

SC Leads ADEPT Report
South Carolina Teaching Standards
4.0 Domain Summary

	2022-23		2021-22		2020-21		2019-20		2018-19	
	Winthrop University	South Carolina Statewide	Winthrop University	South Carolina Statewide	Winthrop University	South Carolina Statewide	Winthrop University	South Carolina Statewide	Winthrop University	South Carolina Statewide
Number of Graduates Evaluated with SCTS 4.0	143	1880	131	1809	129	1886	154	1886	149	1818
Overall Average	3.30	3.24	3.29	3.15	3.31	3.23	3.29	3.31	3.31	3.24
Domain 1: Planning Average	3.07	3.10	3.08	3.03	3.08	3.08	3.04	3.05	3.06	3.01
Domain 2: Instruction Average	3.15	3.16	3.15	3.10	3.17	3.15	3.12	3.14	3.13	3.07
Domain 3: Environment Average	3.35	3.39	3.38	3.35	3.43	3.47	3.33	3.38	3.35	3.27
Domain 4: Professionalism Average	3.52	3.33	3.49	3.17	3.50	3.27	3.55	3.56	3.59	3.50

In 2022-23, 100.0% of Winthrop graduates met all standards
 In 2021-22, 100.0% of Winthrop graduates met all standards
 In 2020-21, 100.0% of Winthrop graduates met all standards
 In 2019-20, 100.0% of Winthrop graduates met all standards
 In 2018-19, 99.3% of Winthrop graduates met all standards

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2022-2023: South Carolina Teaching Standards 4.0

	Winthrop University	South Carolina Statewide
Number of Graduates Evaluated with SCTS 4.0	143	1880

Overall Average	3.30	3.24
Domain 1: Planning Average	3.07	3.10
Instructional Plans	3.14	3.21
Student Work	3.05	3.08
Assessment	3.01	3.00
Domain 2: Instruction Average	3.15	3.16
Standards & Objectives	3.15	3.20
Motivating Students	3.24	3.24
Presenting Instructional Content	3.25	3.22
Lesson Structure & Pacing	3.17	3.16
Activities & Materials	3.16	3.16
Questioning	3.02	3.01
Academic Feedback	3.06	3.06
Grouping Students	3.05	3.07
Teacher Content Knowledge	3.39	3.40
Teacher Knowledge of Students	3.25	3.31
Thinking	3.02	3.01
Problem Solving	3.01	3.04
Domain 3: Environment Average	3.35	3.39
Managing Student Behavior	3.26	3.30
Expectations	3.23	3.28
Environment	3.41	3.46
Respectful Culture	3.50	3.52
Domain 4: Professionalism Average	3.52	3.33
1. The educator is prompt, prepared, and participates in professional development meetings, bringing	3.62	3.40
2. The educator appropriately attempts to implement new learning in the classroom following presentation in	3.58	3.37
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	3.46	3.32
knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.50	3.33

	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	3.55	3.33
his/her teaching.	3.51	3.29
7. The educator accepts responsibilities contributing to	3.53	3.32
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide	3.44	3.26
9. The educator actively supports school activities and	3.53	3.40
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly	3.50	3.32

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2021-2022: South Carolina Teaching Standards

4.0

	Winthrop University	South Carolina Statewide
Number of Graduates Evaluated with SCTS 4.0	131	1809

Overall Average	3.29	3.15
Domain 1: Planning Average	3.08	3.03
Instructional Plans	3.16	3.13
Student Work	3.08	3.01
Assessment	3.01	2.95
Domain 2: Instruction Average	3.15	3.10
Standards & Objectives	3.14	3.14
Motivating Students	3.31	3.19
Presenting Instructional Content	3.25	3.14
Lesson Structure & Pacing	3.12	3.09
Activities & Materials	3.20	3.10
Questioning	2.99	2.99
Academic Feedback	3.10	3.03
Grouping Students	3.05	3.01
Teacher Content Knowledge	3.33	3.32
Teacher Knowledge of Students	3.26	3.25
Thinking	3.03	2.97
Problem Solving	3.04	3.00
Domain 3: Environment Average	3.38	3.35
Managing Student Behavior	3.29	3.22
Expectations	3.28	3.26

	Winthrop University	South Carolina Statewide
Environment	3.45	3.43
Respectful Culture	3.51	3.50
Domain 4: Professionalism Average	3.49	3.17
1. The educator is prompt, prepared, and participates in professional development meetings, bringing	3.58	3.32
2. The educator appropriately attempts to implement new learning in the classroom following presentation in	3.46	3.30
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	3.45	3.18
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.51	3.21
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each	3.46	3.05
6. The educator offers specific actions to improve his/her teaching.	3.41	3.11
7. The educator accepts responsibilities contributing to	3.48	3.13
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide	3.46	3.05
9. The educator actively supports school activities and	3.54	3.21
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly	3.51	3.13

SC Leads ADEPT Report

2020-2021: South Carolina Teaching Standards

4.0

	Winthrop University	South Carolina Statewide
Number of Graduates Evaluated with SCTS 4.0	129	1886
Overall Average	3.31	3.23
Domain 1: Planning Average	3.08	3.08
Instructional Plans	3.16	3.18

	Winthrop University	South Carolina Statewide
Student Work	3.09	3.05
Assessment	3.00	3.02
Domain 2: Instruction Average	3.17	3.15
Standards & Objectives	3.15	3.20
Motivating Students	3.32	3.26
Presenting Instructional Content	3.21	3.22
Lesson Structure & Pacing	3.19	3.12
Activities & Materials	3.15	3.14
Questioning	3.02	3.02
Academic Feedback	3.08	3.08
Grouping Students	3.05	3.02
Teacher Content Knowledge	3.38	3.36
Teacher Knowledge of Students	3.32	3.32
Thinking	3.02	3.01
Problem Solving	3.09	3.00
Domain 3: Environment Average	3.43	3.47
Managing Student Behavior	3.29	3.37
Expectations	3.39	3.45
Environment	3.46	3.47
Respectful Culture	3.57	3.57
Domain 4: Professionalism Average	3.50	3.27
1. The educator is prompt, prepared, and participates in professional development meetings, bringing	3.64	3.29
2. The educator appropriately attempts to implement new learning in the classroom following presentation in	3.50	3.31
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	3.45	3.31
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.55	3.31
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each	3.54	3.23
6. The educator offers specific actions to improve his/her teaching.	3.48	3.26
7. The educator accepts responsibilities contributing to	3.45	3.26
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide	3.44	3.23

	Winthrop University	South Carolina Statewide
9. The educator actively supports school activities and	3.51	3.37
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly	3.45	3.17

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	3.10	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	3.30
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	3.67	3.69
2. The educator appropriately attempts to implement new learning in the classroom following presentation in	3.56	3.59

	Winthrop University	South Carolina Statewide
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	3.49	3.50
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.53	3.51
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each	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	3.51	3.60
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide	3.46	3.49
9. The educator actively supports school activities and	3.58	3.58
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly	3.58	3.56

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

	Winthrop University	South Carolina Statewide
Academic Feedback	3.07	2.97
Grouping Students	3.10	2.95
Teacher Content Knowledge	3.38	3.32
Teacher Knowledge of Students	3.29	3.20
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	3.20
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	3.72	3.66
2. The educator appropriately attempts to implement new learning in the classroom following presentation in	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	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
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each	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	3.59	3.56
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide	3.53	3.41
9. The educator actively supports school activities and	3.63	3.49
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly	3.62	3.47