CAEP Annual Reporting Measures
(AY 2021-2022)

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

Measure	Analysis of the Data	Evidence
Student Learning Outcome (SLO) Assessment	SCLead data on 11 completers scored in 2021-2022 show 100% met their SLO with 55% receiving an "Exemplary" score. According to the Student Learning Objectives Rubric 2021, this rating indicates "90% to 100% of students showed evidence of growth as established in the educator's SLO conference(s)." The score of "Proficient" for 45% of completers indicates 75% to 89% of students evidenced growth.	SCLead ADEPT SCTS 4.0
Completer Survey Quantitative Data	In 2020-2021 the completer survey response rate was only 10.5% (N=19) despite multiple contacts. For the 2021-2022 completer survey, individual communications were sent in May to each of the 17 completers tracked in years one, two, and three of teaching. Follow up emails to individuals came in June, leading to a 70.5% response rate (N=17) from completers for data via email and 58.8% of the group completing the full survey on Google.	2021-2022 Completer Survey
Scale Scores	MAP Scores – Of the respondents, 66.7% (N=12) produced MAP scores. Mean math scores reported increased from 184.0 (fall) to 196.4 (spring). Mean reading scores reported increased from 181.5 (fall) to 190.0 (spring). One respondent reported an increase in STAR scores of 425 (fall) and 532 (spring) for math; 458 (fall) and 566 (spring) for reading.	
Percentage of Students Moving on to the Next Grade Level	Percentage of Students Moving to the Next Grade Level – Of the 278 students represented by the respondents, 99.3% advanced to the next grade level. Evidence indicates program completers demonstrated a positive impact on student learning during the 2021-2022 school year.	2021-2022 Completer Survey

2. Satisfaction of Employers (CAEP Standard 4.2)

Measure	Analysis of the Data	Evidence
Employer Satisfaction	The employer sample included school administrators identified from both SCLead Portal data and individual tracking of completers. The list included 16 surveyed (One administrator had two program completers) with a response rate of 75% (N=16). Of the employer respondents, 75% were from public schools, 17% were from public charter schools, and 8% were from Christian schools. Of the respondents, 92% were from South Carolina and 8% were from another state. The survey included 18 prompts focusing on completer preparation and ability to demonstrate knowledge, skills, and professional expectations measured with Likert Scale levels of *Strongly Disagree*, *Disagree*, *Somewhat Agree*, *Agree*, *Strongly Agree*, and *Not Applicable*. Two open-ended questions allowed employers to share experiences and identify employment milestones/recognitions for the completer(s). As evident in the table below, one employer marked *Somewhat Agree* for every prompt. It is not clear if the respondent was in a hurry or truly	CIU MAT Employer Survey 2021-2022

felt their employee's (completer) preparation was not up to the level where they could mark a stronger agreement. One employer marked two areas as *Disagree* and five areas as *Somewhat Agree*, which could indicate the program preparation did not meet the needs of the specific school or one completer did not perform as well in the school. Given the other 10 employers scored program preparation consistently higher leads to the conclusion program preparation overall is strong.

On a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), scores ranged from 4.3 to 4.8 on the 18 elements in the table below. Strongest agreement came in completers demonstrating the ability to apply knowledge, skills, and dispositions to positively impact student learning with 91.6% agreeing or strongly agreeing for a rubric score of 4.8.

Completers' ability to impact student learning and implement technology to support student learning showed 91.7% agreeing or strongly agreeing for a rubric score of 4.7. Completers' ability to use digital tools to encourage deep learning, and making students feel valued showed 83.3% agreeing or strongly agreeing for a rubric score of 4.6.

