

USCB Employer Program Impact Survey AY 2024-2025

Survey sent to 14 employers | n = 9 respondents

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
1	The USCB graduate creates measurable student learning objectives that are aligned with the South Carolina Standards for his/her grade level and content area. CAEP: R1.2, R4.2; InTASC: Content	9	4	44.44%	3	33.33%	2	22.22%	0	0%	0	0%
2	The USCB graduate consistently provides instruction that is relevant and engaging for his/her students. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	4	44.44%	4	44.44%	1	11.11%	0	0%	0	0%
3	The USCB graduate presents instructional content using a variety of formats and approaches (e.g., visuals, manipulatives, explicit examples, modeling, etc.). CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	4	44.44%	4	44.44%	1	11.11%	0	0%	0	0%
4	The USCB graduate avoids including irrelevant, confusing, or non-essential information when presenting instructional content. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	4	44.44%	4	44.44%	1	11.11%	0	0%	0	0%
5	The USCB graduate structures and paces instruction coherently without losing instructional time during transitions. CAEP: R1.3, 4.2; InTASC: Instructional Practice	9	4	44.44%	4	44.44%	1	11.11%	0	0%	0	0%
6	The USCB graduate loses very little time during transitions. CAEP: R1.3, 4.2;	9	4	44.44%	4	44.44%	1	11.11%	0	0%	0	0%

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			n	%	n	%	n	%	n	%	n	%
	InTASC: Instructional Practice											
7	The USCB graduate uses materials and activities that support lesson objectives and are relevant to students' lives. CAEP: R1.3, 4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
8	The USCB graduate uses material and activities that elicit a variety of thinking. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
9	The USCB graduate uses material and activities that incorporate technology and resources beyond the classroom. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
10	Describe the materials and activities the USCB graduate has included in his/her instruction that incorporate technology and resources beyond the classroom. CAEP: R1.3, R4.2, InTASC: Instructional Practice	<i>Google Classroom, Zoom meetings with authors, relevant short videos of standards-based curriculum, parent notification software, math games/drills, gaming software for quizzes, research sites, science experiments online, Promethean board, environmental print, manipulatives, using clear touch boards, synchronous learning, websites and online manipulatives.</i>										
11	The USCB graduate's questions during instruction are of high quality and provide a mix of question types. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
12	The USCB graduate provides oral and written feedback that is consistently academically focused, frequent, and of high quality. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%

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13	The USCB graduate uses instructional grouping of students effectively. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
14	The USCB graduate displays extensive content knowledge and implements a variety of subject-specific instructional strategies. CAEP: R1.2, R1.3, R4.2; InTASC: Content, Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
15	The USCB graduate consistently provides differentiated instruction based on his/her understanding of students' learning needs, interests, strengths, and cultural heritage. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
16	The USCB graduate thoroughly teaches analytic, practical, creative, and research-based thinking and provides opportunities for students to practice higher level thinking and problem solving. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
17	The USCB graduate's instructional plans include measurable goals/objectives and activities that lead to mastery of the goals. CAEP: R1.1, R1.2, R1.3, R4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	1	11.11%	0	0%	1	11.11%
18	The USCB graduate's assignments require students to use higher level thinking and to	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%

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#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	connect their learning to their daily lives. CAEP: R1.3, R4.2; InTASC: Instructional Practice											
19	The USCB graduate's assessment practices are appropriate and measure student performance in multiple ways. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
20	The USCB graduate sets and maintains high and demanding expectations for all students. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
21	The USCB graduate effectively manages students' routines, procedures, and behavior. CAEP: R1.1, R1.3 R4.2; InTASC: Learner and Learning	9	4	44.44%	3	33.33%	0	0%	0	0%	2	22.22%
22	The USCB graduate's classroom is organized to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	9	4	44.44%	3	33.33%	0	0%	0	0%	2	22.22%
23	The USCB graduate's classroom is inviting to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	9	4	44.44%	3	33.33%	0	0%	0	0%	2	22.22%
24	The USCB graduate's classroom is consistently arranged to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	9	4	44.44%	3	33.33%	0	0%	0	0%	2	22.22%
25	The USC graduate facilitates a respectful culture and	9	4	44.44%	3	33.33%	0	0%	0	0%	2	22.22%

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			n	%	n	%	n	%	n	%	n	%
	development of positive relationships in the classroom. CAEP: R1.1, R4.2; InTASC: Learner and Learning											
26	The USCB graduate is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. CAEP: R1.4 R4.2; InTASC: Professional Responsibility	9	4	44.44%	3	33.33%	0	0%	0	0%	2	22.22%
27	The USCB graduate implements new learning in the classroom following professional development. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
28	The USCB graduate develops a yearly plan for new learning based on self-assessment and feedback from other professionals. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
29	The USCB graduate selects specific activities, content knowledge, and/or pedagogical skills to enhance and improve proficiency. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
30	The USCB graduate makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation. CAEP:	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%

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			n	%	n	%	n	%	n	%	n	%
	R1.4, R4.2; InTASC: Professional Responsibility											
31	The USCB graduate offers specific actions to improve his/her teaching. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
32	The USCB graduate accepts responsibilities for contributing to school improvement. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
33	The USCB graduate utilizes student achievement data to inform instructional decisions. CAEP: R1.4, R4.2; InTASC: Instructional Practice	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
34	The USCB graduate actively supports school activities and events. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
35	The USCB graduate accepts leadership responsibilities that contribute to a safe and orderly school environment. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%
36	The USCB graduate assists peers contributing to a safe and orderly school environment. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	3	33.33%	4	44.44%	0	0%	0	0%	2	22.22%

Note: Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree. NR = No Response. Percentages may not sum to 100% due to rounding.

