

Measure 1: Completer Impact and Effectiveness (Sept. 2024 – Aug. 2025) *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 2024-2025, 81 teachers in SC who had previously graduated from Lander University were evaluated, with their results presented in the table below. After correcting for those marked as N/A, 70 graduates were evaluated. Of those, 57 (81.4%) 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=81	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	25	5	20%	13	52%	3	12%	0	0%	4	16%
Elementary	18	5	27.8%	7	38.9%	3	16.7%	0	0%	3	16.7%
Special Education	11	2	18.2%	4	36.4%	2	18.2%	1	9.1%	2	18.2%
History	4	0	0%	3	75%	0	0%	1	25%	0	0%
English	3	1	33.3%	1	33.3%	1	33.3%	0	0%	0	0%
Math	0	0	0%	0	0%	0	0%	0	0%	0	0%
Chemistry/Science	1	0	0%	1	100%	0	0%	0	0%	0	0%
Music	1	0	0%	0	%	0	0%	0	0%	1	100%
Art	5	1	20%	4	80%	0	0%	0	0%	0	0%
PE	6	3	50%	3	50%	0	0%	0	0%	0	0%
Middle Level	3	0	0%	2	66.7%	1	33.3%	0	0%	0	0%
Montessori	4	1	25%	1	25%	1	25%	0	0%	1	25%

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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 2024-2025, 73 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	73	100%	1955	100%
Total Graduates Evaluated	73	100%	1955	100%

	Provider Results	Statewide Results
	Average Score	Average Score
Domain 1: Planning		
Instructional Plans	3.10	3.19
Student Work	3.03	3.08
Assessment	2.95	3.00

	Provider Results	Statewide Results
	Average Score	Average Score
Domain 2: Instruction		
Standards & Objectives	3.14	3.19
Motivating Students	3.18	3.24
Presenting Instructional Content	3.09	3.20
Lesson Structure & Pacing	3.11	3.15
Activities & Materials	3.10	3.16
Questioning	2.90	3.00
Academic Feedback	2.96	3.06
Grouping Students	3.06	3.07
Teacher Content Knowledge	3.32	3.37
Teacher Knowledge of Students	3.25	3.31
Thinking	2.94	3.00
Problem Solving	2.98	3.03
Domain 3: Environment		
Expectations	3.23	3.33
Engaging Students and Managing Behavior	3.25	3.26
Environment	3.39	3.46
Respectful Culture	3.46	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.	3.67	3.35
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.	3.52	3.28
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.56	3.29
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.58	3.38
6. The educator offers specific actions to improve his/her teaching.	3.56	3.38
7. The educator accepts responsibilities contributing to school improvement.	3.53	3.38
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.50	3.33
9. The educator actively supports school activities and events.	3.56	3.25
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.58	3.33