

Standard 4.1 Newberry College Graduates Impact on Student Learning

Data Point 1: Student Learning Outcomes

SLO Scoring Rubric Score Criteria as established by the SCDE:

Exemplary	4	4 90% -100% of students have met their growth target	Educator set up rigorous, superior goals(s); skillfully used appropriate assessments, continuously monitored progress; and strategically revised instruction in response to ongoing progress monitoring
Proficient	3	75% -89% of students have met their growth targets	Educator set up attainable goals(s); used appropriate assessments, consistently monitored progress; adjusted instruction in response to progress monitoring
Needs Improvement	2	51% -74% of students have met their growth targets	Educator set up goals(s); used assessments that were not appropriate for the goal, inconsistently monitored progress; inconsistently or inappropriately adjusted instruction
Unsatisfactory	1	0% -50% of students have met their growth targets	Educator Inconsistently used assessments, failed to monitor progress; failed to adjust instruction based on progress monitoring data

Alumni	Year	SLO Rating	Expanded Adept Mean	Expanded Adept Range
Lexington 2B	16-17	4	x	x
Richland 2B	16-17	3	x	x
Lexington 2A	17-18	3	3.20	2.0-4.0
Lexington 2B	17-18	4	x	x
Richland 2B	17-18	3	x	x
Newberry 12	17-18	3	X	x
Newberry 13	17-18	4	x	x
Lexington 2A	18-19	3	3.0	3.0
Lexington 2B	18-19	4	x	x
Lexington 2C	18-19	3.5	3.03	3.0-4.0
Lexington 5A	18-19	4	x	x
Lexington 5C	18-19	3	3.86	3.0-4.0
Lexington 5D	18-19	4	3.37	3.0-4.0
Lexington 5E	18-19	3	2.86	2.0-3.0
Richland 2A	18-19	3	3.58	3.0-4.0
Richland 2B	18-19	4	X	x
Newberry 1	18-19	3	3.48	3.0-4.0

Newberry 2	18-19	3	3.31	3.0-4.0
Newberry 3	18-19	3	3.0	3.0
Newberry 4	18-19	4	2.06	2.0-3.0
Newberry	18-19	3	3.0	3.0
Newberry 5	18-19	3	3.0	3.0
Newberry 6	18-19	3	3.24	3.0-4.0
Newberry 7	18-19	3	2.86	1.0-3.0
Newberry 8	18-19	3	3.0	3.0-4.0
Newberry 9	18-19	3	3.0	3.0
Newberry 10	18-19	3	3.0	2.0-4.0
Newberry 11	18-19	3	3.0	3.0

Frequency Table for Scores on Expanded Adept Indicators:

N=18	4 - Skilled	3- Proficient	2- Developing	1 -Needs Improvement
Instructional Plans:	6 [33%]	11 [61%]	1 [5%]	0
Student Work:	2 [11%]	14 [77%]	2 [11%]	0
Assessment:	1 [5%]	16 [88%]	1 [5%]	0
Standards & Objectives:	2 [11%]	14 [77%]	2 [11%]	0
Motivating Students:	2 [2%]	15 [83%]	1 [5%]	0
Lesson Structure and Pacing:	1 [5%]	16 [88%]	1 [5%]	0
Activities and Materials:	2 [11%]	14 [77%]	2 [11%]	0
Questioning:	2 [2%]	15 [83%]	1 [5%]	0
Academic Feedback:	2 [11%]	14 [77%]	2 [11%]	0
Grouping Students:	2 [2%]	15 [83%]	1 [5%]	0
Content Knowledge:	3 [16%]	14 [77%]	1 [5%]	0
Knowledge of Students:	2 [2%]	15 [83%]	1 [5%]	0
Thinking:	3 [16%]	14 [77%]	1 [5%]	0
Problem Solving:	3 [16%]	14 [77%]	1 [5%]	0
Managing Student Behavior:	3 [16%]	14 [77%]	1 [5%]	0
Expectations:	3 [16%]	14 [77%]	1 [5%]	0
Environment:	6 [33%]	12 [66%]	0	0
Respectful Culture:	5 [27%]	12 [66%]	1 [5%]	0
Professionalism 1:	5 [27%]	13 [72%]	0	0
Professionalism 2:	6 [33%]	10 [55%]	2 [11%]	0
Professionalism 3:	4 [22%]	12 [66%]	2 [11%]	0
Professionalism 4:	7 [38%]	9 [50%]	2 [11%]	0
Professionalism 5:	4 [22%]	13	1 [5%]	0
Professionalism 6:	6 [33%]	10 [55%]	1 [5%]	1 [5%]
Professionalism 7:	5 [27%]	12 [66%]	1 [5%]	0
Professionalism 8:	4 [22%]	13	1 [5%]	0
Professionalism 9:	5 [27%]	11	2 [11%]	0

Professionalism 10:	5 [27%]	5 [27%]	5 [27%]	0
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The SLO data indicate that all candidates identified are Exemplary or Proficient in getting their K-12 students to meet their learning targets; none of the candidates have an SLO rating of Needs Improvement or Developing. This is consistent with the data we have collected on candidates' performance on all key assessments and exit criteria upon leaving the program.

The participants who do not have scores for Expanded Adept are under continuing contracts in their districts and are not required to be assessed using the 4.0 instrument.

The Expanded Adept scores suggest the following regarding our newly in-serviced graduates:

- The majority of our graduates are demonstrating skilled or proficient performance on the 29 indicators.
- It is worth noting that areas of emphasis in our program include lesson planning, establishing a classroom environment, and professionalism indicators. We agree pleased that these are demonstrated areas of strength in our adept scores.
- Assessment, Academic Feedback, Questioning, and Knowledge of Students/Motivating Students are certainly areas for the department to pay attention to; though our graduates are demonstrating proficient skills –with recently revamped assessment courses and the addition of EDU350 [Advanced Assessment], we anticipate these areas to be strengthened.
- It should be noted that though we don't know the identity of the graduate who "needs development" the outlier scoring in the "2" category is the same individual – clearly someone who needs more support as a beginning educator, which we would be most eager to partner with the district to provide; it is not indicative of a weakness in the TEP, overall.

As a result of data garnered from the 4.0, in particular, we plan to continue to focus on the integration of Expanded Adept into our courses in systematic and thoughtfully scaffolded ways [see alignment chart]. We have not only designated where the indicators are introduced to candidates, but where we would expect proficiency of the indicators to be obtained/observed. We have targeted how each of the indicators can be demonstrated/assessed in each course, so we have a clear target and understanding of how the skills, concepts, dispositions, and behaviors are articulated through all of the courses in our program. We will continue to monitor our graduates progress through their induction along with completer and administrator surveys to determine how the program might need to make specific curricular changes to address specific areas.