

**USCB Program Impact Survey**

**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.

AY 2020-2021	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	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	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	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	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	0.0
6. The USCB graduate loses very little time during transitions. CAEP: R1.3, 4.2; InTASC: Instructional Practice	7	1	14.3	4	57.1	2	28.6	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: R1.3, 4.2; InTASC: Instructional Practice	7	3	42.9	4	57.1	0	0.0	0	0.0	0	0.0
8. The USCB graduate uses material and activities that elicit a variety of	7	2	28.6	5	71.4	0	0.0	0	0.0	0	0.0

## Employer Survey

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

thinking. CAEP: R1.3, R4.2; InTASC: Instructional Practice											
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	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	Promethean Board, Environmental Print, Manipulatives, Google Classrooms, Zoon, Parent Notification Software, Clear Touch Boards,										
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	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	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	0.0
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	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	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	0.0
17. The USCB graduate's instructional plans include measurable goals/objectives and activities that lead to mastery of the goals. CAEP:	7	1	14.3	4	57.1	2	28.6	0	0.0	0	0.0

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

R1.1, R1.2, R1.3, R4.2; InTASC: Instructional Practice											
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	0.0	1	14.3
19. The USCB graduate's assessment practices are appropriate and measure student performance in multiple ways. CAEP: R1.3, R4.2; InTASC: Instructional Practice	7	2	28.6	4	57.1	0	0.0	0	0.0	0	0.0
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	0.0	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	0.0	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	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	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	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	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: Professional Responsibility	7	2	28.6	2	28.6	1	14.3	0	0.0	2	28.6
27. The USCB graduate implements new learning in the classroom following professional development. CAEP: R1.4,	7	1	14.3	3	42.9	0	0.0	0	0.0	3	42.9

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

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R4.2; 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	7	0	0.0	4	57.1	0	0.0	1	14.3	2	28.6
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	7	1	14.3	3	42.9	1	14.3	0	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	0.0	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	0.0	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	0.0	3	42.9
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	0.0	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	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	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	0.0	2	28.6