Three elements related to collaboration, incorporating learner experiences, and adapting instruction based on informal/formal assessment showed a rubric score of 4.3. With regards to collaboration, it is interesting to note 83.3% agree or strongly agree on completers' ability to collaborate with teachers/parents. For completers' ability to incorporate learning experiences to meet instructional needs, 83.4% agree or strongly agree. For completers' ability to implement informal and formal assessment strategies to adapt instruction, 91.6% agree or strongly agree. While a score of 4.0/Agree demonstrates completer preparation meets the need of the field and/or the CAEP standard, the program will review these areas and consider potential changes in the courses related to these areas to strengthen candidate preparation.

The open response prompt had six specific comments from employers.

- Mr./Ms. _____ was able to complete his/her first and seconds years through COVID. There were many challenges and he/she made the adjustments as well as anyone else could with more experience.

- We appreciate and value the partnership with CIU.

- Having Elem and EC certification is rare, and so valuable to grieving supervisors!

- Mr./Ms. _____ presented himself/herself with great poise and confidence. People have shared that he/she doesn't come off like a 1st year teacher.

- Mr./Ms. _____ is a wonderful teacher. We are happy to have him/her lead our Montessori Program.

- I'm glad to say our school has hired many CIU graduates and hope to hire more in the future. I'd like to see more diversity in the candidates we receive at _____.

As noted, rubric scores on the 18 elements ranged from 4.3 to 4.8. The mean rubric score of all 18 elements was 4.5, overall indicating school administrators are satisfied with program preparation of the completers.

CIU MAT Employer Survey 2021-22 CIU Program Completers… (N=12)	Standards	NA 0	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5	Rubric Score Mean
positively impacts student learning.	CAEP 4.1	0%	0%	0%	8.3%	16.7%	75%	4.7
demonstrate an ability to measure student progress.	CAEP 1.2	0%	0%	0%	8.3%	33.3%	58.3%	4.5
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	0%	0%	0%	8.3%	33.3%	58.3%	4.5
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	0%	0%	0%	8.3%	16.7%	75%	4.7
effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	0%	0%	0%	8.3%	41.7%	50%	4.4
demonstrate the ability to work with all families to support child development and learning.	NAEYC D	0%	0%	8.3%	8.3%	16.7%	66.7%	4.4
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	8.3%	0%	0%	8.3%	8.3%	75%	4.7
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	0%	0%	8.3%	8.3%	25%	58.3%	4.3
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%	16.7%	16.7%	66.7%	4.5
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2k	0%	0%	0%	16.7%	41.7%	41.7%	4.3
demonstrate the ability to make learners feel valued.	InTASC 2n	0%	0%	0%	16.7%	8.3%	75%	4.6
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	0%	0%	0%	16.7%	16.7%	66.7%	4.5
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	8.3%	0%	0%	8.3%	16.7%	66.7%	4.6
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	0%	0%	0%	8.3%	8.3%	83.3%	4.8
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%	8.3%	58.3%	33.3%	4.3
demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	8.3%	0%	0%	8.3%	41.7%	41.7%	4.4

demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	0%	0%	0%	8.3%	41.7%	50%	4.4
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	0%	0%	0%	16.7%	25%	58.3%	4.5
						Overall Mean Score of all 18 Elements		**4.5**

