CAEP Annual Reporting Measures
(AY 2022-2023)

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 three completers scored in 2022-2023 show 100% met their SLO with 67% 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 33% of completers indicates 75% to 89% of students evidenced growth.	SCLead ADEPT SCTS 4.0
Completer Survey Quantitative Data	For 2022-2023 reporting, 20 completers in the first three years of teaching received multiple individual email communications throughout the year in support. Completer survey data indicate a 55% response rate. The sample group included 9.1% males and 90.9% females with completers serving in Christian (36.4%), private (9.1%), and public (54.5%) schools. The sample group included 54.5% in the first year, 18.2% in the second year, and 27.3% in the third year of teaching. The sample group consisted of African American (18.2%), Asian (9.1%) and Caucasian (72.7%) with respondents teaching in second through sixth grades in four different states.	2022-2023 Completer Survey
Scale Scores	MAP Scores – Of the respondents, 36.4% (N=11) produced MAP scores. Mean math scores showed increases from 201.5 (fall) to 209.7 (spring). Mean reading scores showed increases from 199.7 (fall) to 206.9 (spring). Two respondents (18.2%) reported mean iREADY scores increased for mathematics 481 (fall) to 501 (spring) and reading 545.4 (fall) to 562.6 (spring). One respondent (9.1%) reported mean STAR mathematics increase from 957 (fall) to 997 (spring) and reading increased 974.5 (fall) to 999.5 (spring).	2022-2023 Completer Survey
Percentage of Students Moving on to the Next Grade Level	Percentage of Students Moving to the Next Grade Level – Of the 346 students represented by the respondents, 99.4% advanced to the next grade level. Evidence indicates program completers demonstrated a positive impact on student learning during the 2021-2022 school year.	

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 19 surveyed (Some administrators hired more than one program completer) with a response rate of 63.2% (N=19). Of the employer respondents, 67% served in public schools and 33% in Christian schools. Of the respondents, 75% were from South Carolina and 25% 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 (1), Disagree (2),*	CIU MAT Employer Survey 2022-2023

Somewhat Agree (3), *Agree (4)*, *Strongly Agree (5)*, and *Not Applicable*. Two open-ended questions allowed employers to share thoughts and identify employment milestones/recognitions for the completer(s).

Employer responses in the table below reflect total mean scores, Christian school employer mean scores, and public school employer mean scores. Total mean scores ranged from 4.33 to 4.75 on the 18 elements.

Data results show two areas with a mean high score of 4.67 to 4.75.

- CIU program completers demonstrate the ability to implement technology effectively to support student learning (4.67).
- CIU program completers demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning (4.75).

Data results show three areas with mean low scores of 4.33. It is interesting to note public school administrators score these areas higher than Christian school administrators.

- CIU program completers demonstrate an ability to measure student progress (4.33) (Public – 4.38)
- CIU program completers demonstrate the ability to understand student cognitive, social, emotional, and physical development influences learning and how to make instructional decisions to build on student strengths and needs. (4.33) (Public – 4.38)
- CIU program completers demonstrate the ability to address individual/group student differences through appropriate grouping strategies. (4.33) (Public – 4.50)

The open response prompt showed eight employer comments.

- A focus on classroom management when working with children in poverty would be helpful to all students. He is learning more of working with diverse groups of people and will be a master teacher. [Year 3]
- This is my first year at ___, and ____ is always positive with students, families, and other staff. She does what is asked of her. [Year 3]
- He has grown tremendously over the past few years since beginning his career during COVID. He has great potential and a genuine good heart for students. He continues to seek professional development and receives feedback well. [Year 3]
- ____ is a very reflective thinker is [sic] always willing to improve and learn. [Year 2]
- This is my first year working with CIU grad (in her second year teaching). She is an asset to our school and has a natural gift for teaching. She collaborates well with others, does an excellent job collaborating with her co-teachers, and done a wonderful job both teaching and encouraging her students (all from a solid Christian perspective). [Year 2]
- I'm impressed with how much of an effective educator she is as a first year teacher! [Year 1]
- Ms. ____ is the best hiring decision made. [Year 1]

- Ms. _____ is doing an awesome job!! She asks great questions when it relates to teaching and learning. [Year 1]

As noted, mean scores on the 18 elements ranged from 4.33 to 4.75. The total mean rubric score of all 18 elements was 4.5, overall indicating school administrators were satisfied with program preparation of the completers.

