

AY 2018-2019	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. CAEP: 1.1, 4.3; InTASC: Instructional Practice	6	3	50.0	3	50.0	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, 4.3; 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.	Weather forecasting technology, Greenscreen, Virtual Field Trips, Skype, Promethean Board, Aquos Boards, Tablets										

Employer Survey
CAEP R1.1, R1.2, R1.3, R1.4, R4.2

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CAEP: 1.1, 1.5, 4.3, Technology; InTASC: Instructional Practice											
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; InTASC: Content, Instructional Practice	6	1	16.7	4	66.6	1	16.7	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, 4.3, 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: 1.1, 4.3; InTASC:	6	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0

Employer Survey
CAEP R1.1, R1.2, R1.3, R1.4, R4.2

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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
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 graduates select 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.	6	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0

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 CAEP R1.1, R1.2, R1.3, R1.4, R4.2

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CAEP: 1.1, 4.3; InTASC: Professional Responsibility											
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	25.0
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
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