Component 4.1
Impact on P-12 Learning and Development – Initial Licensure

A survey was sent to 41 completers from the academic year 2019-2020 who are in their first year of teaching (2020-2021). The EPP received 11 responses (27% return rate). It is possible that changes to traditional instruction in the public schools caused by the COVID pandemic may have affected the return rate. The survey asked completers to respond to 34 items determined by the EPP to give insight into completer impact on student performance (4.1), indicators of teaching effectiveness (4.2), and satisfaction of completers (4.4).
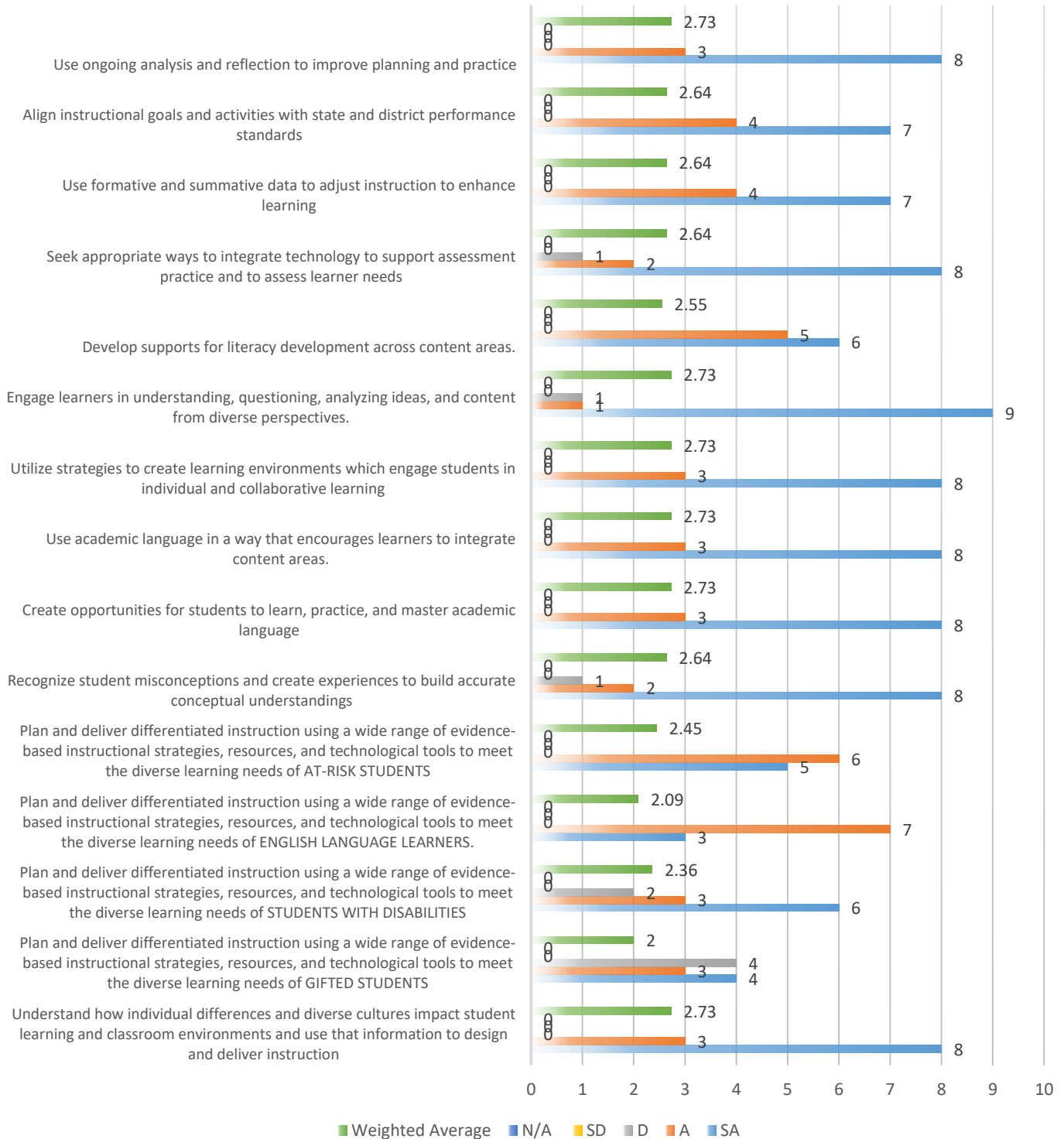
The EPP reviewed the survey items and then used Lawshe's Content Validity Formula (*Lawshe, C.H. (1975) A Quantitative Approach to Content Validity. Personnel Psychology, 28, 563-575. http://dx.doi.org/10.1111/j.1744-6570.1975.tb01393.x*) to determine which items were associated with teacher impact on student learning and growth. The following items were thus identified:
- Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction
- Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of Gifted and Talented students
- Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of students with disabilities
- Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of English language learners
- Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of at-risk students
- Recognize student misconceptions and create experiences to build accurate conceptual understandings
- Create opportunities for students to learn, practice, and master academic language
- Use academic language in a way that encourages learners to integrate content areas
- Utilize strategies to create learning environments which engage students in individual and collaborative learning
- Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives
- Develop supports for literacy development across content areas.
- Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs
- Use formative and summative data to adjust instruction to enhance learning
- Align instructional goals and activities with state and district performance standards
- Use ongoing analysis and reflection to improve planning and practice.

