

State Graduate 4.0 and SLO Impact Data and Observations of Teaching Effectiveness

Second year teachers in South Carolina are evaluated by the four expanded ADEPT Domains (planning, instruction, environment, and professionalism) using the National Institute for Excellence in Teaching (NIET) [ADEPT4.0 rubric](#). The proprietary rubric is valid, reliable, and actionable with feedback to support professional learning of novice teachers in SC. The rubric domains and indicators are outlined in Table 1. The Expanded ADEPT 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 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*, 2018, p.3). 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 [ADEPT4.0 rubric](#). 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). Impact data is measured through the Student Learning Objective evaluation (SLO). Student Learning Objectives (SLOs) are a tool for actionable reflection used in teacher evaluation systems as a student growth measure. SLOs are monitored over the duration of time the students are with the teacher for instruction, which may be a full academic year, a semester, or quarter (depending on the context in which the teacher leads instruction)." Retrieved from <https://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/>

On an annual basis, classroom teachers select a SLO and provide benchmarking pre and post data and artifacts to demonstrate their instructional impact on student learning. In addition, the teachers are evaluated using the 4.0 Rubric. For the AY 2023-24, 100% of USCA graduates evaluated (N= 49) passed their 4.0 and SLO evaluations. For the domain of *Planning* and corresponding indicators, USCA graduates scored within .01 - .19 (of a 4.0 score) and within .01 - .11 in *Instruction* and .01 to .07 in *Environment* of the SC state averages and within the proficient range of scores. Of note, in the fourth domain (*Professionalism*), USCA graduates scored higher (range +.02 - .19) in all indicators than the state averages for professionalism. Results demonstrate that USCA graduates in AY 2023-24 are highly effective educators who positively impact P-12 learners' growth.

The overall completion data, based on 1,089 EPP graduates, indicates that 92.01% (1,002 individuals) met expectations, which is a strong indicator of system-wide success. Only 3.21% (35 individuals) did not meet expectations, while 4.41% (48 individuals) had incomplete evaluations. Breaking this down by employment category, Induction 1 educators made up 4.87% of the total, with 86.79% meeting expectations, 3.77% not meeting them, and 9.43% incomplete. These figures fall slightly below the overall average for "Met" and have a higher rate of "Incomplete," indicating a need for additional support or clearer evaluation guidance for early-career educators. Induction 2, though a small group at just 0.28% of the total, had a perfect 100% "Met" rate. Annual 1 educators represented 4.78% of the total, with a high success rate of 96.15% "Met," and only 1.92% each for "Not Met" and "Incomplete." This group showed stronger-than-average performance. Annual 2 employees, comprising 1.47% of the data set, had a "Met" rate of 93.75% and 6.25% incomplete, aligning closely with the overall performance. Annual 3 included only one individual who met expectations, resulting in a 100% "Met" rate, though the sample size is too small for meaningful analysis. The Continuing category represented the largest group at 82.92% of the total. Within this group, 92.14% met expectations, 3.54% did not, 3.88% were incomplete, and 0.44% had no data. These results closely mirror the overall data and significantly influence the overall averages. Lastly, the Letter of Agreement group accounted for 5.60% of the total, with 90.16% meeting expectations and 9.84% incomplete. While their "Met" rate is only slightly below average, the higher rate of incomplete entries may indicate issues with documentation or clarity in the evaluation process.

In summary, over 92% of all individuals met expectations, showing strong overall performance. The Induction 1 and Letter of Agreement groups may benefit from additional support, as they had the highest percentages of incomplete evaluations. Continuing employees, who make up the majority of the data, displayed consistent results with overall trends.