USCB Employer Program Impact Survey AY 2023-2024

Survey sent to 11 employers | n = 7 respondents

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
1	The USCB graduate creates measurable student learning objectives that are aligned with the South Carolina Standards for his/her grade level and content area. CAEP: R1.2, R4.2; InTASC: Content	7	3	42.85%	3	42.85%	1	14.29%	0	0%	0	0%
2	The USCB graduate consistently provides instruction that is relevant and engaging for his/her students. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	3	42.85%	3	42.85%	1	14.29%	0	0%	0	0%
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	InTASC: Instructional Practice											
7	The USCB graduate uses materials and activities that support lesson objectives and are relevant to students' lives. CAEP: R1.3, 4.2; InTASC: Instructional Practice	7	3	42.85%	4	57.14%	0	0%	0	0%	0	0%
8	The USCB graduate uses material and activities that elicit a variety of thinking. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	3	42.85%	4	57.14%	0	0%	0	0%	0	0%
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10	Describe the materials and activities the USCB graduate has included in his/her instruction that incorporate technology and resources beyond the classroom. CAEP: R1.3, R4.2, InTASC: Instructional Practice	<i>Google Classroom, Zoom meetings with authors, relevant short videos of standards-based curriculum, parent notification software, math games/drills, gaming software for quizzes, research sites, science experiments online, Promethean board, environmental print, manipulatives, using clear touch boards, synchronous learning, websites and online manipulatives.</i>										
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10	Describe the materials and activities the USCB graduate has included in his/her instruction that incorporate technology and resources beyond the classroom. CAEP: R1.3, R4.2, InTASC: Instructional Practice	<i>Google Classroom, Zoom meetings with authors, relevant short videos of standards-based curriculum, parent notification software, math games/drills, gaming software for quizzes, research sites, science experiments online, Promethean board, environmental print, manipulatives, using clear touch boards, synchronous learning, websites and online manipulatives.</i>										
11	The USCB graduate's questions during instruction are of high quality and provide a mix of question types. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	2	22%	5	56%	1	11%	0	0%	1	11%
12	The USCB graduate provides oral and written feedback that is consistently academically focused, frequent, and of high quality. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	2	22%	5	56%	1	11%	0	0%	1	11%
13	The USCB graduate uses instructional grouping of students effectively. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	2	22%	5	56%	1	11%	0	0%	1	11%
14	The USCB graduate displays extensive content knowledge and implements a variety of subject-specific instructional strategies. CAEP: R1.2, R1.3, R4.2; InTASC: Content, Instructional Practice	9	2	22%	5	56%	1	11%	0	0%	1	11%
15	The USCB graduate consistently provides differentiated instruction based on his/her understanding of students' learning needs, interests, strengths, and cultural heritage. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and	9	3	33%	4	44%	1	11%	0	0%	1	11%

USCB Employer Program Impact Survey AY 2022-2023

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	Learning, Instructional Practice											
16	The USCB graduate thoroughly teaches analytic, practical, creative, and research-based thinking and provides opportunities for students to practice higher level thinking and problem solving. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	9	2	22%	4	44%	2	22%	0	0%	1	11%
17	The USCB graduate's instructional plans include measurable goals/objectives and activities that lead to mastery of the goals. CAEP: R1.1, R1.2, R1.3, R4.2; InTASC: Instructional Practice	9	2	22%	5	55%	2	22%	0	0%	1	11%
18	The USCB graduate's assignments require students to use higher level thinking and to connect their learning to their daily lives. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	2	22%	5	55%	1	11%	0	0%	1	11%
19	The USCB graduate's assessment practices are appropriate and measure student performance in multiple ways. CAEP: R1.3, R4.2; InTASC: Instructional Practice	9	2	22%	5	55%	1	11%	0	0%	1	11%
20	The USCB graduate sets and maintains high and demanding expectations for all students. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	9	2	22%	5	55%	1	11%	0	0%	1	11%
21	The USCB graduate effectively manages students' routines, procedures, and behavior. CAEP: R1.1, R1.3 R4.2; InTASC: Learner and Learning	9	3	33%	4	44%	1	11%	0	0%	1	11%
22	The USCB graduate's classroom is organized to promote individual and group learning. CAEP: R1.1, R4.2;	9	2	22%	5	55%	1	11%	0	0%	1	11%

