

Measure 1: Completer Impact and Effectiveness (Sept. 2021 – Aug. 2022)

Student Learning Objective (SLO) Data

The SC Department of Education requires a Student Learning Objective (SLO) be completed by teachers each year to measure their students' progress. The SLO serves to measure how a teacher's performance impacts their students' growth over the academic year. The teachers are evaluated based on their results, and found to be Exemplary, Proficient (the target level), Needs Improvement, or Unsatisfactory. In academic year 2021-2022, 59 teachers in SC who had previously graduated from Lander University were evaluated, with their results presented in the table below. All but 5 out of the 59 teachers were determined to be Proficient or Exemplary. This shows that Lander University graduates are able to measure and analyze student growth data as well as plan, implement, and adjust their instruction to meet the needs of their students in order to contribute to P-12 student-learning growth.

Program Area	N=59	Exemplary		Proficient		Needs Improvement		Unsatisfactory	
		n	Percent	n	Percent	n	Percent	n	Percent
Early Childhood	17	4	23.5%	12	70.6%	1	5.9%	0	0%
Elementary	21	5	23.8%	13	61.9%	2	9.5%	1	4.8%
Special Education	7	5	71.4%	2	28.6%	0	0%	0	0%
History	1	0	0%	0	0%	0	0%	1	100%
English	4	2	50%	2	50%	0	0%	0	0%
Math	0	0	0%	0	0%	0	0%	0	0%
Chemistry	0	0	0%	0	0%	0	0%	0	0%
Music	1	1	100%	0	0%	0	0%	0	0%
Art	2	1	50%	1	50%	0	0%	0	0%
PE	6	3	50%	3	50%	0	0%	0	0%

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Student Learning Objective (SLO) Case Study

This case study was developed to provide evidence for CAEP Standard 4.1. The state of South Carolina does require standardized testing of students at a variety of points throughout their career, but the state does not share the student-level data or data by teacher to show student performance with EPPs at this time. All teachers in South Carolina are required to develop Student Learning Objectives (SLOs) for their students in which they demonstrate student growth through these SLOs annually.

Since our EPP was not able to gather this data from the state, we have reached out to our completers who graduated from Fall 2019 through Spring 2020 asking them to share their 2021-2022 SLOs and resulting data. The following case study has been developed using the data gathered.

Participants

An initial pool of 62 total completers from Fall 2019 and Spring 2020 who taught during the 2021-2022 academic year was identified. The CAEP Co-Coordinator sent individual emails to all 62 completers on 10/22/2022 using available emails on file; completers were asked to send their 2020-2021 SLO and data results. This cohort of completers was selected because their Expanded ADEPT Formal Evaluation Year data is shared by the SCDE with their EPPs at the end of their second year of teaching; this gives the EPP both the employer (district) and Expanded ADEPT classroom evaluation data. A follow-up group email was then sent on 11/7/2022 to completers who did not respond to the first email. The CAEP Co-Coordinator found employer emails for completers who had not responded using district information provided with the evaluation data from the SCDE and through school information provided in Lander Exit surveys. Participants were contacted again through these new emails. For any completer that did not respond, program coordinators were asked to send out emails during the second half of November. Coordinators sent out at least two emails to their completers who had not responded. As of March 2023, completers for the Early Childhood, Elementary, Special Education, Chemistry, English, Visual Arts, and PEES programs had provided information to the EPP.

A total of 15 completers provided some information (24.2% response rate). Fourteen completers provided the 2021-2022 SLO score documentation requested. This case study provides a representative sample of completers, including completers from 7 out of 10 EPP programs. The participants worked in schools at all levels from elementary through high school across ten South Carolina Districts. Fifteen (15) schools were represented (two students served two schools and another two students worked in the same school). Demographic information was gathered for each school and is shared in Table 1.

Results

Participants provided their SLO information and student growth data from their 2021-2022 Expanded ADEPT Formal Evaluation Year. Assessments used in this process varied depending on the grade level and content area. SLOs were scored using a rubric with the following levels of performance: Exemplary, Proficient, Needs Improvement, and Unsatisfactory. The target score for South Carolina teachers is Proficient.