The completers were asked to respond to each of these items with one of the following options: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Not Applicable (N/A). *Chart A , CAEP Standard 4.1 Impact on P-12 Student Learning and Development Completer Survey, 2019-2020* (below), provides the results for the 11 completers who returned their surveys.

CAEP STANDARD 4.1 IMPACT ON P-12 STUDENT LEARNING AND DEVELOPMENT COMPLETER SURVEY 2019-2020

Item	Weighted Average	SA	A	D	SD	N/A
Use ongoing analysis and reflection to improve planning and practice	2.73	8	3			
Align instructional goals and activities with state and district performance standards	2.64	7	4			
Use formative and summative data to adjust instruction to enhance learning	2.64	7	4			
Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs	2.64	8	2	1		
Develop supports for literacy development across content areas.	2.55	6	5			
Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives.	2.73	9	1			
Utilize strategies to create learning environments which engage students in individual and collaborative learning	2.73	8	3			
Use academic language in a way that encourages learners to integrate content areas.	2.73	8	3			
Create opportunities for students to learn, practice, and master academic language	2.73	8	3			
Recognize student misconceptions and create experiences to build accurate conceptual understandings	2.64	8	2	1		
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS	2.45	5	6			
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS.	2.09	3	7			
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES	2.36	6	3	2		
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS	2	4	3	4		
Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction	2.73	8	3			

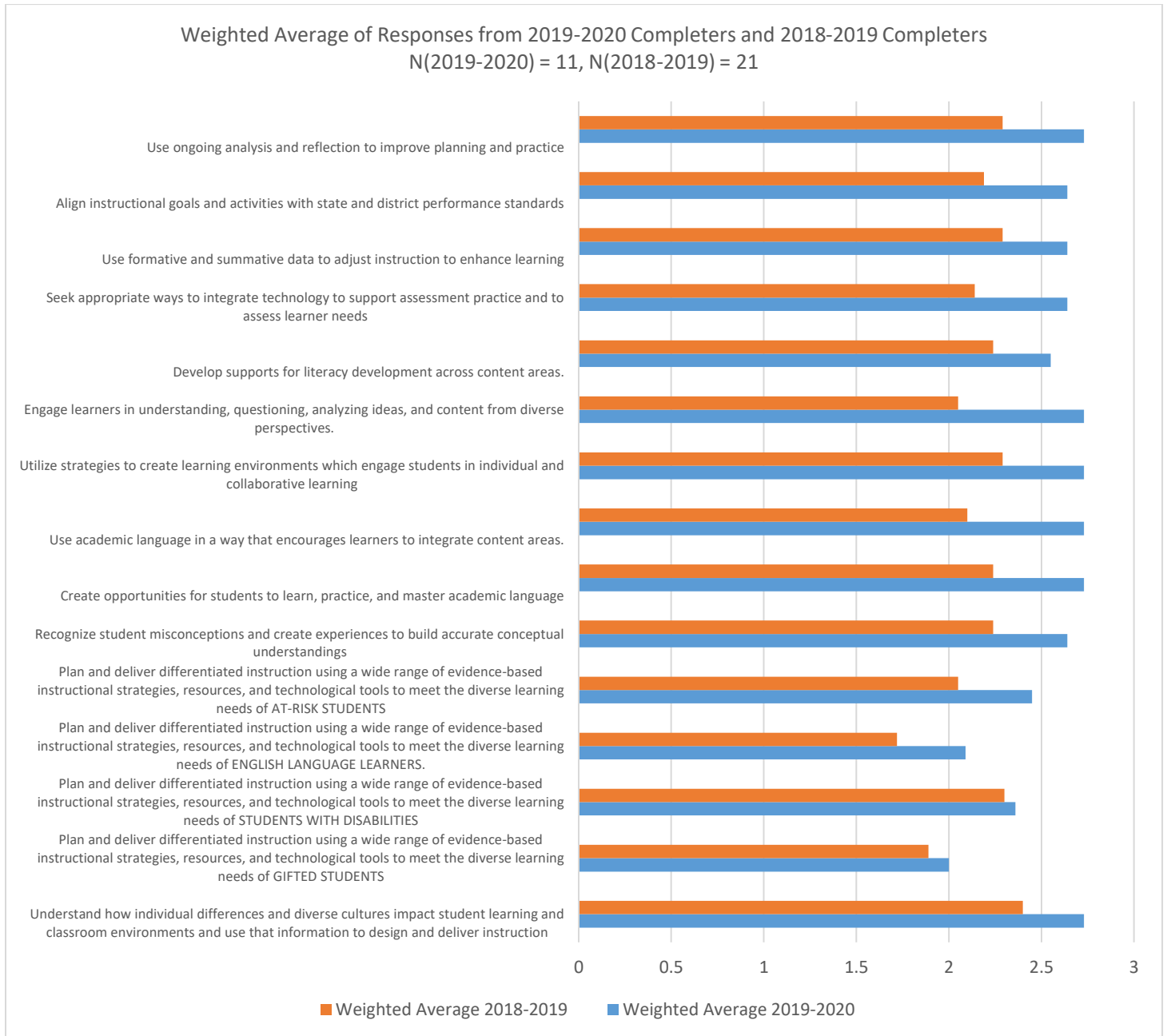Legend: ■ Weighted Average ■ N/A ■ SD ■ D ■ A ■ SA