USCB Employer Program Impact Survey AY 2022-2023

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	InTASC: Learner and Learning											
23	The USCB graduate's classroom is inviting to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	9	2	22%	5	55%	1	11%	0	0%	1	11%
24	The USCB graduate's classroom is consistently arranged to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	9	2	22%	5	55%	1	11%	0	0%	1	11%
25	The USC graduate facilitates a respectful culture and development of positive relationships in the classroom. CAEP: R1.1, R4.2; InTASC: Learner and Learning	9	2	22%	5	55%	1	11%	0	0%	1	11%
26	The USCB graduate is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. CAEP: R1.4 R4.2; InTASC: Professional Responsibility	9	2	22%	5	55%	1	11%	0	0%	1	11%
27	The USCB graduate implements new learning in the classroom following professional development. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	2	22%	4	44%	1	11%	0	0%	2	22%
28	The USCB graduate develops a yearly plan for new learning based on self-assessment and feedback from other professionals. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	2	22%	4	44%	1	11%	0	0%	2	22%
29	The USCB graduates select specific activities, content knowledge, and/or pedagogical skills to enhance and improve proficiency. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	2	22%	4	44%	1	11%	0	0%	2	22%

USCB Employer Program Impact Survey AY 2022-2023

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
30	The USCB graduate makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	2	22%	4	44%	1	11%	0	0%	2	22%
31	The USCB graduate offers specific actions to improve his/her teaching. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	2	22%	4	44%	1	11%	0	0%	2	22%
32	The USCB graduate accepts responsibilities for contributing to school improvement. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	2	22%	4	44%	1	11%	0	0%	2	22%
33	The USCB graduate utilizes student achievement data to inform instructional decisions. CAEP: R1.4, R4.2; InTASC: Instructional Practice	9	2	22%	4	44%	1	11%	0	0%	2	22%
34	The USCB graduate actively supports school activities and events. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	4	44%	3	33%	0	0%	0	0%	2	22%
35	The USCB graduate accepts leadership responsibilities that contribute to a safe and orderly school environment. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	2	22%	5	55%	0	0%	0	0%	2	22%
36	The USCB graduate assists peers contributing to a safe and orderly school environment. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	9	2	22%	4	44%	1	11%	0	0%	2	22%

Note: Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree. Percentages may not sum to 100% due to rounding. NR = No Response.

USCB Employer Program Impact Survey AY 2021-2022

n = 8 employer respondents

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
1	The USCB graduate creates measurable student learning objectives that are aligned with the South Carolina Standards for his/her grade level and content area. CAEP: R1.2, R4.2; InTASC: Content	8	4	50%	3	37.5%	1	12.5%	0	0%	0	0%
2	The USCB graduate consistently provides instruction that is relevant and engaging for his/her students. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	5	62.5%	1	12.5%	2	25%	0	0%	0	0%
3	The USCB graduate presents instructional content using a variety of formats and approaches (e.g., visuals, manipulatives, explicit examples, modeling, etc.). CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	4	50%	4	50%	0	0%	0	0%	0	0%
4	The USCB graduate avoids including irrelevant, confusing, or non-essential information when presenting instructional content. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	3	37.5%	3	37.5%	1	12.5%	0	0%	1	12.5%
5	The USCB graduate structures and paces instruction coherently without losing instructional time during transitions. CAEP: R1.3, 4.2; InTASC: Instructional Practice	8	3	37.5%	1	12.5%	3	37.5%	0	0%	1	12.5%
6	The USCB graduate loses very little time during transitions. CAEP: R1.3, 4.2; InTASC: Instructional Practice	8	1	12.5%	4	50%	3	37.5%	0	0%	1	12.5%
7	The USCB graduate uses materials and activities that support lesson objectives and are relevant to students' lives.	8	3	37.5%	4	50%	0	0%	0	0%	1	12.5%

USCB Employer Program Impact Survey AY 2021-2022

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	CAEP: R1.3, 4.2; InTASC: Instructional Practice											
8	The USCB graduate uses material and activities that elicit a variety of thinking. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	2	25%	5	62.5%	0	0%	0	0%	1	12.5%
9	The USCB graduate uses material and activities that incorporate technology and resources beyond the classroom. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	2	25%	4	50%	0	0%	0	0%	1	12.5%
10	Describe the materials and activities the USCB graduate has included in his/her instruction that incorporate technology and resources beyond the classroom. CAEP: R1.3, R4.2, InTASC: Instructional Practice	<i>Zoom meetings with authors, relevant short videos of standards-based curriculum, parent notification software, Google Classroom, math games/drills, gaming software for quizzes, research sites, science experiments online. Promethean board, environmental print, manipulatives. Using clear touch boards, synchronous learning, websites and online manipulatives. All grade levels utilize a collaborative planning process to support integration of technology for high student engagement.</i>										
11	The USCB graduate's questions during instruction are of high quality and provide a mix of question types. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	1	12.5%	5	62.5%	1	12.5%	0	0%	1	12.5%
12	The USCB graduate provides oral and written feedback that is consistently academically focused, frequent, and of high quality. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	1	12.5%	4	50%	2	25%	0	0%	1	12.5%
13	The USCB graduate uses instructional grouping of students effectively. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	1	12.5%	3	37.5%	3	37.5%	0	0%	1	12.5%
14	The USCB graduate displays extensive content knowledge and implements a variety of subject-specific instructional strategies. CAEP: R1.2, R1.3, R4.2;	8	3	37.5%	2	25%	2	25%	0	0%	1	12.5%

