

2 – Observations of Teaching Effectiveness

Benchmarking

USCA benchmarked with USC-Upstate to compare and contrast our Educator Preparation Programs' quality in preparing effective classroom educators based on Title II data and South Carolina SAFE-T (prior to AY 2018-19) and CBT (SCTS 4.0 and SLO, AY 2018-19 (evaluations of graduates in induction year).

Title II Data: Praxis Exam Pass Rates (Content Areas and Pedagogical Exams)

Compared to UofSC-Upstate, the pass rate percentages for UofSCA were 3-5% points higher than UofSC-Upstate in academic years 2016-17 through AY 2018-19 with a considerably lower number of test takers (222 vs. 512), making the 3-5 percentage point difference more statistically significant. UofSCA's content and pedagogical preparation of candidates appears to be comparable to UofSC-Upstate's preparation in content and pedagogy.

ADEPT Formal evaluations 2015-2019: UofSCA vs. UofSC-Upstate

For the 4 academic years benchmarked (AY 2015-16 through AY 2018-19), UofSCA and UofSC-Upstate initial licensure program graduates have earned a high pass rate on their induction year SCTS 4.0 (2018-19) and SAFE-T (evaluations (UofSCA: 93.02. – 97.37%; UofSC-Upstate: 95 - 97.5%). UofSC-Upstate's pass rates were between 2-4.6% higher than UofSCA's pass rate, but USC-Upstate each year had almost double the graduates as USCA, making the passing numbers higher for each academic year. Also, it was unclear from the benchmarking materials received from USC-Upstate whether the data was for completers for each calendar year or academic year, making it difficult to compare completers' pass rates. That said, both institutions' pass percentages for their student teacher interns' evaluations were over 93% for all four years measured (UofSCA – academic year and UofSC-Upstate – calendar year).

Further, the SLO score serves as an adjustment for an educator's overall teaching effectiveness rating. An SLO score of 4 will increase the teacher's overall rating by .25, while an 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. For AY 2018-19, UofSCA induction year teacher graduates earned +.04 increase to their overall evaluation rating compared to UofSC-Upstate at +.06 increase. The difference was not statistically significant.

The rubric includes four domains: planning, instruction, environment, and professionalism, and twenty-three indicators as outlined in Table 1. Each indicator is detailed by a series of descriptors found in the [ADEPT 4.0 rubric](#).

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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 is the idea of student growth, which is assessed through Student Learning Objectives (SLOs). The SLO reflects the teacher’s ability to: “...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*, 2018, p.7). 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.

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Table 2: SLO Components and SCTS Indicators

These Student Learning Objective (SLO) Components are artifacts to support	These South Carolina Teaching Standards 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 Expanded ADEPT and SLO.

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

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

Table 3: ADEPT 4.0 Domains and Weights

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

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 an 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.

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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

Title II Data: Praxis Exam Pass Rates (Content Areas and Pedagogical Exams)

Compared to UofSC-Upstate, the pass rate percentages for UofSCA were 3-5% points higher than UofSC-Upstate in academic years 2016-17 through AY 2018-19 with a considerably lower number of test takers (222 vs. 512), making the 3-5 percentage point difference more statistically significant. UofSCA's content and pedagogical preparation of candidates appears to be comparable to UofSC-Upstate's preparation in content and pedagogy.

Summary Pass Rates

	UofSCA Number Taking Test	UofSCA Number Passing Test	UofSCA Pass Rate (%)	UofSC- UPSTATE Number Taking Test	UofSC- UPSTATE Number Passing Test	UofSC- UPSTATE Pass Rate (%)
All program completers, 2018-19	69	65	94	150	133	89
All program completers, 2017-18	48	47	98	112	104	93
All program completers, 2016-17	57	57	100	131	125	95
All program completers, 2015-16	48	46	96	119	111	93

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The rubric includes four domains: planning, instruction, environment, and professionalism, and twenty-three indicators. Each indicator is detailed by a series of descriptors found in the [ADEPT 4.0 rubric](#).

Table 2: Expanded ADEPT Domains and Indicators

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<i>ADEPT Results for ADEPT SCTS 4.0 Rubric Teaching Evaluation (Induction Year Teachers)</i>	UofSCA Results 2018-19		UofSC-Upstate Results 2018-19	
	Number	Percentage - Pass Rate	Number	Percentage - Pass Rate
Graduates Evaluated with SCTS 4.0	42	100%	80	100%
Graduates Passing with SCTS 4.0	39	92.86%	76	95%
SLO Average	N/A	.04	N/A	0.06

<i>ADEPT Results for SAFE-T</i>	USCA Results 2017-18		USC-Upstate Results 2017	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SAFET	43	100%	80	100%
Graduates Passing with SAFET	40	93.02%	76	95%

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<i>ADEPT Results for SAFE-T</i>	USCA Results 2016-17		USC-Upstate Results 2016	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SAFET	38	100%	119	100%
Graduates Passing with SAFET	37	97.37%	116	97.5%

<i>ADEPT Results for SAFE-T</i>	USCA Results 2015-16		USC-Upstate Results 2015	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SAFET	56	100%	114	100%
Graduates Passing with SAFET	52	92.86%	111	97.4%