Measure 3: Candidate Competency at Completion

(R3.3|RA3.4)

Erskine College has a series of 4 Gates that candidates must progress through to meet competencies for completion. Below is a detailed outline of the progression points and the requirements at each point. Additionally, 2021-2022 completers in all programs were required to enroll and earn grades of C or higher in reading courses that were taken that met the Read2Succeed certification requirements for teachers in South Carolina. Completers must comply with the Education and Economic Development Act and the Safe Schools Climate Act.

Admissions Process for Entering the Education Program (R3.3)

Gate 1: Admission to the Teacher Education Program (TEP)

Requirements
1. Cumulative grade point average of 2.75 by the end of the semester seeking admittance.
2. Passing scores on Core Academic Skills for Educators – reading, mathematics, writing – or obtained 1100 combined verbal and mathematics score on the SAT taken beginning March 5, 2016 or obtained a score of 22 on the ACT.
3. Obtain a 3.0 average or better (with no grade below a C) on following coursework: English 102 or 103 PH 106 Astronomy, BG 101 Biology, or CH 105 Chemistry, GL 101 Geology Special Education 212 and Education 202 or 104 Mathematics 107 or 141
4. Passing grade on Field Experiences, ED 202 or ED 104 and SE 213.
5. Submit and gain approval on a Teaching Portfolio which must include: A. Philosophy of Education Statement B. Resume C. Reflective Summary of Prior Experiences and community service working with children, young adults, or other individuals D. Effective Teaching Profile Field Experience Reflections (ED 202 and SE 213) Field Experience Evaluations (ED 202 and SE 213) E. Spontaneous Writing Sample
6. Two recommendations from faculty members with an average score of 2.0 or better on a scale of 1-4 with a score of one (1) being Disposition/characteristic **needs improvement** and four (4) being **Exemplary** – in the top 10% of the peer group.

7. Provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors (as outlined by Policy Guidelines for South Carolina Teacher Education Units - March 2006).

8. Successful interview with Teacher Education Committee representatives.

9. Approval by Teacher Education Committee. Possible Ratings: Recommended, Recommended With Suggestions, Not Recommended (If candidate is Recommended With Suggestions, he/ she must meet with the Head of the Department of Education / Director of Teacher Education to draft a remediation plan with benchmarks and timeline. Failure to meet the improvement goals will result in dismissal from the Program.)

Gate 2: Maintenance of Good Standing

Requirements
1. Minimum of 2.75 cumulative GPR.
2. Minimum of grade C in all professional education courses. All education courses and PE 122, ED 309, MA 351, and MA 352 in which the teacher education candidate earns a letter grade of less than a C must be repeated.
3. Meeting the goals of the improvement plan if teacher candidate was admitted with suggestions to the Teacher Education Program.
4. Ratings averaging 2.25 or higher by Education Faculty on Conceptual Framework, ADEPT, and Dispositions at the end of the Junior Year. If ratings fall below 2.25, the candidate must draft an improvement plan with the Head of the Department of Education/Director of Teacher Education. Failure to meet the remediation plan goals will result in dismissal from the program.
5. Teacher education candidates whose GPA falls below 2.75 will be placed on academic probation for one semester within the Education Department in order to bring the GPA up to 2.75 or better. At the end of the academic probation semester, Education Department faculty and Teacher Education Committee will meet to determine if the academic probation will be lifted or if the student will be re-advised to a different major.

Gate 3: Acceptance to Student Teach

Requirements
1. Successfully completing Gates 1 and 2.
2. Application form and Goals sheet completed with Director of Teacher Education.
3. Maintain Cumulative Grade Point Average 2.75 (GPA cannot fall below a 2.75 the semester prior to student teaching).
4. Completion of all coursework in Education with a minimum grade of "C" and pertinent coursework in major if minoring in Education.

