Measure 1: Completer Impact and Effectiveness (Sept. 2020 – Aug. 2021)
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 2020-2021, 59 teachers in SC who had previously graduated from Lander University were evaluated, with their results presented in the table below. All but 4 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	19	6	32%	12	63%	1	5%	0	0%
Elementary	17	4	24%	11	65%	2	12%	0	0%
Special Education	10	2	20%	7	70%	1	10%	0	0%
History	4	2	50%	2	50%	0	0%	0	0%
English	2	1	50%	1	50%	0	0%	0	0%
Math	2	0	0%	2	100%	0	0%	0	0%
Chemistry	1	1	100%	0	0%	0	0%	0	0%
Music	2	1	50%	1	50%	0	0%	0	0%
Art	1	0	0%	1	100%	0	0%	0	0%
PE	1	1	100%	0	0%	0	0%	0	0%

Measure 1: Completer Impact and Effectiveness (Sept. 2020 – Aug. 2021)
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 2018 through Spring 2020 asking them to share their 2020-2021 SLOs and resulting data. The following case study has been developed using the data gathered.

Participants
Using an initial pool of 155 alumni from Fall 2018 through Spring 2020 who taught during the 2020-2021 academic year, the CAEP Coordinator sent individual emails to alumni on 5/5/2021 using available email contacts asking for the alumni to send their 2020-2021 SLO and data results. A follow-up group email was then sent to 141 who did not respond to the first email. A second group email was sent by the coordinator and then program coordinators sent out emails. As of June 2021, alumni for the Early Childhood, Elementary, Special Education, Chemistry, English, Math, and Music programs had sent information. To make a further effort to get alumni across all majors, the coordinator asked the PEES chair and History coordinator to contact again as alumni were back in school in Fall 2021. No further information was gathered at this time for this report.

A total of 27 alumni sent information but some were missing needed data which was not obtained through follow-up emails. Nineteen alumni provided 2020-2021 SLO data needed for the case study. Based on the available information gathered, the EPP feels that this case study includes a representative sample of our alumni. These participants represent 7/10 of our EPP programs. The completers were working in schools at all levels from elementary through high school in nine South Carolina Districts in 17 schools. Demographic information was gathered for each school and shared in Table 1. This data shows that alumni worked in diverse districts in rural, town, and suburban settings.

Results
The information gathered has been organized into Table 1. Participants provided their SLO information and data demonstrating evidence of student growth across the 2020-2021 school year. Assessments used in this process varied with the district Measures of Academic Progress (MAP) assessment used in a majority of the SLOs. SLOs are scored based on a rubric with the following levels of performance: Exemplary, Proficient, Needs Improvement, and Unsatisfactory. The target score for South Carolina teachers is Proficient. Results show that 18/19 met the target score with eight exceeding this target with scores of Exemplary. These results provide evidence that the EPP graduates have a positive impact on P-12 learning as seen in student growth across the school year.

Additionally, the EPP gathered information to determine whether alumni met the ADEPT Formal Evaluation requirements which includes their providing evidence of student growth. All 19 participants met this requirement. For several participants, the EPP was initially unable to ascertain the date (school year) that the participants met their ADEPT requirements, but the EPP confirmed this requirement was met through a report provided by the state department of education.

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

Measure 1: Completer Impact and Effectiveness (Sept. 2020 – Aug. 2021)
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 2020-2021, 59 teachers in SC who had previously graduated from Lander University were evaluated, with their results presented in the tables below. Lander University graduates earned a higher average score than the state average in all categories. 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	59	100%	1887	100%
Total Graduates Evaluated	59	100%	2013	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	3.29	3.18
Student Work	3.12	3.05
Assessment	3.07	3.02

