**Teacher Effectiveness Summary**

A primary source of teacher effectiveness in the state of South Carolina is completer performance on the review of teachers as part of the South Carolina Teaching Standards 4.0 expectations. As this is a relatively new assessment within the state, therefore trend data is limited. Performance overall and in the 4 domains show that Winthrop Completers are current minimally different from state performance. In 2018-2019 results were slightly higher and in 2019-2020 they were slightly lower. In both years more than 99% of those completers evaluated met expectations.

With the completion of a third year of data in 2020-2021, the EPP will begin to be able to examine whether there are data trends to consider. Finally, a second step will be to explore additional data (such as Student Learning Outcomes assessments) that can provide additional information in this area.

# SC Leads ADEPT Report

**South Carolina Teaching Standards 4.0**
**Domain Summary**

| | 2018-19 | | 2019-20 | |
|---|---|---|---|---|
| | **Winthrop University** | **South Carolina Statewide** | **Winthrop University** | **South Carolina Statewide** |
| Number of Graduates Evaluated with SCTS 4.0 | 149 | 1818 | 154 | 1886 |
| | | | | |
| **Overall Average** | **3.31** | **3.24** | **3.29** | **3.31** |
| **Domain 1: Planning Average** | 3.06 | 3.01 | 3.04 | 3.05 |
| **Domain 2: Instruction Average** | 3.13 | 3.07 | 3.12 | 3.14 |
| **Domain 3: Environment Average** | 3.35 | 3.27 | 3.33 | 3.38 |
| **Domain 4: Professionalism Average** | 3.59 | 3.50 | 3.55 | 3.56 |

*In 2018-19, 99.3% of Winthrop graduates met all standards*
*In 2019-20, 100.0% of Winthrop graduates met all standards*

# SC Leads ADEPT Report

**2018-2019: South Carolina Teaching Standards 4.0**

| | Winthrop University | South Carolina Statewide |
|---|---|---|
| Number of Graduates Evaluated with SCTS 4.0 | 149 | 1818 |
| | | |
| **Overall Average** | **3.31** | **3.24** |
| **Domain 1: Planning Average** | **3.06** | **3.01** |
| Instructional Plans | 3.17 | 3.13 |
| Student Work | 3.04 | 2.98 |
| Assessment | 2.96 | 2.93 |
| **Domain 2: Instruction Average** | **3.13** | **3.07** |
| Standards & Objectives | 3.13 | 3.15 |
| Motivating Students | 3.26 | 3.15 |
| Presenting Instructional Content | 3.19 | 3.13 |
| Lesson Structure & Pacing | 3.11 | 3.04 |
| Activities & Materials | 3.11 | 3.07 |
| Questioning | 2.98 | 2.95 |
| Academic Feedback | 3.07 | 2.97 |
| Grouping Students | 3.1 | 2.95 |
| Teacher Content Knowledge | 3.38 | 3.32 |
| Teacher Knowledge of Students | 3.29 | 3.2 |
| Thinking | 2.93 | 2.93 |
| Problem Solving | 3.03 | 2.96 |
| **Domain 3: Environment Average** | **3.35** | **3.27** |
| Managing Student Behavior | 3.24 | 3.18 |
| Expectations | 3.26 | 3.2 |
| Environment | 3.44 | 3.32 |
| Respectful Culture | 3.46 | 3.39 |
| **Domain 4: Professionalism Average** | **3.59** | **3.50** |
| 1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. | 3.72 | 3.66 |
| 2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings. | 3.62 | 3.47 |
| 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. | 3.49 | 3.47 |
| 4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency. | 3.61 | 3.48 |

|  | Winthrop University | South Carolina Statewide |
|---|---|---|
| 5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation. | 3.51 | 3.51 |
| 6. The educator offers specific actions to improve his/her teaching. | 3.57 | 3.47 |
| 7. The educator accepts responsibilities contributing to school improvement. | 3.59 | 3.56 |
| 8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions. | 3.53 | 3.41 |
| 9. The educator actively supports school activities and events. | 3.63 | 3.49 |
| 10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment. | 3.62 | 3.47 |

# SC Leads ADEPT Report

## 2019-2020: South Carolina Teaching Standards 4.0

| | Winthrop University | South Carolina Statewide |
|---|---|---|
| Number of Graduates Evaluated with SCTS 4.0 | 154 | 1886 |
| | | |
| **Overall Average** | **3.29** | **3.31** |
| **Domain 1: Planning Average** | **3.04** | **3.05** |
| Instructional Plans | 3.15 | 3.17 |
| Student Work | 3.01 | 3.03 |
| Assessment | 2.95 | 2.94 |
| **Domain 2: Instruction Average** | **3.12** | **3.14** |
| Standards & Objectives | 3.13 | 3.19 |
| Motivating Students | 3.25 | 3.27 |
| Presenting Instructional Content | 3.16 | 3.17 |
| Lesson Structure & Pacing | 3.1 | 3.11 |
| Activities & Materials | 3.16 | 3.17 |
| Questioning | 2.96 | 2.96 |
| Academic Feedback | 3.02 | 3.05 |
| Grouping Students | 3.03 | 3.08 |
| Teacher Content Knowledge | 3.33 | 3.38 |
| Teacher Knowledge of Students | 3.28 | 3.35 |
| Thinking | 2.97 | 2.95 |
| Problem Solving | 3.01 | 2.98 |
| **Domain 3: Environment Average** | **3.33** | **3.38** |
| Managing Student Behavior | 3.19 | 3.3 |
| Expectations | 3.24 | 3.33 |
| Environment | 3.43 | 3.41 |
| Respectful Culture | 3.44 | 3.49 |
| **Domain 4: Professionalism Average** | **3.55** | **3.56** |
| 1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. | 3.67 | 3.69 |
| 2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings. | 3.56 | 3.59 |
| 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. | 3.49 | 3.5 |
| 4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency. | 3.53 | 3.51 |

| | Winthrop University | South Carolina Statewide |
|---|---|---|
| 5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation. | 3.58 | 3.57 |
| 6. The educator offers specific actions to improve his/her teaching. | 3.54 | 3.55 |
| 7. The educator accepts responsibilities contributing to school improvement. | 3.51 | 3.6 |
| 8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions. | 3.46 | 3.49 |
| 9. The educator actively supports school activities and events. | 3.58 | 3.58 |
| 10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment. | 3.58 | 3.56 |