USCB Employer Program Impact Survey AY 2021-2022

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	InTASC: Content, Instructional Practice											
15	The USCB graduate consistently provides differentiated instruction based on his/her understanding of students' learning needs, interests, strengths, and cultural heritage. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	8	1	12.5%	3	37.5%	3	37.5%	0	0%	1	12.5%
16	The USCB graduate thoroughly teaches analytic, practical, creative, and research-based thinking and provides opportunities for students to practice higher level thinking and problem solving. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	8	1	12.5%	3	37.5%	3	37.5%	0	0%	1	12.5%
17	The USCB graduate's instructional plans include measurable goals/objectives and activities that lead to mastery of the goals. CAEP: R1.1, R1.2, R1.3, R4.2; InTASC: Instructional Practice	8	1	12.5%	4	50%	2	25%	0	0%	1	12.5%
18	The USCB graduate's assignments require students to use higher level thinking and to connect their learning to their daily lives. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	1	12.5%	3	37.5%	2	25%	0	0%	2	25%
19	The USCB graduate's assessment practices are appropriate and measure student performance in multiple ways. CAEP: R1.3, R4.2; InTASC: Instructional Practice	8	2	25%	4	50%	0	0%	0	0%	2	25%
20	The USCB graduate sets and maintains high and demanding expectations for all students. CAEP:	8	1	12.5%	3	37.5%	2	25%	0	0%	2	25%

USCB Employer Program Impact Survey AY 2021-2022

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice											
21	The USCB graduate effectively manages students' routines, procedures, and behavior. CAEP: R1.1, R1.3 R4.2; InTASC: Learner and Learning	8	3	37.5%	3	37.5%	0	0%	0	0%	2	25%
22	The USCB graduate's classroom is organized to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	8	1	12.5%	5	62.5%	0	0%	0	0%	2	25%
23	The USCB graduate's classroom is inviting to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	8	2	25%	3	37.5%	0	0%	0	0%	3	37.5%
24	The USCB graduate's classroom is consistently arranged to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	8	2	25%	3	37.5%	0	0%	0	0%	3	37.5%
25	The USC graduate facilitates a respectful culture and development of positive relationships in the classroom. CAEP: R1.1, R4.2; InTASC: Learner and Learning	8	2	25%	3	37.5%	0	0%	0	0%	3	37.5%
26	The USCB graduate is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. CAEP: R1.4 R4.2; InTASC: Professional Responsibility	8	2	25%	2	25%	1	12.5%	0	0%	3	37.5%
27	The USCB graduate implements new learning in the classroom following professional development. CAEP: R1.4, R4.2;	8	1	12.5%	3	37.5%	0	0%	0	0%	4	50%

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#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	InTASC: Professional Responsibility											
28	The USCB graduate develops a yearly plan for new learning based on self-assessment and feedback from other professionals. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	8	0	0%	4	50%	1	12.5%	0	0%	3	37.5%
29	The USCB graduate selects specific activities, content knowledge, and/or pedagogical skills to enhance and improve proficiency. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	8	1	12.5%	3	37.5%	1	12.5%	0	0%	3	37.5%
30	The USCB graduate makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	8	1	12.5%	3	37.5%	1	12.5%	0	0%	3	37.5%
31	The USCB graduate offers specific actions to improve his/her teaching. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	8	1	12.5%	3	37.5%	1	12.5%	0	0%	3	37.5%
32	The USCB graduate accepts responsibilities for contributing to school improvement. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	8	2	25%	2	25%	0	0%	0	0%	4	50%
33	The USCB graduate utilizes student achievement data to inform instructional decisions. CAEP: R1.4, R4.2; InTASC: Instructional Practice	8	1	12.5%	3	37.5%	1	12.5%	0	0%	3	37.5%

USCB Employer Program Impact Survey AY 2021-2022

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
34	The USCB graduate actively supports school activities and events. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	8	4	50%	0	0%	0	0%	0	0%	4	50%
35	The USCB graduate accepts leadership responsibilities that contribute to a safe and orderly school environment. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	8	2	25%	2	25%	0	0%	0	0%	4	50%
36	The USCB graduate assists peers contributing to a safe and orderly school environment. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	8	3	37.5%	2	25%	0	0%	0	0%	3	37.5%

Note: Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree. NR = No Response. Percentages may not sum to 100% due to rounding.