CIU MAT Employer Survey 2022-23 (N=12) CIU Program Completers…	Standards	Total Mean	Christian School Mean (n=4)	Public School Mean (n=8)
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	4.33	4.00	4.50
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2k	4.42	4.25	4.50
demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	4.44	4.00	4.57
Demonstrate an ability to measure student progress	CAEP 1.2	4.33	4.25	4.38
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	4.33	4.25	4.38
Positively impact student learning	CAEP 4.1	4.42	4.50	4.38
effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	4.58	4.75	4.50
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	4.50	4.33	4.57
demonstrate the ability to implement both formative and summative assessment strategies to evaluate student progress and adapt instruction accordingly.	CAEP 1.2 InTASC 1a ISTE 1c	4.42	4.25	4.50
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	4.50	4.50	4.50
demonstrate the ability to work with all families to support child development and learning.	NAEYC D	4.50	4.50	4.50
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	4.50	4.50	4.50
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	4.58	4.50	4.63
demonstrate the ability to make learners feel valued.	InTASC 2n	4.50	4.50	4.50
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	4.58	4.75	4.50
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	4.58	4.75	4.50
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	4.67	4.75	4.63
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	4.75	4.75	4.75

3. Satisfaction of Completers (CAEP Standard 4.3)

Measure	Analysis of the Data	Evidence
Completer Satisfaction	A sampling of 20 completers included eight (40%) in the third year of teaching, three (15%) in the second year of teaching, and nine (45%) in the first year of teaching. Second year lower numbers reflect fewer completers entering teaching. Survey completion showed a 55% response rate. Completers received a follow-up email encouraging a higher response rate. Of the respondents, 9.1% were male and 90.9% were female. Completers taught in Christian (36.4%), private (9.1%), and public (54.5%) schools with 54.5% in the first year of teaching, 18.2% in the second year of teaching, and 27.3% in the third year of teaching. Ethnicity included African American (18.2%), Asian (9.1%) and Caucasian (72.7%). Respondents taught in second through sixth grades in four different states. Completer survey mean scores included 18 prompts scored on a Likert Scale with levels of *Strongly Disagree (1)*, *Disagree (2)*, *Somewhat Agree (3)*, *Agree (4)*, *Strongly Agree (5)*, and *Not Applicable*. The survey included two open-ended questions to share experiences and identify employment milestones and/or recognitions for the completer(s). The survey included prompts related to ministry and professional information. Mean scores ranged from 4.0 to 4.64 on the 18 elements found in the table below. The strongest agreement came in completers' preparation to adhere to professional guidelines including ethics and developmentally appropriate practice (4.64). The lowest mean score of 4.0 focused on completers' preparation to demonstrate the ability to include strategies for making content accessible to English Language Learners. The public school employer mean score of 4.6 indicates employers see completers as stronger in this area. Mean scores for completers in Christian schools were compared with completers in public schools. It is interesting to note completers in Christian schools showed lower mean scores for strategies for working with English Language Learners (3.75) and classroom management (3.83) than public school completers mean scores of 4.17 and 4.50 respectively. Two technology-related elements showed mean scores of 4.09 with one focusing on the ability to implement technology effectively to support student learning and the other focusing on the ability to use digital tools to encourage deep learning. Mean employer scores of 4.67 and 4.58 (respectively) indicate the employers see completers as stronger in these areas. Open-ended responses below may indicate candidates seek more specific training on school-based software. Other open-ended prompt responses noted the following items as helpful or appreciated.	Completer Survey 2022-2023