	Provider Results	Statewide Results
	Average Score	Average Score
Domain 2: Instruction		
Standards & Objectives	3.25	3.20
Motivating Students	3.36	3.26
Presenting Instructional Content	3.34	3.22
Lesson Structure & Pacing	3.35	3.12
Activities & Materials	3.26	3.14
Questioning	3.14	3.02
Academic Feedback	3.20	3.08
Grouping Students	3.07	3.02
Teacher Content Knowledge	3.40	3.36
Teacher Knowledge of Students	3.43	3.32
Thinking	3.06	3.01
Problem Solving	3.10	3.00
Domain 3: Environment		
Expectations	3.41	3.37
Engaging Students and Managing Behavior	3.47	3.45
Environment	3.60	3.47
Respectful Culture	3.71	3.57

	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.	3.65	3.29
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.58	3.31
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.	3.43	3.31
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.59	3.31
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.62	3.23
6. The educator offers specific actions to improve his/her teaching.	3.52	3.26
7. The educator accepts responsibilities contributing to school improvement.	3.60	3.26
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.49	3.23
9. The educator actively supports school activities and events.	3.75	3.37
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.65	3.17

Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2020 – Aug. 2021)
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.

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

Principal Survey, Spring 2021
Lander graduates...
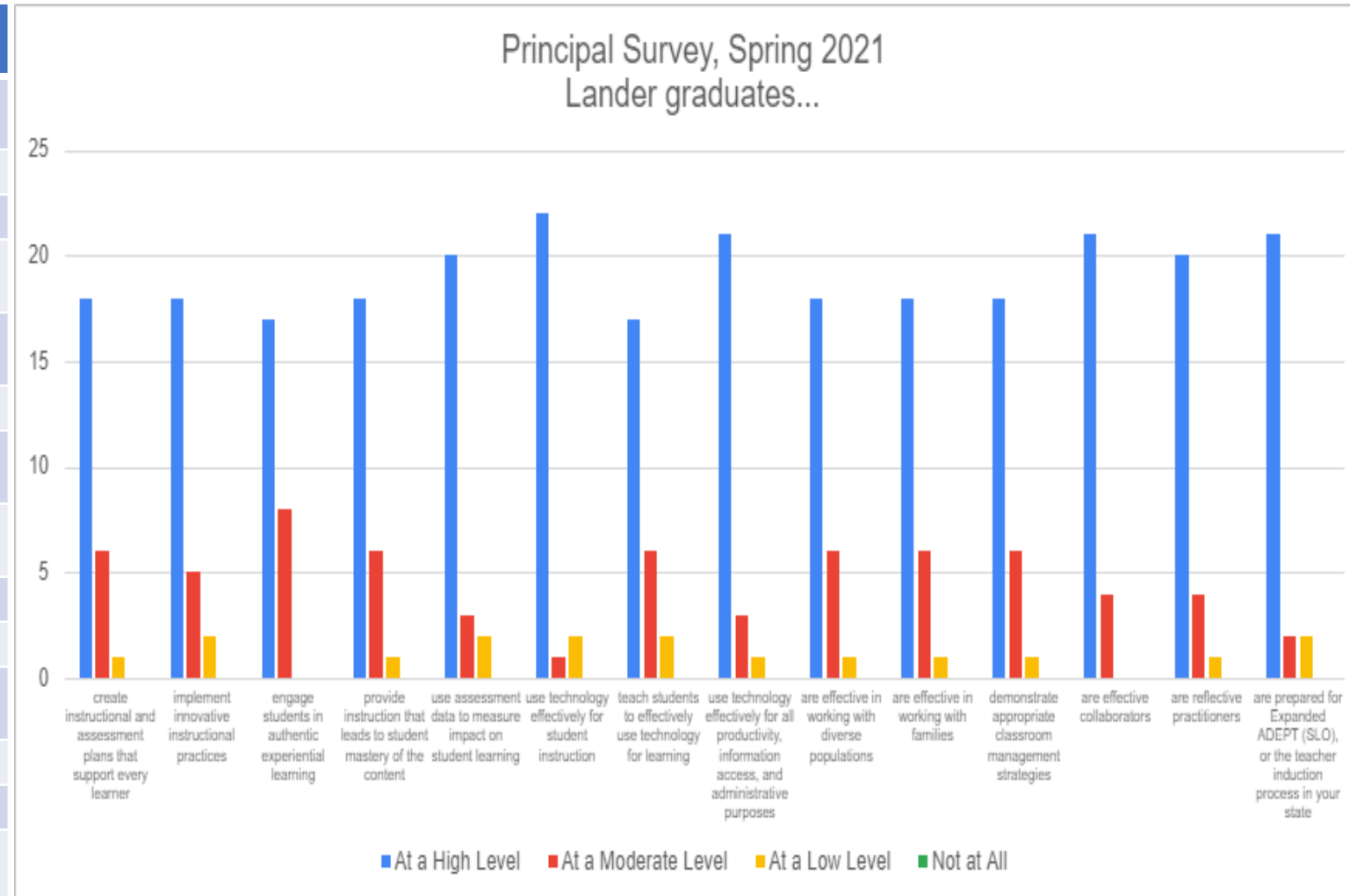
Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2020 – Aug. 2021)
Internal and External Stakeholder Involvement