All completers (100%) either agreed or strongly agreed that they helped their students to learn and grow by:

- Use ongoing analysis and reflection to improve planning and practice.
- Align instructional goals and activities with state and district performance standards
- Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction
- Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of at-risk students
- Create opportunities for students to learn, practice, and master academic language
- Use academic language in a way that encourages learners to integrate content areas
- Utilize strategies to create learning environments which engage students in individual and collaborative learning
- Develop supports for literacy development across content areas.
- Use formative and summative data to adjust instruction to enhance learning

The EPP will continue to strengthen its program in these areas. Evidence points to a need for preparation in differentiating instruction for Gifted and Talented students and for students with disabilities. These areas were of concern last year also.

The completers from the year 2019-2020 were compared to the completers from 2018-2019 on these same criteria in terms of weighted average (Table B, below). It is understood that the total N of respondents from the 2019-2020 year are less than the total N of respondents from 2018-2019, but the weighted averages of completer responses indicate that impact on student learning and growth were stronger for completers from 2019-2020 than were those from 2018-2019. Weighted averages range from 0 – 3.

Weighted Average of Responses from 2019-2020 Completers and 2018-2019 Completers
N(2019-2020) = 11, N(2018-2019) = 21

| Criteria	Weighted Average 2018-2019	Weighted Average 2019-2020
Use ongoing analysis and reflection to improve planning and practice	2.3	2.75
Align instructional goals and activities with state and district performance standards	2.2	2.65
Use formative and summative data to adjust instruction to enhance learning	2.3	2.65
Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs	2.15	2.65
Develop supports for literacy development across content areas.	2.25	2.55
Engage learners in understanding, questioning, analyzing ideas, and content from diverse perspectives.	2.05	2.75
Utilize strategies to create learning environments which engage students in individual and collaborative learning	2.3	2.75
Use academic language in a way that encourages learners to integrate content areas.	2.1	2.75
Create opportunities for students to learn, practice, and master academic language	2.25	2.75
Recognize student misconceptions and create experiences to build accurate conceptual understandings	2.25	2.65
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS	2.05	2.45
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS.	1.7	2.1
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES	2.3	2.35
Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS	1.9	2.0
Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction	2.4	2.75

The weighted average for all survey questions increased this year, which is good. There is still work to be done with differentiated instruction in learning disabilities and in English language learners. We have added a faculty member to our EPP who is experienced in working with English language learners, and we have also brought onboard the EPP a new Dean who will be able to provide insight into this area as well. Further, one of our adjunct professors is an expert in differentiated learning and we will be calling upon his expertise to help us prepare candidates who will then prepare students who are in need of differentiated learning.