USCB Employer Program Impact Survey AY 2020-2021

CAEP R1.1, R1.2, R1.3, R1.4, R4.2
 n = 7 employer respondents

Directions: Thank you for taking the time to complete this Program Impact Survey. Please answer questions honestly as you consider USCB graduates as a whole. Select the best response from Strongly Agree (1) to Strongly Disagree (4). Question 10 asks for an open-ended response. Your feedback will allow USCB to improve teacher education programs we offer.

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
1	The USCB graduate creates measurable student learning objectives that are aligned with the South Carolina Standards for his/her grade level and content area. CAEP: R1.2, R4.2; InTASC: Content	7	3	42.9%	3	42.9%	1	14.3%	0	0%	0	0%
2	The USCB graduate consistently provides instruction that is relevant and engaging for his/her students. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	4	57.1%	1	14.3%	2	28.6%	0	0%	0	0%
3	The USCB graduate presents instructional content using a variety of formats and approaches (e.g., visuals, manipulatives, explicit examples, modeling, etc.). CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	3	42.9%	4	57.1%	0	0%	0	0%	0	0%
4	The USCB graduate avoids including irrelevant, confusing, or non-essential information when presenting instructional content. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	3	42.9%	3	42.9%	1	14.3%	0	0%	0	0%
5	The USCB graduate structures and paces instruction coherently without losing instructional time during transitions. CAEP: R1.3, 4.2; InTASC: Instructional Practice	7	3	42.9%	1	14.3%	3	42.9%	0	0%	0	0%
6	The USCB graduate loses very little time during transitions. CAEP: R1.3,	7	1	14.3%	4	57.1%	2	28.6%	0	0%	0	0%

USCB Employer Program Impact Survey AY 2020-2021

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	4.2; InTASC: Instructional Practice											
7	The USCB graduate uses materials and activities that support lesson objectives and are relevant to students' lives. CAEP: R1.3, 4.2; InTASC: Instructional Practice	7	3	42.9%	4	57.1%	0	0%	0	0%	0	0%
8	The USCB graduate uses material and activities that elicit a variety of thinking. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	2	28.6%	5	71.4%	0	0%	0	0%	0	0%
9	The USCB graduate uses material and activities that incorporate technology and resources beyond the classroom. CAEP: R1.3, R4.2; InTASC: Instructional Practice	4	2	28.6%	4	57.1%	1	14.3%	0	0%	0	0%
10	Describe the materials and activities the USCB graduate has included in his/her instruction that incorporate technology and resources beyond the classroom. CAEP: R1.3, R4.2, InTASC: Instructional Practice	<i>Promethean Board, Environmental Print, Manipulatives, Google Classrooms, Zoom, Parent Notification Software, Clear Touch Boards.</i>										
11	The USCB graduate's questions during instruction are of high quality and provide a mix of question types. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	1	14.3%	5	71.4%	1	14.3%	0	0%	0	0%
12	The USCB graduate provides oral and written feedback that is consistently academically focused, frequent, and of high quality. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	1	14.3%	4	57.1%	2	28.6%	0	0%	0	0%
13	The USCB graduate uses instructional grouping of students effectively. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	1	14.3%	3	42.9%	3	42.9%	0	0%	0	0%

USCB Employer Program Impact Survey AY 2020-2021

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
14	The USCB graduate displays extensive content knowledge and implements a variety of subject-specific instructional strategies. CAEP: R1.2, R1.3, R4.2; InTASC: Content, Instructional Practice	7	3	42.9%	2	28.6%	2	28.6%	0	0%	0	0%
15	The USCB graduate consistently provides differentiated instruction based on his/her understanding of students' learning needs, interests, strengths, and cultural heritage. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	7	1	14.3%	3	42.9%	3	42.9%	0	0%	0	0%
16	The USCB graduate thoroughly teaches analytic, practical, creative, and research-based thinking and provides opportunities for students to practice higher level thinking and problem solving. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	7	1	14.3%	3	42.9%	3	42.9%	0	0%	0	0%
17	The USCB graduate's instructional plans include measurable goals/objectives and activities that lead to mastery of the goals. CAEP: R1.1, R1.2, R1.3, R4.2; InTASC: Instructional Practice	7	1	14.3%	4	57.1%	2	28.6%	0	0%	0	0%
18	The USCB graduate's assignments require students to use higher level thinking and to connect their learning to their daily lives. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	1	14.3%	3	42.9%	2	28.6%	0	0%	1	14.3%
19	The USCB graduate's assessment practices are appropriate and measure student performance in multiple ways. CAEP:	7	2	28.6%	4	57.1%	0	0%	0	0%	0	0%