5. Taken or submit proof of registration for Praxis Subject Assessments and Principles of Learning and Teaching. Must be taken by July for Fall and Spring student teaching with scores presented by the beginning of the fall term. Exceptions must be approved by the Department.
6. Portfolio submitted and approved from Teacher Education Admission with following additions: A. Management Philosophy B. Updated Philosophy of Education C. Updated Resume – reflecting involvement and leadership D. Effective Teaching Profile Updated -Field Experience Reflections (all 300/400 levels added) -Field Experience Evaluations (all 300/400 levels added) -Video Analysis of Field Experience Teaching -Average ADEPT ratings of 2.5 or better on each of the Expanded ADEPT Support and Evaluation System Performance Standards and Indicators that define these Standards. -Average Ratings of 2.5 or better from Cooperating Teacher and College Supervisor on -Conceptual Framework dimensions and Dispositions Evaluations E. Demonstration of Ability to Plan (Long- and Short-Range Plan Examples) F. Demonstration of Ability to Analyze K-12 Student Work Samples for Instructional Decision Making. G. Evidence of Professionalism – Organizations, Conferences, Readings, etc.
7. Successful Interview with Director of Teacher Education.
8. Approval by Teacher Education Committee. Possible Ratings: Recommended, Recommended with Suggestions, Not Recommended (If candidate is Recommended with Suggestions, he/she must meet with the Director of Teacher Education to draft an improvement plan with benchmarks and timeline. Failure to meet the improvement goals will result in dismissal from the Program.)
Security Check: The South Carolina Department of Education requires that a teacher candidate must complete the process of fingerprinting and certification security application by February 15 for Fall student teaching and by June 15 for Spring student teaching. The teacher candidate will be required to submit a non-refundable fee to the State Department of Education with this application. Although the student is required to complete this process in a timely manner in order to student teach, going through this process in no way guarantees that the student will pass the requirements for Gate 3: Acceptance to Student Teach.

Gate 4: Program Completion and Certification

Requirements
1. Successful completion of student teaching with average ratings of 2.5 or higher on each of the Expanded ADEPT Support and Evaluation System 4 ADEPT Performance Standards and 10 Indicators that define these Standards.
2. Successful completion of all coursework, student teaching (see syllabus), and other requirements as listed in the Erskine catalog for graduation.
3. Ratings of 2.5 or better from Cooperating Teacher and College Supervisor on Conceptual Framework dimensions and Dispositions Evaluations
4. Professional Showcase Portfolio with passing scores (see Student Teaching Syllabus).
5. Successful Interview/Presentation with Education Faculty.

6. Demonstration of Impact on K-12 Student Learning.
7. Pass both Praxis II in area of certification and Praxis II: Principles of Learning and Teaching for appropriate grade level.
8. Maintained a 2.75 GPA.

Admission Process obtained from the current Erskine College Catalog.

Updated Spring 2023

Expanded ADEPT NIET 4.0 Results
Fall 2021 and Spring 2022

Expanded ADEPT (Assisting, Developing, Evaluating, Professional Teaching) NIET 4.0 (SCTS 4.0) serves as the program standards for the Unit therefore our program is built around the four broad domains and the 23 SCTS indicators. In their freshman year, students are introduced to the SCTS 4.0 Domains and observational instrument in ED 104 or ED 202. These are required courses for students who have declared and/or are interested in the possibility of pursuing one of our education programs. Each course is designed to provide a survey of the field of education with a field experience requirement. All education course syllabi learning goals and objectives are aligned to the Expanded ADEPT evaluation system domains to ensure that course content, instruction, field experiences and other assignments are designed to enhance the teaching performance and effectiveness of our candidates and graduates relative to the SCTS 4.0 Domains. Below are the results of the ADEPT Data collected during student teaching for our 8 candidates. The target average for all domains is 2.5.

Overview of the EXPANDED ADEPT/NIET 4.0 (SCTS 4.0) Evaluation Process

EXPANDED ADEPT/NIET4.0 FORMATIVE PERFORMANCE EVALUTION		
What	**When**	**Who**
Two Observation Evaluations - Announced	Prior to full takeover	Cooperating Teacher
Three Observation Evaluations - Announced	Prior to full takeover	College Supervisor
Midterm Consensus Conference – Each fill out form, discuss, fill out Consensus form (5 Observations)	Prior to full takeover	Cooperating Teacher College Supervisor Teacher Candidate Another Ed Faculty
Video Self-Analysis – Use one Video Analysis form for both videos Viewed with supervisor	Once at the beginning (first/second lesson taught) Once at the end of full takeover	Teacher Candidate College Supervisor – upload video into Live text as soon as you have self-evaluated
Two Observation Evaluation - Unannounced	During full takeover	Cooperating Teacher

