

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
Domain 1: Planning		
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
Domain 2: Instruction		
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
Domain 3: Environment		
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

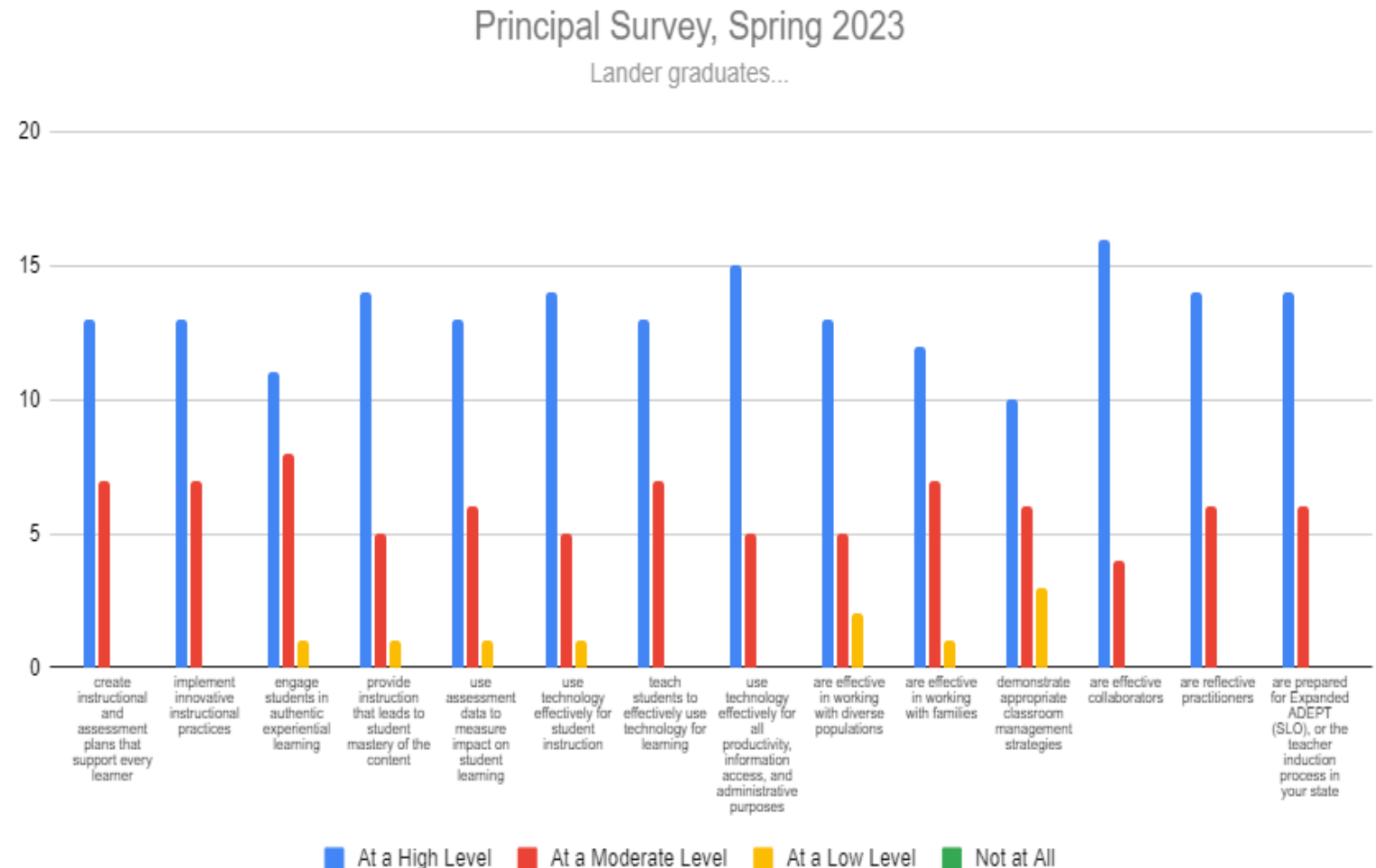
	Provider Results	Statewide Results
	Average Score	Average Score
Domain 4: Professionalism		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.59	3.35
2. The educator appropriately attempts to implement 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

Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2022 – Aug. 2023)

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 2023 to 47 principals with 20 completed, for a completion rate of 43%. Principals from 9 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 administrative purposes. They scored lowest in the area of demonstrating appropriate classroom management strategies. The next Employer Survey will be distributed at the end of the 2024-2025 school year.