USCB Employer Program Impact Survey AY 2020-2021

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	R1.3, R4.2; InTASC: Instructional Practice											
20	The USCB graduate sets and maintains high and demanding expectations for all students. CAEP: R1.1, R1.3, R4.2; InTASC: Learner and Learning, Instructional Practice	7	1	14.3%	3	42.9%	2	28.6%	0	0%	1	14.3%
21	The USCB graduate effectively manages students' routines, procedures, and behavior. CAEP: R1.1, R1.3 R4.2; InTASC: Learner and Learning	7	2	28.6%	3	42.9%	0	0%	1	14.3%	1	14.3%
22	The USCB graduate's classroom is organized to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	7	1	14.3%	5	57.1%	0	0%	0	0%	1	14.3%
23	The USCB graduate's classroom is inviting to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	7	2	28.6%	3	42.9%	0	0%	0	0%	2	28.6%
24	The USCB graduate's classroom is consistently arranged to promote individual and group learning. CAEP: R1.1, R4.2; InTASC: Learner and Learning	7	2	28.6%	3	42.9%	0	0%	0	0%	2	28.6%
25	The USC graduate facilitates a respectful culture and development of positive relationships in the classroom. CAEP: R1.1, R4.2; InTASC: Learner and Learning	7	2	28.6%	3	42.9%	0	0%	0	0%	2	28.6%
26	The USCB graduate is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. CAEP: R1.4 R4.2; InTASC:	7	2	28.6%	2	28.6%	1	14.3%	0	0%	2	28.6%

USCB Employer Program Impact Survey AY 2020-2021

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	Professional Responsibility											
27	The USCB graduate implements new learning in the classroom following professional development. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	1	14.3%	3	42.9%	0	0%	0	0%	3	42.9%
28	The USCB graduate develops a yearly plan for new learning based on self-assessment and feedback from other professionals. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	0	0%	4	57.1%	0	0%	1	14.3%	2	28.6%
29	The USCB graduate selects specific activities, content knowledge, and/or pedagogical skills to enhance and improve proficiency. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	1	14.3%	3	42.9%	1	14.3%	0	0%	2	28.6%
30	The USCB graduate makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	1	14.3%	3	42.9%	1	14.3%	0	0%	2	28.6%
31	The USCB graduate offers specific actions to improve his/her teaching. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	1	14.3%	3	42.9%	1	14.3%	0	0%	2	28.6%
32	The USCB graduate accepts responsibilities for contributing to school improvement. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	2	28.6%	2	28.6%	0	0%	0	0%	3	42.9%

USCB Employer Program Impact Survey AY 2020-2021

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
33	The USCB graduate utilizes student achievement data to inform instructional decisions. CAEP: R1.4, R4.2; InTASC: Instructional Practice	7	1	14.3%	3	42.9%	1	14.3%	0	0%	2	28.6%
34	The USCB graduate actively supports school activities and events. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	4	57.1%	0	0%	0	0%	0	0%	3	42.9%
35	The USCB graduate accepts leadership responsibilities that contribute to a safe and orderly school environment. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	2	28.6%	2	28.6%	0	0%	0	0%	3	42.9%
36	The USCB graduate assists peers contributing to a safe and orderly school environment. CAEP: R1.4, R4.2; InTASC: Professional Responsibility	7	3	42.9%	2	28.6%	0	0%	0	0%	2	28.6%

Note: Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree. NR = No Response. Percentages may not sum to 100% due to rounding.

USCB Employer Program Impact Survey AY 2019-2020

CAEP R1.1, R1.2, R1.3, R1.4, R4.2
 n = 4 employer respondents

Directions: Thank you for taking the time to complete this Program Impact Survey. Please answer questions honestly as you consider USCB graduates as a whole. Select the best response from Strongly Agree (1) to Strongly Disagree (4). Question 10 asks for an open-ended response. Your feedback will allow USCB to improve teacher education programs we offer.

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
1	The USCB graduate creates measurable student learning objectives that are aligned with the South Carolina Standards for his/her grade level and content area. CAEP: 1.1, 4.2; InTASC: Content	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	The USCB graduate consistently provides instruction that is relevant and engaging for his/her students. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	The USCB graduate presents instructional content using a variety of formats and approaches (e.g., visuals, manipulatives, explicit examples, modeling, etc.). CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
4	The USCB graduate avoids including irrelevant, confusing, or non-essential information when presenting instructional content. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
5	The USCB graduate structures and paces instruction coherently without losing instructional time during transitions. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
6	The USCB graduate loses very little time during transitions. CAEP:	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2019-2020

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	1.1, 4.2; InTASC: Instructional Practice											
7	The USCB graduate uses materials and activities that support lesson objectives and are relevant to students' lives. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
8	The USCB graduate uses material and activities that elicit a variety of thinking. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
9	The USCB graduate uses material and activities that incorporate technology and resources beyond the classroom. CAEP: 1.1, 1.5, 4.2, Technology; InTASC: Instructional Practice	4	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
10	Describe the materials and activities the USCB graduate has included in his/her instruction that incorporate technology and resources beyond the classroom. CAEP: 1.1, 1.5, 4.2, Technology; InTASC: Instructional Practice	<i>Google Classroom, Zoom, SEESAW, Class Works Software, Aquos Board, Tablets, 1:1 Instruction.</i>										
11	The USCB graduate's questions during instruction are of high quality and provide a mix of question types. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
12	The USCB graduate provides oral and written feedback that is consistently academically focused, frequent, and of high quality. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
13	The USCB graduate uses instructional grouping of students effectively. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2019-2020