[Click here to access the full case study](#)

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SCTS 4.0 Evaluation Data

The SC Department of Education requires that teachers be evaluated annually using the South Carolina Teaching Standards 4.0 Rubric. It is based on the NIET performance standards for teachers. The SCTS 4.0 Rubric measures a teacher’s ability to plan, deliver, monitor, and adjust their instruction based on their students’ needs. Also included are measurements of the classroom environment and culture and the teacher’s overall professionalism. A score of 3 out of 4 in each section is the target score. In academic year 2021-2022, 62 teachers in SC who had previously graduated from Lander University were evaluated, with their results presented in the tables below. This shows that Lander University graduates are highly effective in applying their professional knowledge, skills, and dispositions in the P-12 classroom.

	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	62	100%	1809	100%
Total Graduates Evaluated	62	100%	1925	100%
Total Graduate SLO Average	0.08		0.08	
Graduates Evaluated with SCTS 4.0 SLO Average	0.08		0.08	

	Provider Results	Statewide Results
	Average Score	Average Score
Domain 1: Planning		
Instructional Plans	3.15	3.13
Student Work	3.02	3.01
Assessment	2.92	2.95

	Provider Results	Statewide Results
	Average Score	Average Score
Domain 2: Instruction		
Standards & Objectives	3.14	3.14
Motivating Students	3.20	3.19
Presenting Instructional Content	3.20	3.14
Lesson Structure & Pacing	3.23	3.09
Activities & Materials	3.15	3.10
Questioning	2.92	2.99
Academic Feedback	2.97	3.03
Grouping Students	3.00	3.01
Teacher Content Knowledge	3.35	3.32
Teacher Knowledge of Students	3.29	3.25
Thinking	2.95	2.97
Problem Solving	2.93	3.00
Domain 3: Environment		
Expectations	3.25	3.22
Engaging Students and Managing Behavior	3.25	3.26
Environment	3.46	3.43
Respectful Culture	3.48	3.50

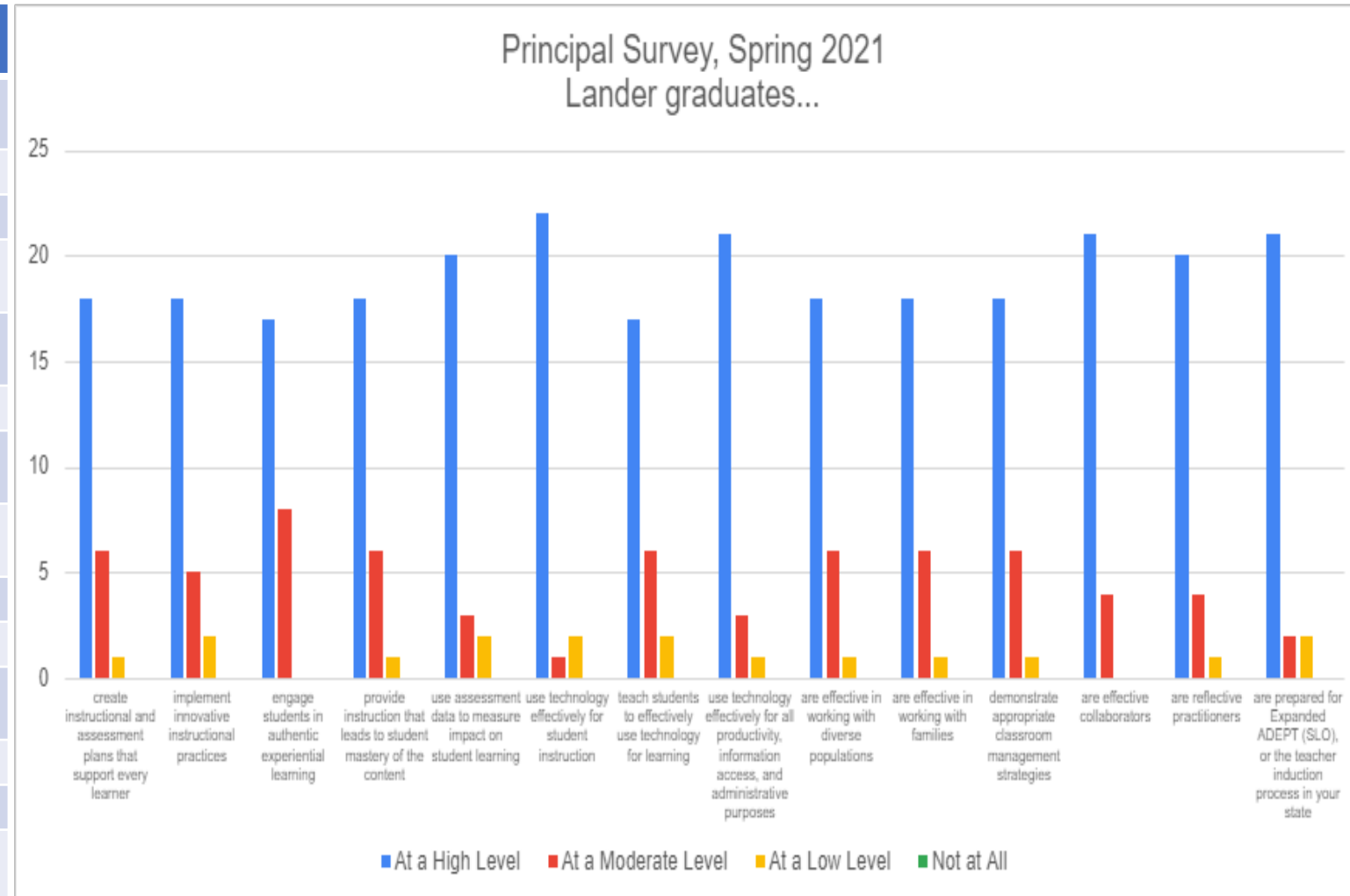
	Provider Results	Statewide Results
	Average Score	Average Score
Domain 4: Professionalism		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.68	3.32
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.55	3.30
3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	3.47	3.18
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.50	3.21
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.57	3.05
6. The educator offers specific actions to improve his/her teaching.	3.49	3.11
7. The educator accepts responsibilities contributing to school improvement.	3.46	3.13
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.51	3.05
9. The educator actively supports school activities and events.	3.59	3.21
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.53	3.13

Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2021 – Aug. 2022)

Employer Survey Data

Every two years, Lander University deploys an Employer Survey to principals of the schools where our graduates are employed. The survey asks the principals to reflect on the teachers who they have employed who graduated from the teacher preparation program of Lander University in the last three years. The current survey was deployed in Spring of 2021 to 64 principals with 25 completed, for a completion rate of 39.06%. Principals from 17 districts, all grades from PreK through 12th, and all but one major area were represented. Lander graduates scored highest in the areas of collaboration and using technology for instruction and administrative purposes. They scored lowest in the area of teaching preK-12 students to use technology for their own learning. The next Employer Survey will be distributed at the end of the 2022-2023 school year.

Principal Ratings of Lander Graduates (1-Not at all; 2-At a low level; 3-At a moderate level; 4-At a high level)	Average Rating
Lander graduates create instructional and assessment plans that support every learner.	3.68
Lander graduates implement innovative instructional practices.	3.64
Lander graduates engage students in authentic experiential learning.	3.68
Lander graduates provide instruction that leads to student mastery of the content.	3.68
Lander graduates use assessment data to measure impact on student learning.	3.72
Lander graduates use technology effectively for student instruction.	3.8
Lander graduates teach students to effectively use technology for learning.	3.6
Lander graduates use technology effectively for all productivity, information access, and administrative purposes.	3.8
Lander graduates are effective in working with diverse populations.	3.68
Lander graduates are effective in working with families.	3.68
Lander graduates demonstrate appropriate classroom management strategies.	3.68
Lander graduates are effective collaborators.	3.84
Lander graduates are reflective practitioners.	3.76
Lander graduates are prepared for Expanded ADEPT (SLO), or the teacher induction process in your state.	3.76



Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2021 – Aug. 2022)

Internal and External Stakeholder Involvement

The Lander University Department of Teacher Education maintains mutually-beneficial partnerships with local school districts and community organizations. Many of these partners serve on the Teacher Preparation Community Advisory Committee (TPCAC). TPCAC meets as a group twice per academic year, once in the Fall and once in the Spring. In Fall 2021, TPCAC received updates on the CAEP Accreditation process; reviewed the results of the recent Employer and Alumni Satisfaction Surveys; received updates from Teaching Fellows, Call Me MISTER, and the recruitment plan; received updates on new graduate and undergraduate initiatives; and reviewed the parameters for the validation survey that will be sent to TPCAC to validate the Teacher Work Sample. In Spring 2022, TPCAC received updates on the CAEP Accreditation process; reviewed updated information on Lander's Teacher Education programs and enrollment numbers; received updates from Teaching Fellows and Call Me MISTER; reviewed the status of new program initiatives; and provided recommendations for Teacher Ed on teacher recruitment and reading initiatives.

