

AY 2019-2020	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: 1.1, 4.2; InTASC: Instructional Practice	4	2	50.0	2	50.0	0	0.0	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, 4.2; 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.	Google Classroom, Zoom, SEESAW, Class Works Software, Aquos Board, Tablets, 1 : 1 Instruction										

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

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CAEP: 1.1, 1.5, 4.2, 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, 4.2; 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
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 multiple ways. CAEP: 1.1, 4.2; InTASC: Instructional Practice	4	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0
20. The USCB graduate sets and maintains high and demanding expectations for all	4	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0

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

students. CAEP: 1.1, 4.2; InTASC: Learner and Learning, Instructional Practice											
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: Professional Responsibility	4	3	75.0	1	25.0	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, 4.2; 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 graduates select 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

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

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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, 4.2; InTASC: Instructional Practice	4	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0
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