

Measure 1: Completer Effectiveness

(b) completer effectiveness in applying professional knowledge, skills, and dispositions

Measure 1: Completer Effectiveness. (b) Completer effectiveness in applying professional knowledge, skills, and dispositions.

The Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) 4.0 Formal Evaluation is administered by school districts during a teacher’s second year in the classroom. Developed by the National Institute for Excellence in Teaching (NIET), the Expanded ADEPT 4.0 Formal Evaluation rubric seeks to create an evaluation system that is “...valid, reliable, and fair and that produces actionable and constructive feedback to support professional growth” (*Expanded ADEPT Support and Evaluation Guidelines*, 2021, p.2). The rubric includes four domains: Planning, Instruction, Environment, and Professionalism, which outline 23 indicators (see Table 1). Each indicator is detailed by a series of descriptors found in the [Expanded ADEPT 4.0 Formal Evaluation rubric](#).

Table 1: Expanded ADEPT Domains and Indicators

Planning	Instruction	Environment	Professionalism
<ul style="list-style-type: none"> • Instructional Plans • Student Work • Assessment 	<ul style="list-style-type: none"> • Standards & Objectives • Motivating Students • Presenting Instructional Content • Lesson Structure & Pacing • Activities & Materials • Questioning • Academic Feedback • Grouping Students • Teacher Content Knowledge • Teacher Knowledge of Students • Thinking • Problem Solving 	<ul style="list-style-type: none"> • Managing Student Behavior • Expectations • Environment • Respectful Culture 	<ul style="list-style-type: none"> • Growing & Developing Professionally • Reflecting on Teaching • Community Involvement • School Responsibilities

Central to the South Carolina Teaching Standards (SCTS) is the idea of student growth, which is assessed through Student Learning Objectives (SLOs). The SLO reflects the teacher’s ability to:

Measure 1: Completer Effectiveness

(b) completer effectiveness in applying professional knowledge, skills, and dispositions

“...set appropriate goals for student learning and development, accurately measure and analyze student growth, and to plan, implement, and adjust instruction to ensure maximum student progress” (*Expanded ADEPT Support and Evaluation Guidelines*, 2021, p. 5-6). On an annual basis, classroom teachers select a SLO and provide artifacts to demonstrate excellence in teaching. Table 2 illustrates the relationship of the SLO Components to the SCTS Indicators.

Table 2: SLO Components and SCTS Indicators Alignment

Student Learning Objective (SLO) Components	South Carolina Teaching Standards (SCTS) Indicators
Objective / Goals	Standards and Objectives
Rationale Baseline / Trend Data Student Population	Teacher Knowledge of Students
Standards / Content	Instructional Plans
Assessment	Assessment
Growth Targets	Grouping Students
Progress Monitoring	Academic Feedback Questioning
Instructional Strategies	Presenting Instructional Content

The formal evaluation process includes the completer’s SLO and Expanded ADEPT 4.0 Formal Evaluation.

The SLO score is used as a modifier for a teacher’s overall rating. An SLO score of 4 will increase the teacher’s overall rating by .25, while a SLO score of 1 will decrease the teacher’s overall rating by -.25. A SLO score of 2 or 3 will have no effect on the teacher’s overall rating.

Classroom teachers seeking an annual contract are observed four times using the Expanded ADEPT 4.0 Formal Evaluation rubric over the course of the academic year (180 days). The evaluation period consists of: a preliminary evaluation cycle and a final evaluation cycle.

A team of educators, the Expanded ADEPT 4.0 Formal Evaluation Team, is appointed for each teacher who is scheduled for formal evaluation. Each member of the team must have met all Expanded ADEPT 4.0 evaluator training requirements. One member of the evaluation team must be designated to serve as the chair. Each Expanded ADEPT4.0 Evaluation Team must consist of a minimum of two members. One evaluator must be a school- or district-level administrator or supervisor, and at least one evaluator must possess a knowledge of the content being taught by the teacher who is being formally evaluated. Each evaluator must conduct one observation per cycle.

Teachers being evaluated must compile an Expanded ADEPT 4.0 Formal Evaluation dossier, including observations, SLO, and associated artifacts. The weighting structure for the Expanded ADEPT 4.0 Formal Evaluation domains are listed in Table 3.