	• The MAT program has definitely helped me to work with parents and children. • There were some things that CIU never prepared me enough for such as doing cumulative folders (which this I don't know how you would prepare teachers for this), handling very BAD behavior/classroom management, or grade-level issues/plc meetings. • I felt well prepared going into my first year. • The CIU MAT Program prepared me for working in a school by understanding the importance of knowing the different learning abilities of my students and how to reach them individually. • The CIU MAT program needs more focus on the current technological programs, since schools are one to one with devices, the current curriculum, and more emphasis on IEPs/504s and what accommodations look like in the classroom/how to support them/etc. • I hold the CIU MAT program close to my heart. As a first-year teacher, it was encouraging to see how impressed my school was with what I knew how to do and the professionalism I had learned. I loved my experience and felt very well equipped to manage my classroom behaviorally and instructionally. • I really appreciated the experiences from the mentorship of student teaching, which was incredibly valuable in preparing for this year. A summary view of completer feedback indicates completers were satisfied with their program preparation.	

2022-2023 Completer Survey (N=11) CIU Program Completers...	Standards	Total Mean	Christian School Mean (n=5)	Public School Mean (n=6)
positively impacts student learning.	CAEP 4.1	4.55	4.60	4.50
demonstrate an ability to measure student progress.	CAEP 1.2	4.27	4.00	4.50
demonstrate the ability to give all students access to college- and career-ready skills.	CAEP 1.4	4.27	4.20	4.33
demonstrate the ability to implement technology effectively to support student learning.	CAEP 1.5	4.09	4.20	4.0
demonstrate the ability to work with all families to support child development and learning.	NAEYC D	4.36	4.40	4.33
demonstrate the ability to use digital tools to encourage deep learning.	ISTE 5c	4.09	4.00	4.17
demonstrate the ability to collaborate with teachers, parents, and others for the benefit of student learning.	ISTE 4b InTASC 1c	4.27	4.00	4.50
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	4.27	4.00	4.5
demonstrate the ability to incorporate learner experiences, culture, and community resources to meet instructional needs.	InTASC 2k	4.36	4.20	4.50

demonstrate the ability to make learners feel valued.	InTASC 2n	4.55	4.40	4.67
demonstrate the ability to adhere to professional guidelines (e.g., ethics, developmentally appropriate practice)	NAEYC D SCEEPAS 3.2	4.64	4.60	4.67
demonstrate the ability to use South Carolina teaching standards to design, implement, and assess age-appropriate lessons and units.	SCEEPAS 2.1 InTASC 4	4.45	4.60	4.33
demonstrate the ability to apply knowledge, skills, and dispositions to positively impact student learning.	CAEP 2.3 and 4.2	4.55	4.40	4.67
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	4.45	4.20	4.67
demonstrate the ability to include strategies for making content accessible to English language learners.	InTASC 2e	4.00	3.75	4.17
demonstrate the ability to address individual/group student differences through appropriate grouping strategies.	CAEP 1.4 AFI	4.27	4.20	4.33
demonstrate an understanding of professional expectations, including professional standards and relevant laws and policies.	CAEP 3.6	4.45	4.40	4.50
effectively implement a plan for a supportive learning environment and classroom management.	InTASC 3	4.10	3.83	4.50
	Mean	**4.33**	**4.22**	**4.44**

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 11 completers entering the profession during the 2022-2023 school year. Of the completers, 100% went into education-related fields with eight (73%) entering public education and three (27%) entering Christian education.	Job Placements Spring 2023 MAT Graduates
Professional Milestones	Respondents reported the following professional milestones. • Third year completer served on the Instructional Leadership Team for literacy. Led planning meetings and data analysis. • Third year completer received teacher of the month. • First year completer selected as the school representative to a professional development conference for curriculum and learning. • First year completer received teacher of the month.	Completer Survey 2022-2023

	• First year completer selected for curriculum review committee and making a faculty presentation. • First year completer invited to lunch by the superintendent.	