/adequate ability to assess students.

83% The Teacher has demonstrated strong/adequate ability to use data to make decisions about instruction.

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 demonstrates an ability to work with diverse P-12 students and their families/caregivers.

100% The Teacher has demonstrated a strong/adequate ability to advocate for students.

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.  
83% 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.

Analysis:

Strengths: Passion for teaching and students; ability to teach content; assessment; ability to use data; classroom management; cultural competence; advocate for students; communication; professional appearance; collegiality; positive work ethic

Areas for Improvement: Standards and Objectives and Instructional Plans trended downward over three cycles.

2020-2021: 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 12 graduates, the survey only went to 8 employers as two principals hired two of our graduates. One graduate chose to serve in the military. A second graduate returned to Zimbabwe to teach.

100% The Teacher has demonstrated a passion for all/most of the students in the classroom and school.

66.7% The Teacher has demonstrated a strong/adequate passion for teaching.

66.7% The Teacher has demonstrated a strong/adequate passion for learning.

66.7% 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.

66.7% 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.

66.7% 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.

66.7% The Teacher has demonstrated strong/adequate classroom management abilities.

66.7% The Teacher has demonstrated strong/adequate cultural competence pertaining to students.

33.3% 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.

66.7% 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.



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- 100% The Teacher has demonstrated a strong/adequate ability to communicate with students, colleagues, and parents.
  - 100% The Teacher has demonstrated a strong/adequate professional appearance.
  - 33.3% The Teacher has demonstrated a strong/adequate ability to participate in the community.
  - \*66.7% The Teacher has demonstrated a strong/adequate ability to be an active citizen.
  - 100% 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 students; ability to teach content; assessment; ability to use technology; advocate for students; ability to positively contribute to the Teacher Education Program; communication; professional appearance; social media presence; ability to be an active colleague; soft skills; positive work ethic

Areas for Improvement: Ability to be a leader in a school; ability to participate in the community.

### **Measure 3: Candidate Competency at Program Completion**

#### **Employment Milestones: (South Carolina Department of Education)**

2022-2023: (N=13) All bachelor's level; 38% received the R2S Requirement endorsement and 62% received the R2S Literacy Teacher endorsement.

2021-2022: (N=18) All bachelor's level; 56% received the R2S Requirement endorsement and 44% received the R2S Literacy Teacher endorsement.

2020-2021: (N=12) All bachelor's level; 17% received the R2S Requirement endorsement and 83% received the R2S Literacy Teacher endorsement.

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

2022-2023: 100% certified in South Carolina

2021-2022: 100% certified in South Carolina

2020-2021: 100% certified in South Carolina

See <https://my.limestone.edu/academic-resources/teacher-education-program/reports> for Title 2 reports.



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**Measure 4: Ability of Completers to be Hired in Education Positions for Which  
They Have Been Prepared**

2022-2023: 100% Teaching \* 12.5% Graduate School/Long Term Substitute

2021-2022: 89% Teaching, 11% Graduate School

2020-2021: 83.3% Teaching, 8.3% Active Military, 8.3% Unknown