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