3. Satisfaction of Completers (CAEP Standard 4.3)

Measure	Analysis of the Data	Evidence
Completer Satisfaction	As reported earlier in this report, the completer survey collected quantitative data on scale scores and then included 17 prompts scored on a Likert Scale. The survey included two open-ended questions to share experiences and identify employment milestones/recognitions for the completer(s). The survey included prompts related to ministry and professional information. As previously noted, a low response rate of 10.5% (N=19) came on the 2020-2021 completer survey. Personal contacts for each completer led to a 70.5% (N=17) response rate on the 2021-2022 completer survey data requested. Three completers provided data via email and nine completers provided data in the survey. Demographics indicated 91.7% served in public schools and 8.3% in private schools. Data indicated 83.3% taught in South Carolina, 8.3% in North Carolina, and 8.3% in Tennessee. Respondents included 83.3% females and 16.7% males; 8.3% were African American, 8.3% were Hispanic, and 83.3% were Caucasian. Of the group, 33.3% were in the first year of teaching, 33.3% in the second year of teaching, and 33.3% in the third year of teaching. On a scale of 1 (*Strongly Disagree*) to 5 (*Strongly Agree*), scores ranged from 3.8 to 4.6 on the 17 elements in the table below. Strongest agreement came in completers' preparation to make learners feel valued (4.6) and preparation to adhere to professional guidelines including ethics and developmentally appropriate practice (4.6). The lowest score of 3.8 focused on completers' preparation to use digital tools to encourage deep learning. One respondent (11.1%) marked *Disagree* and a second respondent (11.1%) marked *Somewhat Agree*. However, 77.8% *Agreed* or *Strongly Agreed* they were prepared in this area. It is interesting to note one of the two respondents consistently scored *Somewhat Agree* or *Disagree* on all the elements. In providing narrative in the open-ended prompt, this completer felt specific curriculum used in their district should receive more attention in program preparation. Additionally, they felt small group planning for instruction was not "emphasized," noting a need for more strategies to choose and assess student growth in small groups.	Completer Survey 2020-2021

The second respondent taught out of state and marked six of the 17 elements in a comparable manner. In providing narrative in the open-ended prompt, this completer shared that while lesson planning was the program's strongest area of preparation, administrators in her state instructed her to just teach to the textbook.

While lower scores from the two respondents (22%) stand in contrast to the other seven (78%) may represent potential outliers, and while respondent observations reflected district or state specific perspectives when the MAT program is preparing completers to go anywhere in the world, data was reviewed to determine any potential merit of the claim.

A review of open-ended responses from another completer from the same district showed no statement of concern regarding district-specific curriculum or preparation for small group planning for instruction and a need for more strategies to choose and assess student growth in small groups. A review of three specific survey prompts speaking to the area of concern showed the following.

- *CIU program completers demonstrate an ability to measure student progress.*
  - 22.2% *Somewhat Agree*, 33.3% *Agree*, 44.4% *Strongly Agree*
  - A second respondent from the same district as the potential outlier marked *Agree*.
  - The two completers marking *Somewhat Agree* included the completer with specific comments of concern and a completer in a private school.

- *CIU program completers demonstrate the ability to implement both informal and formal assessment strategies to evaluate student progress and adapt instruction accordingly.*
  - 11.1% *Disagree*, 11.1% *Somewhat Agree*, 44.4% *Agree*, 33.3% *Strongly Agree*
  - A second respondent from the same district as the potential outlier marked *Agree*.
  - The completer with district-specific concerns marked *Disagree*.
  - The completer working out of state and told to follow the book marked *Somewhat Agree*.

- *CIU program completers demonstrate the ability to address individual/group student differences through appropriate grouping strategies.*
  - 11.1% *Disagree*, 11.1% *Somewhat Agree*, 55.6% *Agree*, 22.2% *Strongly Agree*
  - A second respondent from the same district as the potential outlier marked *Agree*.
  - The completer with district-specific concerns marked *Disagree*.

       ○ The completer working out of state marked *Somewhat Agree*.

A review of the data suggests the concerns listed are more specific to an individual or individual school. However, the Teacher Education Program (TEP) committee will review the comments and discuss any need for program changes related to survey data for the 2022-2023 school year.

Other open-ended prompt responses noted the following items as helpful or appreciated.

- How to set up and use Google Classroom.
- Classroom management tips with an emphasis on building relationships.
- Learning about disabilities and interventions to use with students.
- What to do in the first few days of school.
- How to incorporate the arts in the classroom.
- Lesson planning.
- How to allow data to inform teaching (pre- and post-assessments).
- How to collaborate with others on a teaching team.
- How to navigate the South Carolina standards and create a rich unit from scratch.
- How to create a classroom culture that is rooted in biblical truth.
- Cultivating relationships with the professors the way that I do now with my students.