Table 1. ADEPT Evaluation Results Summary for all EPP graduates evaluated in AY 2023-24

		No Data	Met	Not Met	Incomplete
Total	1089 100.00%	4 0.37%	1002 92.01%	35 3.21%	48 4.41%
Induction 1	53 4.87%	0 0.00%	46 86.79%	2 3.77%	5 9.43%
Induction 2	3 0.28%	0 0.00%	3 100.00%	0 0.00%	0 0.00%
Annual 1	52 4.78%	0 0.00%	50 96.15%	1 1.92%	1 1.92%
Annual 2	16 1.47%	0 0.00%	15 93.75%	0 0.00%	1 6.25%
Annual 3	1 0.09%	0 0.00%	1 100.00%	0 0.00%	0 0.00%
Continuing	903 82.92%	4 0.44%	832 92.14%	32 3.54%	35 3.88%

Letter of Agreement	61 5.60%	0 0.00%	55 90.16%	0 0.00%	6 9.84%
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Table 2. 2023-2024: South Carolina Teaching Standards 4.0 and SLO

	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	49	100%	1842	100%
Total Graduates Evaluated	49	100%	1842	100%
Total Graduate SLO Average	0.05		0.09	
Graduates Evaluated with SCTS 4.0 SLO Average	0.05		0.09	
	Provider Results	Statewide Results		
	Number	Number		

Domain 1: Planning		
Instructional Plans	3.20	3.21
Student Work	2.97	3.08
Assessment	2.89	3.00
Domain 2: Instruction		
Standards & Objectives	3.18	3.20
Motivating Students	3.23	3.24
Presenting Instructional Content	3.13	3.22
Lesson Structure & Pacing	3.07	3.16
Activities & Materials	3.14	3.17
Questioning	2.87	3.00
Academic Feedback	3.02	3.05

Grouping Students	3.05	3.06
Teacher Content Knowledge	3.29	3.38
Teacher Knowledge of Students	3.31	3.30
Thinking	2.89	3.01
Problem Solving	2.94	3.04
Domain 3: Environment		
Expectations	3.28	3.30
Engaging Students and Managing Behavior	3.24	3.30
Environment	3.42	3.46
Respectful Culture	3.44	3.51
Domain 4: Professionalism		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.49	3.33

2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.51	3.32
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.	3.36	3.27
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.37	3.27
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.42	3.28
6. The educator offers specific actions to improve his/her teaching.	3.39	3.28
7. The educator accepts responsibilities contributing to school improvement.	3.49	3.32
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.37	3.27
9. The educator actively supports school activities and events.	3.53	3.43
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.38	3.32

Table 3. ADEPT Performance Standards/South Carolina Teaching Standards Crosswalk

ADEPT Domain 1: Planning	NIET South Carolina Teaching Standards
ADEPT Performance Standard 1.A: The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 1.B: The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives
ADEPT Performance Standard 1.C: The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of long-range goals.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 1.D: The teacher develops appropriate processes for evaluation and recording students' progress and achievement.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Student Work ○ Assessment
ADEPT Performance Standard 1.E: The teacher plans appropriate procedures for managing the classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 2.A: The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives

ADEPT Performance Standard 2.C: The teacher routinely uses student performance data to guide short-range planning of instruction.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 3.A: The teacher develops/selects and administers a variety of appropriate assessments.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Performance Standard 3.B: At the appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Instructional Plans ○ Student Work ○ Assessment
ADEPT Performance Standard 3.C: The teacher uses assessment data to assign grades (or other appropriate indicators) that currently reflect student progress and achievement.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Domain 2: Instruction	NET South Carolina Teaching Standards
ADEPT Performance Standard 4.A: The teacher establishes, communicates, and maintains high expectations for student achievement.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives
ADEPT Performance Standard 4.B: The teacher establishes, communicates, and maintains high expectations for student participation.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 4.C: The teacher helps students assume responsibility for their own participation and learning.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students
ADEPT Performance Standard 5.A: The teacher uses appropriate instructional strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Teacher Content Knowledge ○ Teacher Knowledge of Students
ADEPT Performance Standard 5.B: The teacher uses a variety of instructional strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Activities and Materials