The Department of Teacher Education also maintains field experience placement MOUs with 29 different school districts within South Carolina. They also maintain internship certificate MOUs with 7 school districts in the area. Each semester, the department places 200 to 300 teacher education students into area classrooms for their field experience courses, including 84 student teachers during the 2021-2022 academic year.

Measure 3: Candidate Competency at Program Completion (Sept. 2021 – Aug. 2022)

Praxis II Exam Data

Teacher Education majors must take and pass their respective subject-area's Praxis II exam in order to gain their teacher certification status from the SC Department of Education. Not all completers choose to pursue certification. Below are the 2021-2022 Praxis II exam results.

Major Area	Number of Completers	Number Passing Praxis II	Passing Percentage
Early Childhood	33	33	100%
Elementary	28	23	82%
Special Education	9	9	100%
Music	3	*	*Fewer than 5 reported
Art	2	*	*Fewer than 5 reported
Physical Education	3	*	*Fewer than 5 reported
History-Secondary	3	*	*Fewer than 5 reported
English-Secondary	2	*	*Fewer than 5 reported
Math-Secondary	1	*	*Fewer than 5 reported
Chemistry-Secondary	0	n/a	n/a
Total	84	74	88%

Measure 3: Candidate Competency at Program Completion (Sept. 2021 – Aug. 2022)

PLT Exam Data

Teacher Education majors must take and pass their respective grade-level's PLT (Principles of Learning and Teaching) exam in order to gain their teacher certification status from the SC Department of Education. Not all completers choose to pursue certification. Below are the 2021-2022 PLT exam results.

Major Area	Number of Completers	Number Passing PLT	Passing Percentage
Early Childhood	33	32	97%
Elementary	28	24	86%
Special Education	9	9	100%
Music	3	*	*Fewer than 5 reported
Art	2	*	*Fewer than 5 reported
Physical Education	3	*	*Fewer than 5 reported
History-Secondary	3	*	*Fewer than 5 reported
English-Secondary	2	*	*Fewer than 5 reported
Math-Secondary	1	*	*Fewer than 5 reported
Chemistry-Secondary	0	n/a	n/a
Total	84	79	94%

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Sept. 2021 – Aug. 2022)

CERRA Survey

Each year, the Center for Educator Recruitment, Retention, and Advancement ([CERRA](#)) administers the South Carolina (SC) Annual Educator Supply and Demand Survey to collect information on rates of public school teachers entering the profession, those leaving their classrooms, and the number of vacant teaching positions. According to the report, in South Carolina in 2021-2022, 6927 teachers did not return to the same district, while only 1569 teacher candidates completed in-state teacher education programs by the beginning of the year. That is a potential shortage of 5358 teachers, statewide. In this environment, with districts needing to hire many certified teachers, Lander graduates are well positioned and often receive job offers from multiple school districts.

View previous and current reports here: <https://www.cerra.org/supply-and-demand.html>

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Sept. 2021 – Aug. 2022)

Alumni Survey Data

The Department of Teacher Education administers an alumni survey in the Spring to the department's completers from two year's prior. The Spring 2022 survey was sent to the 2019-2020 completers. Out of 62 completers, 14 responded, for a response rate of 22.5%. 13 of the completers were classroom teachers with 1 working as a paraprofessional. Completers were asked to rate how well Lander prepared them in the areas of InTASC standards. Average ratings and demographic information are shared below.

Major Area	Number of Respondents
Elementary	6
Early Childhood	1
Special Education	3
English-Secondary	2
History-Secondary	0
Chemistry-Secondary	1
Math-Secondary	0
PE	1
Art	0
Music	0