Measure 1: Completer Effectiveness

(b) completer effectiveness in applying professional knowledge, skills, and dispositions

Table 3: ADEPT 4.0 Domains and Weights

Domain	Weight
Planning	20%
Instruction	50%
Environment	20%
Professionalism	10%

To successfully complete the formal evaluation process, the teacher must pass all four domains at the time of the final evaluation judgement. Table 4 outlines requirements for passing the formal evaluation.

Table 4: Requirements for each the Summative ADEPT Formal Evaluation of Teachers

Composite Score Range	SCTS Ratings	Overall Effectiveness Rating
1.00 – 1.24 = 1.0	Unsatisfactory	Not Met
1.25 – 1.75 = 1.5	Needs Improvement	Not Met
1.76 – 2.25 = 2.0	Needs Improvement	Not Met
2.26 – 2.75 = 2.5	Proficient	Met
2.76 – 3.25 = 3.0	Proficient	Met
3.26 – 3.75 = 3.5	Proficient	Met
3.76 – 4.00 = 4.0	Exemplary	Met

In order to continue serving as a teacher in South Carolina, educators are required to successfully complete an Expanded ADEPT 4.0 Formal Evaluation at the end of their second year. Passing the Expanded ADEPT 4.0 Formal Evaluation assessment at the end of the second year enables teachers to: a) advance to a professional teaching certificate and b) be eligible for employment at the continuing-contract level.

Should educators fail the Expanded ADEPT 4.0 Formal Evaluation twice, they will have their teaching certificates suspended for a minimum of two years. These individuals must also complete a remediation plan developed by the South Carolina Department of Education before becoming eligible for certificate reinstatement.

Data for the most recent (2022-2023) Expanded ADEPT 4.0 Formal Evaluations of USC Upstate program completers are provided in the tables below.

Measure 1: Completer Effectiveness

(b) completer effectiveness in applying professional knowledge, skills, and dispositions

Table 5: 2022-2023 SCTS ADEPT 4.0 Formal Evaluation Results for USC Upstate Program Completers

2022-2023: South Carolina Teaching Standards 4.0

	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	109	100%	1850	100%
Total Graduates Evaluated	109	100%	1853	100%
Total Graduate SLO Average	0.08		0.09	
Graduates Evaluated with SCTS 4.0 SLO Average	0.08		0.09	

Table 6: 2022-2023 SCTS ADEPT 4.0 Formal Evaluation Results by Domain for USC Upstate Program Completers

	Provider Results	Statewide Results
	Number	Number
Domain 1: Planning		
Instructional Plans	3.24	3.34
Student Work	3.11	3.11
Assessment	2.98	3.06
Domain 2: Instruction		
Standards & Objectives	3.22	3.28
Motivating Students	3.33	3.24
Presenting Instructional Content	3.32	3.28
Lesson Structure & Pacing	3.27	3.29
Activities & Materials	3.19	3.24
Questioning	3.00	3.05

Measure 1: Completer Effectiveness

(b) completer effectiveness in applying professional knowledge, skills, and dispositions

Academic Feedback	3.08	3.06
Grouping Students	3.08	3.15
Teacher Content Knowledge	3.45	3.44
Teacher Knowledge of Students	3.43	3.36
Thinking	3.01	3.10
Problem Solving	3.04	3.12
Domain 3: Environment		
Expectations	3.38	3.33
Engaging Students and Managing Behavior	3.39	3.37
Environment	3.50	3.52
Respectful Culture	3.58	3.59
Domain 4: Professionalism		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.60	3.54
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.58	3.58
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.	3.50	3.54
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.54	3.54
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.56	3.50
6. The educator offers specific actions to improve his/her teaching.	3.53	3.50
7. The educator accepts responsibilities contributing to school improvement.	3.54	3.46
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.53	3.50
9. The educator actively supports school activities and events.	3.57	3.65
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.54	3.50

Measure 1: Completer Effectiveness

(b) completer effectiveness in applying professional knowledge, skills, and dispositions

Table 7 provides the average score for USC Upstate completers, by domain. USC Upstate completers continue to score higher than the average South Carolina completer, and Upstate completers rate proficient in the SCTS and met in overall effectiveness.

Table 7: 2022-2023 Average Score of USC Upstate completers by ADEPT Domain, Compared to Statewide Average

ADEPT Domain	Average Upstate Score	Average Statewide Score
I. Professionalism	3.11	3.17
II. Instruction	3.20	3.22
III. Environment	3.46	3.45
IV. Professionalism	3.55	3.53