When asked about completer contribution to the profession through collegial conversations on educational topics and/or sharing professional articles and resources, 22.2% marked *Somewhat Agree*, 55.6% (N=9) marked *Agree,* and 22.2% marked *Strongly Agree*. This indicates completers engage in the professional community within the individual schools.

When asked if the completer draws upon friends from the MAT program for personal or professional encouragement and support, 22.2% marked *Strongly Disagree,* 22.2% marked *Somewhat Agree,* 22.2% marked *Agree* and 33.3% marked *Strongly Agree*. Respondents in their third year of teaching indicated less of a need to draw upon friends than respondents in the first and second year of teaching.

Given the impact of COVID-19 on student teaching and the first years of having a classroom, the following quote from a second-year completer is significant as it relates to program preparation. "While 2020 was an unforgettable year to be a student teacher, the lessons that I learned on flexibility and grace from the CIU MAT program will be etched in my brain for eternity. Their passion to direct future educators towards excellence is not only inspiring, but incredibly effective." When coupled with a 4.2 mean rubric score for all elements combined,

| | | | | data indicate overall completers are satisfied with program preparation. | | | | |

2021-2022 Completer Survey (N=9) CIU Program Completers...	Standards	N/A 0	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5	Rubric Mean
positively impacts student learning.	CAEP 4.1	0.0%	0.0%	0.0%	22.2%	33.3%	44.4%	4.2
demonstrate an ability to measure student progress.	CAEP 1.2	0.0%	0.0%	0.0%	22.2%	33.3%	44.4%	4.2
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	0.0%	0.0%	0.0%	22.2%	33.3%	44.4%	4.2
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	0.0%	0.0%	0.0%	11.1%	66.7%	22.2%	4.1
demonstrate the ability to work with all families to support child development and learning.	NAEYC D	0.0%	0.0%	11.1%	22.2%	22.2%	44.4%	4.0
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	0.0%	0.0%	11.1%	11.1%	66.7%	11.1%	3.8
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	0.0%	0.0%	11.1%	22.2%	22.2%	44.4%	4.2
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%	11.1%	0.0%	33.3%	55.6%	4.3
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2k	0.0%	0.0%	0.0%	11.1%	44.4%	44.4%	4.3
demonstrate the ability to make learners feel valued.	InTASC 2n	0.0%	0.0%	0.0%	11.1%	22.2%	66.7%	4.6
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	0.0%	0.0%	11.1%	0.0%	11.1%	77.8%	4.6
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%	11.1%	33.3%	55.6%	4.4
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%	11.1%	33.3%	55.6%	4.4
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%	11.1%	11.1%	44.4%	33.3%	4.0

demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	0.0%	0.0%	11.1%	11.1%	55.6%	22.2%	3.9
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	0.0%	0.0%	11.1%	11.1%	55.6%	22.2%	3.9
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	0.0%	0.0%	11.1%	0.0%	44.4%	44.4%	4.2
						Overall Mean Score of all 18 Elements		4.2

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 six completers entering the profession for the 2021-2022 school year. Of the completers, 100% went into education-related fields with five (83.3%) going into the classroom. Of the five, one substituted while seeking a position in another state. One completer (16.7%) made the decision to use the training to teach theater outside of the classroom.	MAT Graduate Job Placements Master List
Professional Milestones	Respondents reported the following professional milestones. • Third year completer made team leader for the grade level and served as a certified reading interventionist for summer reading camp for the district. • Another third-year completer assigned team leader for the grade level and voted teacher of the year for their school. • Second year completer voted teacher of the month. • Second year completer recognized for creating intentional relationships with students and bringing joy to others. • Second year completer assigned to serve on the RTI Behavior committee. • Second year completer attained Montessori Certificate for the primary level. • First year completer assigned to the school climate committee.	Completer Survey 2021-2022