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
14	The USCB graduate displays extensive content knowledge and implements a variety of subject-specific instructional strategies. CAEP: 1.1, 1.3, 4.2; InTASC: Content, Instructional Practice	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
15	The USCB graduate consistently provides differentiated instruction based on his/her understanding of students' learning needs, interests, strengths, and cultural heritage. CAEP: 1.1, 4.2, Diversity; InTASC: Learner and Learning, Instructional Practice	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
16	The USCB graduate thoroughly teaches analytic, practical, creative, and research-based thinking and provides opportunities for students to practice higher level thinking and problem solving. CAEP: 1.1, 4.2; InTASC: Learner and Learning, Instructional Practice	4	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
17	The USCB graduate's instructional plans include measurable goals/objectives and activities that lead to mastery of the goals. CAEP: 1.1, 1.4, 4.2; InTASC: Instructional Practice	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
18	The USCB graduate's assignments require students to use higher level thinking and to connect their learning to their daily lives. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
19	The USCB graduate's assessment practices are appropriate and measure student performance in	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2019-2020

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	multiple ways. CAEP: 1.1, 4.2; InTASC: Instructional Practice											
20	The USCB graduate sets and maintains high and demanding expectations for all students. CAEP: 1.1, 4.2; InTASC: Learner and Learning, Instructional Practice	4	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
21	The USCB graduate effectively manages students' routines, procedures, and behavior. CAEP: 1.1, 4.2; InTASC: Learner and Learning	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
22	The USCB graduate's classroom is organized to promote individual and group learning. CAEP: 1.1, 4.2; InTASC: Learner and Learning	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
23	The USCB graduate's classroom is inviting to promote individual and group learning. CAEP: 1.1, 4.2; InTASC: Learner and Learning	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
24	The USCB graduate's classroom is consistently arranged to promote individual and group learning. CAEP: 1.1, 4.2; InTASC: Learner and Learning	4	2	50.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%
25	The USC graduate facilitates a respectful culture and development of positive relationships in the classroom. CAEP: 1.1, 4.2; InTASC: Learner and Learning	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
26	The USCB graduate is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. CAEP: 1.1, 4.2; InTASC:	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2019-2020

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	Professional Responsibility											
27	The USCB graduate implements new learning in the classroom following professional development. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
28	The USCB graduate develops a yearly plan for new learning based on self-assessment and feedback from other professionals. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
29	The USCB graduate selects specific activities, content knowledge, and/or pedagogical skills to enhance and improve proficiency. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
30	The USCB graduate makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
31	The USCB graduate offers specific actions to improve his/her teaching. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
32	The USCB graduate accepts responsibilities for contributing to school improvement. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	2	50.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%
33	The USCB graduate utilizes student achievement data to inform instructional decisions. CAEP: 1.1,	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2019-2020

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	4.2; InTASC: Instructional Practice											
34	The USCB graduate actively supports school activities and events. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
35	The USCB graduate accepts leadership responsibilities that contribute to a safe and orderly school environment. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
36	The USCB graduate assists peers contributing to a safe and orderly school environment. CAEP: 1.1, 4.2; InTASC: Professional Responsibility	4	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%

Note: Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree. NR = No Response. Percentages may not sum to 100% due to rounding.

USCB Employer Program Impact Survey AY 2018-2019

CAEP R1.1, R1.2, R1.3, R1.4, R4.2
 n = 6 employer respondents

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
1	The USCB graduate creates measurable student learning objectives that are aligned with the South Carolina Standards for his/her grade level and content area. CAEP: 1.4, 4.3; InTASC: Content	6	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%
2	The USCB graduate consistently provides instruction that is relevant and engaging for his/her students. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
3	The USCB graduate presents instructional content using a variety of formats and approaches (e.g., visuals, manipulatives, explicit examples, modeling, etc.). CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%
4	The USCB graduate avoids including irrelevant, confusing, or non-essential information when presenting instructional content. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	1	16.7%	5	83.3%	0	0.0%	0	0.0%	0	0.0%
5	The USCB graduate structures and paces instruction coherently without losing instructional time during transitions. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	3	50.0%	2	33.3%	1	16.7%	0	0.0%	0	0.0%
6	The USCB graduate loses very little time during transitions. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	2	33.3%	3	50.0%	1	16.7%	0	0.0%	0	0.0%
7	The USCB graduate uses materials and activities that support lesson objectives and are relevant to students' lives.	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2018-2019

