

SC Leads ADEPT Report

South Carolina Teaching Standards 4.0

Domain Summary

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

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

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

*In 2020-21, 100.0% of Winthrop graduates met all standards*

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

	Winthrop University	South Carolina Statewide
Number of Graduates Evaluated with SCTS 4.0	149	1818

<b>Overall Average</b>	<b>3.31</b>	<b>3.24</b>
<b>Domain 1: Planning Average</b>	<b>3.06</b>	<b>3.01</b>
Instructional Plans	3.17	3.13
Student Work	3.04	2.98
Assessment	2.96	2.93
<b>Domain 2: Instruction Average</b>	<b>3.13</b>	<b>3.07</b>
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
<b>Domain 3: Environment Average</b>	<b>3.35</b>	<b>3.27</b>
Managing Student Behavior	3.24	3.18
Expectations	3.26	3.2
Environment	3.44	3.32
Respectful Culture	3.46	3.39
<b>Domain 4: Professionalism Average</b>	<b>3.59</b>	<b>3.50</b>
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

<b>Overall Average</b>	<b>3.29</b>	<b>3.31</b>
<b>Domain 1: Planning Average</b>	<b>3.04</b>	<b>3.05</b>
Instructional Plans	3.15	3.17
Student Work	3.01	3.03
Assessment	2.95	2.94
<b>Domain 2: Instruction Average</b>	<b>3.12</b>	<b>3.14</b>
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
<b>Domain 3: Environment Average</b>	<b>3.33</b>	<b>3.38</b>
Managing Student Behavior	3.19	3.3
Expectations	3.24	3.33
Environment	3.43	3.41
Respectful Culture	3.44	3.49
<b>Domain 4: Professionalism Average</b>	<b>3.55</b>	<b>3.56</b>
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

## SC Leads ADEPT Report

### 2020-2021: South Carolina Teaching Standards 4.0

	Winthrop University	South Carolina Statewide
Graduates Evaluated with SCTS 4.0	129	1886

<b>Overall Average</b>	<b>3.31</b>	<b>3.23</b>
<b>Domain 1: Planning Average</b>	<b>3.08</b>	<b>3.08</b>
Instructional Plans	3.16	3.18
Student Work	3.09	3.05
Assessment	3	3.02
<b>Domain 2: Instruction Average</b>	<b>3.17</b>	<b>3.15</b>
Standards & Objectives	3.15	3.2
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
<b>Domain 3: Environment Average</b>	<b>3.43</b>	<b>3.47</b>
Expectations	3.29	3.37
Engaging Students and Managing Behavior	3.39	3.45
Environment	3.46	3.47
Respectful Culture	3.57	3.57
<b>Domain 4: Professionalism Average</b>	<b>3.50</b>	<b>3.27</b>
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.64	3.29
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.5	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 observations.	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 observation.	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 school improvement.	3.45	3.26
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.44	3.23
9. The educator actively supports school activities and events.	3.51	3.37
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.45	3.17