	<ul style="list-style-type: none"> ○ Teacher Content Knowledge ○ Grouping Students ○ Thinking ○ Problem Solving
ADEPT Performance Standard 5.C: The teacher uses instructional strategies effectively.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Activities and Materials ○ Questioning ○ Grouping Students
ADEPT Performance Standard 6.A: The teacher demonstrates a thorough command of the discipline that he or she teaches.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Teacher Content Knowledge
ADEPT Performance Standard 6.B: The teacher provides appropriate content.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Presenting Instructional Content ○ Teacher Content Knowledge ○ Teacher Knowledge of Students
ADEPT Performance Standard 6.C: The teacher structures the content to promote meaningful learning.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Motivating Students ○ Activities and Materials ○ Lesson Structure and Pacing ○ Presenting Instructional Content
ADEPT Performance Standard 7.A: The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Standards and Objectives ○ Questioning ○ Academic Feedback
ADEPT Performance Standard 7.B: The teacher enhances student learning by using information from informal and formal assessments to guide instruction.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Academic Feedback ➤ Planning Domain <ul style="list-style-type: none"> ○ Assessment
ADEPT Performance Standard 7.C: The teacher enhances student learning by providing appropriate instructional feedback to students.	<ul style="list-style-type: none"> ➤ Planning Domain <ul style="list-style-type: none"> ○ Academic Feedback

ADEPT Domain 3: Environment	NIET South Carolina Teaching Standards
ADEPT Performance Standard 8.A: The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Environment
ADEPT Performance Standard 8.B: The teacher creates and maintains a positive affective climate in his or her classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ○ Environment ○ Respectful Culture
ADEPT Performance Standard 8.C: The teacher creates and maintains a culture of learning in his or her classroom.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations ○ Respectful Culture
ADEPT Performance Standard 9.A: The teacher manages student behavior appropriately.	<ul style="list-style-type: none"> ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior ○ Respectful Culture
ADEPT Performance Standard 9.B: The teacher makes maximal use of instructional time.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Lesson Structure and Pacing ➤ Environment Domain <ul style="list-style-type: none"> ○ Expectations
ADEPT Performance Standard 9.C: The teacher manages essential non-instructional routines in an efficient manner.	<ul style="list-style-type: none"> ➤ Instruction Domain <ul style="list-style-type: none"> ○ Lesson Structure and Pacing ➤ Environment Domain <ul style="list-style-type: none"> ○ Managing Student Behavior
ADEPT Domain 4: Professionalism	NIET South Carolina Teaching Standards
ADEPT Performance Standard 10.A: The teacher is an advocate for the students.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching
ADEPT Performance Standard 10.B: The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching ○ Community Involvement

	<ul style="list-style-type: none"> ○ School Responsibilities
ADEPT Performance Standard 10.C: The teacher is an effective communicator.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching ○ Community Involvement
ADEPT Performance Standard 10.D: The teacher exhibits professional demeanor and behavior.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Community Involvement ○ School Responsibilities
ADEPT Performance Standard 10.E: The teacher is an active listener.	<ul style="list-style-type: none"> ➤ Professionalism Domain <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching

Further, impact data is measured through the Student Learning Objective evaluation (SLO). Student Learning Objectives (SLOs) are a tool for actionable reflection used in teacher evaluation systems as a student growth measure. SLOs are monitored over the duration of time the students are with the teacher for instruction, which may be a full academic year, a semester, or quarter (depending on the context in which the teacher leads instruction).” Retrieved from <https://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/>

On an annual basis, classroom teachers select a SLO and provide benchmarking pre and post data and artifacts to demonstrate their instructional impact on student learning . Table 2 illustrates the relationship of the SLO Components to the SCTS Indicators

Table 4: SLO Components and SCTS Indicators

These Student Learning Objective (SLO) Components are artifacts to support	The 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.

A team of educators, the Expanded ADEPT team, is appointed for each teacher who is scheduled for formal evaluation. Each member of the evaluation team must have met all Expanded ADEPT evaluator training requirements. One member of the evaluation team must be designated to serve as the chair. Each Expanded ADEPT 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 dossier, including observations, SLO and artifacts. The weighting structure for the Expanded ADEPT domains are listed in Table 3.

Table 5: 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.

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 6: 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 formal evaluation at the end of their second year. Passing the Expanded ADEPT 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 to pass the Expanded ADEPT 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 Expanded ADEPT Formal Evaluations of USC Aiken program completers is provided in the tables below.