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	CAEP: 1.1, 4.3; InTASC: Instructional Practice											
8	The USCB graduate uses material and activities that elicit a variety of thinking. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	1	16.7%	5	83.3%	0	0.0%	0	0.0%	0	0.0%
9	The USCB graduate uses material and activities that incorporate technology and resources beyond the classroom. CAEP: 1.1, 1.5, 4.3, Technology; InTASC: Instructional Practice	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
10	Describe the materials and activities the USCB graduate has included in his/her instruction that incorporate technology and resources beyond the classroom. CAEP: 1.1, 1.5, 4.3, Technology; InTASC: Instructional Practice	<i>Weather forecasting technology, Greenscreen, Virtual Field Trips, Skype, Promethean Board, Aquos Boards, Tablets.</i>										
11	The USCB graduate's questions during instruction are of high quality and provide a mix of question types. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	1	16.7%	5	83.3%	0	0.0%	0	0.0%	0	0.0%
12	The USCB graduate provides oral and written feedback that is consistently academically focused, frequent, and of high quality. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	2	33.3%	3	50.0%	1	16.7%	0	0.0%	0	0.0%
13	The USCB graduate uses instructional grouping of students effectively. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	1	16.7%	5	83.3%	0	0.0%	0	0.0%	0	0.0%
14	The USCB graduate displays extensive content knowledge and implements a variety of subject-specific instructional strategies. CAEP: 1.1, 1.3, 4.3;	6	1	16.7%	4	66.6%	1	16.7%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2018-2019

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	InTASC: Content, Instructional Practice											
15	The USCB graduate consistently provides differentiated instruction based on his/her understanding of students' learning needs, interests, strengths, and cultural heritage. CAEP: 1.1, 4.3, Diversity; InTASC: Learner and Learning, Instructional Practice	6	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%
16	The USCB graduate thoroughly teaches analytic, practical, creative, and research-based thinking and provides opportunities for students to practice higher level thinking and problem solving. CAEP: 1.1, 4.3; InTASC: Learner and Learning, Instructional Practice	6	1	16.7%	4	66.7%	1	16.7%	0	0.0%	0	0.0%
17	The USCB graduate's instructional plans include measurable goals/objectives and activities that lead to mastery of the goals. CAEP: 1.1, 1.4, 4.3; InTASC: Instructional Practice	6	2	33.3%	3	50.0%	1	16.7%	0	0.0%	0	0.0%
18	The USCB graduate's assignments require students to use higher level thinking and to connect their learning to their daily lives. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	2	33.3%	3	50.0%	1	16.7%	0	0.0%	0	0.0%
19	The USCB graduate's assessment practices are appropriate and measure student performance in multiple ways. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	1	16.7%	4	66.7%	1	16.7%	0	0.0%	0	0.0%
20	The USCB graduate sets and maintains high and demanding expectations for all students. CAEP:	6	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2018-2019

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
	1.1, 4.3; InTASC: Learner and Learning, Instructional Practice											
21	The USCB graduate effectively manages students' routines, procedures, and behavior. CAEP: 1.1, 4.3; InTASC: Learner and Learning	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
22	The USCB graduate's classroom is organized to promote individual and group learning. CAEP: 1.1, 4.3; InTASC: Learner and Learning	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
23	The USCB graduate's classroom is inviting to promote individual and group learning. CAEP: 1.1, 4.3; InTASC: Learner and Learning	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
24	The USCB graduate's classroom is consistently arranged to promote individual and group learning. CAEP: 1.1, 4.3; InTASC: Learner and Learning	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
25	The USC graduate facilitates a respectful culture and development of positive relationships in the classroom. CAEP: 1.1, 4.3; InTASC: Learner and Learning	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
26	The USCB graduate is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%
27	The USCB graduate implements new learning in the classroom following professional development. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2018-2019

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
28	The USCB graduate develops a yearly plan for new learning based on self-assessment and feedback from other professionals. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	1	16.7%	5	83.3%	0	0.0%	0	0.0%	0	0.0%
29	The USCB graduate selects specific activities, content knowledge, and/or pedagogical skills to enhance and improve proficiency. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	1	16.7%	5	83.3%	0	0.0%	0	0.0%	0	0.0%
30	The USCB graduate makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%
31	The USCB graduate offers specific actions to improve his/her teaching. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%
32	The USCB graduate accepts responsibilities for contributing to school improvement. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	3	50.0%	2	33.3%	1	16.7%	0	0.0%	1	16.7%
33	The USCB graduate utilizes student achievement data to inform instructional decisions. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	1	16.7%	5	83.3%	0	0.0%	0	0.0%	0	0.0%
34	The USCB graduate actively supports school activities and events. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%

USCB Employer Program Impact Survey AY 2018-2019

#	Survey Item	n	Strongly Agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		No Response	
			n	%	n	%	n	%	n	%	n	%
35	The USCB graduate accepts leadership responsibilities that contribute to a safe and orderly school environment. CAEP: 1.1, 4.4; InTASC: Professional Responsibility	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%	0	0.0%
36	The USCB graduate assists peers contributing to a safe and orderly school environment. CAEP: 1.1, 4.3; InTASC: Professional Responsibility	6	2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%

Note: Response scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree. NR = No Response. Percentages may not sum to 100% due to rounding.