

Measure 1: Completer Impact and Effectiveness (Sept. 2023 – Aug. 2024)

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 2023-2024, 74 teachers in SC who had previously graduated from Lander University were evaluated, with their results presented in the table below. 87.8% 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=74	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	29	12	41.3%	15	51.7%	1	3.5%	0	0%	1	3.5%
Elementary	26	7	26.9%	16	61.5%	2	7.7%	0	0%	1	3.9%
Special Education	9	1	11.1%	5	55.6%	1	11.1%	0	0%	2	22.2%
History	2	2	100%	0	0%	0	0%	0	0%	0	0%
English	1	1	100%	0	0%	0	0%	0	0%	0	0%
Math	1	0	0%	1	100%	0	0%	0	0%	0	0%
Chemistry/ Science	1	0	0%	1	100%	0	0%	0	0%	0	0%
Music	3	0	0%	3	100%	0	0%	0	0%	0	0%
Art	0	0	0%	0	0%	0	0%	0	0%	0	0%
PE	2	0	0%	1	50%	0	0%	0	0%	1	50%

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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 to show student performance with EPPs. 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 the SLO specific student data from the state, we have reached out to our completers who graduated from Fall 2021 through Spring 2022 asking them to share their 2023-2024 SLOs and resulting data. The following case study has been developed using the data gathered.

Participants

An initial pool of 85 total completers from Fall 2021 and Spring 2022 were contacted initially through email to determine if they taught during the 2023-2024 academic year. A total of four emails were sent by the CAEP Coordinators and two emails were sent by program coordinators to their own program completers. A text message was also used to reach out to completers where there was a valid phone number on file. Completers were asked to let us know if they taught after their graduation in Fall 2021 or Spring 2022 and we asked completers who worked in the field in South Carolina to send their 2023-2024 SLO and data results. This cohort of completers was selected because those who taught would also have 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. Completers for the Early Childhood, Elementary, English, Music, and Special Education programs provided information to the EPP. A total of 7 completers provided some information (8% response rate). While this is a small response rate, this case study provides a representative sample of completers, including completers from 5 out of 10 EPP programs. Some of those programs (Chemistry Education, for example) have lower enrollments and do not have graduates each year. The participants worked in schools at all levels from elementary through high school across six South Carolina Districts. Seven schools were represented. 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 2023-2024 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. Results show that 100% of the participants met the target score with 3 completers 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.

[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 2023-2024, 72 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	72	100%	1843	100%
Total Graduates Evaluated	72	100%	1843	100%

	Provider Results	Statewide Results
	Average Score	Average Score
Domain 1: Planning		
Instructional Plans	3.23	3.21
Student Work	3.03	3.08
Assessment	3.02	3.00

	Provider Results	Statewide Results
	Average Score	Average Score
Domain 2: Instruction		
Standards & Objectives	3.17	3.20
Motivating Students	3.23	3.24
Presenting Instructional Content	3.24	3.22
Lesson Structure & Pacing	3.15	3.16
Activities & Materials	3.13	3.17
Questioning	3.01	3.00
Academic Feedback	3.01	3.05
Grouping Students	2.97	3.06
Teacher Content Knowledge	3.33	3.38
Teacher Knowledge of Students	3.26	3.30
Thinking	2.97	3.01
Problem Solving	3.01	3.04
Domain 3: Environment		
Expectations	3.32	3.30
Engaging Students and Managing Behavior	3.30	3.30
Environment	3.40	3.46
Respectful Culture	3.43	3.51

	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.	3.79	3.39
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.68	3.35
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.	3.65	3.32
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.69	3.33
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.72	3.34
6. The educator offers specific actions to improve his/her teaching.	3.68	3.33
7. The educator accepts responsibilities contributing to school improvement.	3.66	3.35
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.69	3.33
9. The educator actively supports school activities and events.	3.75	3.47
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.72	3.38