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 2020, TPCAC received updates on the CAEP Accreditation upcoming visit, including reviewing and taking input on the Recruitment and Retention Plan and improvement priorities for the remainder of the year. In Spring 2021, TPCAC provided input into, and were active participants in, the Teacher Education Redesign initiative, meant to review the department's goals and revise the main assessments of the program to better fit those goals. This process led to revisions to key assessments and the development of a new key assessment, the Teacher Work Sample.

The Department of Teacher Education also maintains field experience placement MOUs with 22 different school districts within South Carolina. They also maintain internship certificate MOUs with 6 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 72 student teachers during the 2020-2021 academic year.

Measure 3: Candidate Competency at Program Completion (Sept. 2020 – Aug. 2021)
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 2020-2021 Praxis II exam results.

Major Area	Number of Completers	Number Passing Praxis II	Passing Percentage
Early Childhood	24	23	96%
Elementary	17	17	100%
Special Education	10	10	100%
Music	1	*	*Fewer than 5 reported
Art	4	*	*Fewer than 5 reported
Physical Education	8	8	100%
History-Secondary	4	*	*Fewer than 5 reported
English-Secondary	1	*	*Fewer than 5 reported
Math-Secondary	1	*	*Fewer than 5 reported
Chemistry-Secondary	2	*	*Fewer than 5 reported
Total	72	65	90%

Measure 3: Candidate Competency at Program Completion (Sept. 2020 – Aug. 2021)
PPAT/PLT Exam Data

Teacher Education majors must take and pass either the PPAT (Praxis Performance Assessment for Teachers) or 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 2020-2021 PPAT and PLT exam results.

Major Area	Number of Completers	Number Passing PLT	Number Passing PPAT	Passing Percentage
Early Childhood	24	4	18	92%
Elementary	17	6	11	100%
Special Education	10	1	9	100%
Music	1	*	*	*Fewer than 5 reported
Art	4	*	*	*Fewer than 5 reported
Physical Education	8	0	8	100%
History-Secondary	4	*	*	*Fewer than 5 reported
English-Secondary	1	*	*	*Fewer than 5 reported
Math-Secondary	1	*	*	*Fewer than 5 reported
Chemistry-Secondary	2	*	*	*Fewer than 5 reported
Total	72	11	57	94%

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Sept. 2020 – Aug. 2021)
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 2020-2021, 4,649 teachers did not return to the classroom, while only 1700 teacher candidates completed teacher education programs by the beginning of the year. That is a potential shortage of 2949 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. 2020 – Aug. 2021)
Alumni Exit Survey Data

The Department of Teacher Education surveys each semester's completers to ascertain their employment plans for after graduation. Follow-up efforts are conducted between the end of the semester and beginning of the next semester to collect the most updated information available.

For the Fall 2020 class, out of 21 respondents, 5 either did not have a teaching position or were waiting to hear back from a district by the end of the collection period. For the Spring 2021 class, out of 49 respondents, 9 either did not have a teaching position or were waiting to hear back from a district by the end of the collection period.