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.	3.65
Lander graduates implement innovative instructional practices.	3.65
Lander graduates engage students in authentic experiential learning.	3.475
Lander graduates provide instruction that leads to student mastery of the content.	3.625
Lander graduates use assessment data to measure impact on student learning.	3.6
Lander graduates use technology effectively for student instruction.	3.625
Lander graduates teach students to effectively use technology for learning.	3.625
Lander graduates use technology effectively for all productivity, information access, and administrative purposes.	3.75
Lander graduates are effective in working with diverse populations.	3.525
Lander graduates are effective in working with families.	3.55
Lander graduates demonstrate appropriate classroom management strategies.	3.275
Lander graduates are effective collaborators.	3.775
Lander graduates are reflective practitioners.	3.675
Lander graduates are prepared for Expanded ADEPT (SLO), or the teacher induction process in your state.	3.675



Measure 2: Satisfaction of Employers and Stakeholder Involvement (Sept. 2022 – Aug. 2023)

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 2022, TPCAC received updates on the CAEP Accreditation process; reviewed updated enrollment numbers; received updates from Teaching Fellows and Call Me MISTER; received updates on new graduate and undergraduate initiatives; and reviewed ongoing undergraduate and graduate recruitment initiatives. In Spring 2023, TPCAC received updates on the CAEP Accreditation process; reviewed updated information on Lander's Teacher Education programs and enrollment numbers; received updates from Teaching Fellows and Call Me MISTER; reviewed the status of new program initiatives; and provided recommendations for Teacher Ed on teacher recruitment and reading initiatives.

The Department of Teacher Education also maintains field experience placement MOUs with 31 different school districts within South Carolina. They also implemented internship certificate MOUs with 4 school districts covering 12 student teachers in the area for the 2022-2023 school year. Each semester, the department places 200 to 300 teacher education students into area classrooms for their field experience courses, including 88 student teachers during the 2022-2023 academic year.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(\\$205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	30	170	30	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	15	168	15	100
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	19	161	18	95
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	8			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	16	168	15	94
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	10	172	10	100
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	21	174	21	100
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	11	176	11	100
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	8			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	21	173	21	100
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	11	173	11	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	11	164	11	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	2			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	6				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	5				
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	6				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2				
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	2				
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1				
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	1				
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	2				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	1				
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2021-22	3				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2020-21	8			
PPT0490 -PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS Educational Testing Service (ETS) All program completers, 2021-22	1			
PPT0490 -PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS Educational Testing Service (ETS) All program completers, 2020-21	56	43	53	95
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	2			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	33	168	33	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	5			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	39	174	37	95
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	5			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	9			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	10	168	10	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	4			

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- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	84	78	93
All program completers, 2020-21	71	67	94

Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared (Sept. 2022 – Aug. 2023)

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 2022-2023, 8320 teachers did not return to the same district, while only 2822 teacher candidates completed in-state teacher education programs by the beginning of the year. That is a potential shortage of 5498 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. 2022 – Aug. 2023)

Alumni Survey Data

The Department of Teacher Education administers an alumni survey in the Spring to the department’s completers from two year’s prior. The Spring 2023 survey was sent to the 2020-2021 completers. Out of 69 completers, 14 responded, for a response rate of 20.3%. All 14 of the completers were classroom teachers. Completers were asked to rate how well Lander prepared them in the areas of InTASC standards. Average ratings and demographic information are shared below.

Major Area	Number of Respondents
Elementary	4
Early Childhood	5
Special Education	2
English-Secondary	1
History-Secondary	1
Chemistry-Secondary	0
Math-Secondary	1
PE	0
Art	0
Music	0

