

**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 |

|   |  |   |      |   |      |   |      |   |     |   |     |
|---|--|---|------|---|------|---|------|---|-----|---|-----|
| 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 |

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

AY 2019-2020, 2018-2019

| R1.1, R1.2, R1.3, R4.2; InTASC:<br>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 |

| 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 |

| AY 2019-2020  | n   |   | Strongly Agree (1) |   | Agree (2) |   | Disagree (3) |   | Strongly Disagree (4) |   | No Response |   |     |
|---|---|---|--------------------|---|-----------|---|--------------|---|-----------------------|---|-------------|---|-----|
|   | n   | % | 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         | 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         | 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         | 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         | 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         | 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         | 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         | 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         | 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         | 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 |   |                    |   |           |   |              |   |                       |   |             |   |     |

|   |   |   |      |   |      |   |     |   |     |   |     |
|---|---|---|------|---|------|---|-----|---|-----|---|-----|
| 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 |

|   |   |   |      |   |      |   |     |   |     |   |      |
|---|---|---|------|---|------|---|-----|---|-----|---|------|
| 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  |

|   |   |   |      |   |      |   |     |   |     |   |      |
|---|---|---|------|---|------|---|-----|---|-----|---|------|
| 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  |

| 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 |                    |      |           |      |              |      |                       |     |             |     |

| 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 |

| 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 |

|   |   |   |      |   |      |   |      |   |     |   |      |
|---|---|---|------|---|------|---|------|---|-----|---|------|
| 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  |