Component 4.1
SLO Scores

The SLO (Student Learning Objectives) is produced by completers in their respective schools and is taught to teacher candidates at the EPP. One of the components of the SLO, as taught by the EPP (Section 8 of the SLO) is the development of objectives to target student growth, then an analysis of the results to determine if students did progress, followed by a reflection of the results by the teacher candidate. While each school district in South Carolina is free to develop their own instrument for SLO measurement, students are measured in their academic growth through these instruments, and teachers are evaluated on their ability to use these instruments. They are measured as either being Exemplary, Proficient, Needing Improvement, or Unsatisfactory. It is through these instruments that the EPP can gain insight into the ability of its completers to have a positive impact on student growth and learning, based on the scores they earn during their first year in the South Carolina public schools. The EPP has obtained data from South Carolina through the SCLEAD website produced by the South Carolina Department of Education (SCDE) for completers. The data is available for completers in the years 2018-2019 and 2019-2020.

SLO Data
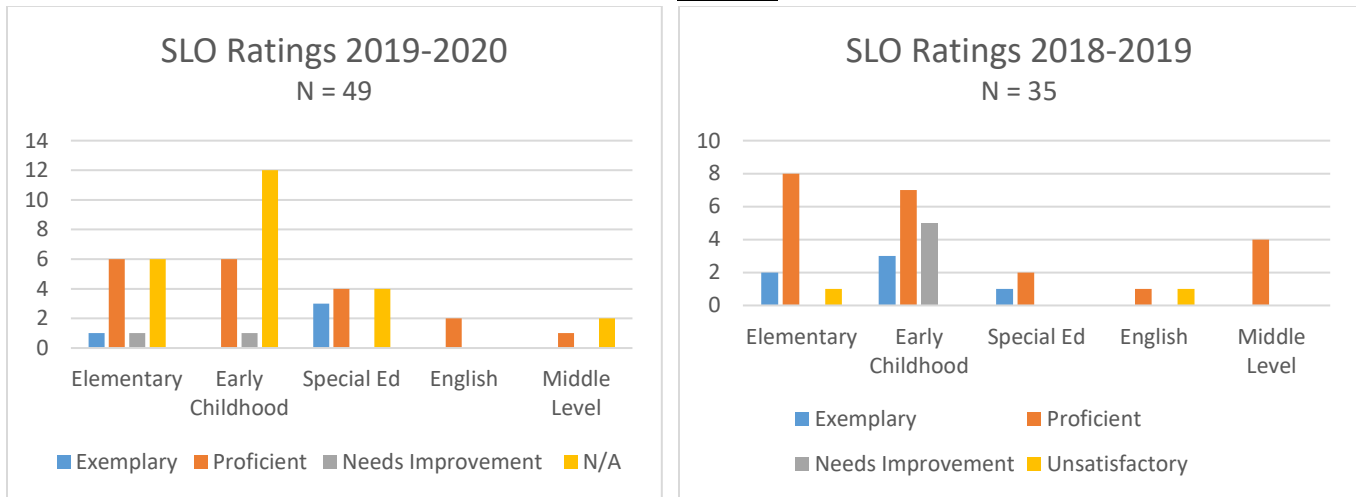
The data reveal that, for completers whose SLOs were evaluated and for whom those results were posted by the school districts, the EPPs completers are doing well on their SLOs and thus they are having a positive impact on student growth and learning since this is one of the elements measured by the SLOs. While there are isolated cases where completers were marked as needing improvement (1 in elementary, 1 in early childhood for the year 2019-2020, 5 in early childhood during the year 2018-2019) or as unsatisfactory (1 in elementary, 1 in Secondary English in 2018-2019), the overall majority of all completers across all programs are performing at proficient or exemplary levels. In the school year 2019 – 2020 there were 24 completers for whom data on SLOs was recorded as "N/A" and therefore it becomes irrelevant since it cannot be determined why these data did not apply. We can analyze the data In terms of percentiles however for both 2018-2019 and 2019-2020 for known data on candidates (below):

2018-2019	Exemplary/Proficient	Other	%
Elementary	10	1	90
Early Childhood	10	5	66
Special Ed	3	0	100
English	1	1	50
Middle Level	4	0	100
All Candidates	28	7	80

2019-2020	Exemplary/Proficient	Other	%
Elementary	7	1	88
Early Childhood	6	1	86
Special Ed	7	0	100
English	2	0	100
Middle Level	1	0	100
All Candidates	23	2	92

Data for both years indicate that better than two-thirds of all candidates (according to major) did well (exemplary/proficient) on their SLOs and thus had a positive impact on student growth and learning. Data for the year 2019-2020 indicates that better than

92% of all measured candidates did well on their SLOs, increasing from the 82% rate the previous year. However, there were lower numbers associated with the measure in 2019-2020 and this could be due to the pandemic, as there was a corresponding large number of candidates who received an "N/A".