

# Measure 1: Completer Impact and Effectiveness (Sept. 2022 – Aug. 2023)

## *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 2022-2023, 60 teachers in SC who had previously graduated from Lander University were evaluated, with their results presented in the table below. 90% of graduates 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=60	Exemplary		Proficient		Needs Improvement		Unsatisfactory		N/A (district marked SLO as N/A for these teachers)	
		n	Percent	n	Percent	n	Percent	n	Percent	n	Percent
Early Childhood	24	7	29.1%	13	54.2%	1	4.2%	1	4.2%	2	8.3%
Elementary	14	1	7.14%	8	57.14%	3	21.43%	1	7.14%	1	7.14%
Special Education	7	0	0%	6	85.7%	0	0%	0	0%	1	14.3%
History	3	0	0%	3	100%	0	0%	0	0%	0	0%
English	2	1	50%	1	50%	0	0%	0	0%	0	0%
Math	1	0	0%	1	100%	0	0%	0	0%	0	0%
Chemistry	1	1	0%	0	0%	0	0%	0	0%	0	0%
Music	0	0	0%	0	0%	0	0%	0	0%	0	0%
Art	3	1	50%	2	50%	0	0%	0	0%	0	0%
PE	5	1	20%	4	80%	0	0%	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 2020 through Spring 2021 asking them to share their 2022-2023 SLOs and resulting data. The following case study has been developed using the data gathered.

### **Participants**

An initial pool of 70 total completers from Fall 2020 and Spring 2021 were contacted through email to determine if they taught during the 2022-2023 academic year. Multiple requests were sent to all identified completers by Program Coordinators, using the available emails on file. Completers were asked to let us know if they taught and would send their 2022-2023 SLO and data results. This cohort of completers was selected because those who taught would have had their Expanded ADEPT Formal Evaluation Year data 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.

After initial contacts from the Program Coordinators, the CAEP Co-Coordinators sent an email on 10/7/2023 to the 57 completers who had not responded to their coordinators. The CAEP Co-Coordinators 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 who had not responded were contacted again through these new emails in November, December, and then in January. As of February 2024, completers for the Early Childhood, Elementary, English, History, and Special Education programs had provided information to the EPP.

A total of 14 completers provided some information (20% response rate). This case study provides a representative sample of completers, including completers from 5 out of 10 EPP programs. The participants worked in schools at all levels from primary through high school across seven South Carolina Districts. Fourteen (14) schools were represented. Demographic information was gathered for each school and is shared in Table 1.

[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 2022-2023, 57 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	57	100%	1880	100%
Total Graduates Evaluated	57	100%	1880	100%

	Provider Results	Statewide Results
	Average Score	Average Score
<b>Domain 1: Planning</b>		
Instructional Plans	3.14	3.21
Student Work	2.97	3.08
Assessment	2.95	3.00

	Provider Results	Statewide Results
	Average Score	Average Score
<b>Domain 2: Instruction</b>		
Standards & Objectives	3.13	3.20
Motivating Students	3.11	3.24
Presenting Instructional Content	3.13	3.22
Lesson Structure & Pacing	3.07	3.16
Activities & Materials	3.04	3.16
Questioning	2.96	3.01
Academic Feedback	3.00	3.06
Grouping Students	3.00	3.07
Teacher Content Knowledge	3.28	3.40
Teacher Knowledge of Students	3.23	3.31
Thinking	2.96	3.01
Problem Solving	2.96	3.04
<b>Domain 3: Environment</b>		
Expectations	3.18	3.30
Engaging Students and Managing Behavior	3.08	3.28
Environment	3.34	3.46
Respectful Culture	3.40	3.52

	Provider Results	Statewide Results
	Average Score	Average Score
<b>Domain 4: Professionalism</b>		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.59	3.35
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.55	3.33
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.	3.56	3.31
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.53	3.30
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.55	3.28
6. The educator offers specific actions to improve his/her teaching.	3.51	3.25
7. The educator accepts responsibilities contributing to school improvement.	3.59	3.28
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.52	3.24
9. The educator actively supports school activities and events.	3.67	3.39
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.55	3.29