Two Observation Evaluations - Unannounced	During full takeover	College Supervisor
Weekly Conferences	During entire experience	Cooperating Teacher Teacher Candidate
TOTAL of 9 Formative Performance Evaluations + Consensus Conference		
EXPANDED ADEPT/NIET 4.0 SUMMATIVE PERFORMANCE EVALUATION		
What	**When**	**Who**
One Summative Observation Evaluation	End of full takeover	Cooperating Teacher
One Summative Observation Evaluation	End of full takeover	College Supervisor
Final Consensus Conference – Each give rating on Standards and Key Elements, fill out a Consensus form EXPANDED ADEPT/NIET 4.0	Conclusion of Student Teaching	Cooperating Teacher College Supervisor Teacher Candidate Another Ed Faculty
TOTAL of 2 Summative Performance Evaluations + Consensus Conference		
TOTAL of Formal EXPANDED ADEPT/NIET 4.0 **Performance Observations = 11**		

Rating Scale:
4-Exemplary: Exemplary teacher candidates display the ability to respond quickly and seamlessly to their environment. They provide students with higher level thinking prompts and questions through differentiation of instruction and assessments. Teacher candidates create a respectful culture for students by knowing and understanding their students.

3-Proficient: Proficient teacher candidates display the ability to respond to their environment. They provide students with thinking prompts and questions through differentiation of instruction and assessments. Teacher candidates create a respectful culture for students by knowing and understanding their students.

2-Developing: Developing teacher candidates sometimes respond to their environment. They focus sometimes on academics and provide adequate assessments and instruction. The developing teacher candidate is working to create a respectful culture in the classroom.

1- Needs Improvement: The needs improvement teacher candidate does not communicate learning content and rarely responds to the environment. Needs improvement teacher candidates have not planned for the lesson and are missing important pieces to the lesson structure or assessment. Instruction is inconsistent and students do not value a respectful culture.

Teacher Candidates: **All Candidates (1-8) Fall 2021, Spring 2022)**
Programs: **Physical Education, Sp. Ed. – Multi-Categorical, Elementary Education, Early Childhood, Music Education**
Courses: **PE 424, SE 426, ED 422, MU 425 (Student Teaching)**

Planning	Average observations	Mid-term (consensus)	Final (Consensus)	Range (Average observations)
Instructional Plans (IP)	3.19	3.25	3.625	3-3.44
Student Work (SW)	3.09	2.875	3.375	2.77-3.33
Assessment (AS)	2.94	2.625	3.25	2.44-3.33
Environment	**Average observations**	**Mid-term (Consensus)**	**Final (Consensus)**	**Range (Average observations)**
Expectations (EX)	3.22	3.125	3.5	3-3.55
Managing Student Behavior (MSB)	3.06	2.875	3.375	2.77-3.44
Environment (ENV)	3.33	3.25	3.5	3-4
Respectful Culture (RC)	3.34	3.375	3.625	3-4
Instruction	**Average observations**	**Mid-term (Consensus)**	**Final (Consensus)**	**Range (Average observations)**
Standards and Objectives (SO)	3.04	3.125	3.625	2.66-3.55
Motivating Students (MS)	3.20	3.125	3.625	2.44-4
Presenting Instructional Content (PIC)	2.89	3	3.375	2.375-3.33
Lesson Structure and Pacing (LS)	3.03	2.625	3.25	2.77-3.44
Activities and Materials (ACT)	3.09	3	3.5	2.66-3.88
Questioning (QU)	2.53	2.375	3.25	2.5-3.55
Academic Feedback (FEED)	2.86	2.75	3.375	2.55-3.33
Grouping Students (GRP)	3.0	2.875	3.5	2.66-3.44
Teacher Content Knowledge (TCK)	3.09	2.875	3.5	2.75-3.33
Teacher Knowledge of Students (TKS)	3.13	3	3.5	2.77-3.44
Thinking (TH)	2.99	2.375	3.125	2.44-3.77
Problem Solving (PS)	2.84	2.375	3.5	2.33-3.44
Professionalism	**Average**	**Mid-term (Consensus)/Average**	**Final (Consensus)/Average**	**Range (Average consensus)**
Growing and Developing Professionally	N/A	3.405	3.53	3-4
Reflection on Teaching	N/A	3.28	3.55	3-4
Community Involvement	N/A	3.25	3.625	3-4
School Responsibilities	N/A	3.625	3.625	3-4

All 2021-2022 completers were successful in meeting the ADEPT requirements in all domains. The strongest domain was Environment with score ranges 3.0-3.55 while Questioning (2.5), and Problem Solving (2.33) in the Instruction Domain yielded the lowest score ranges.

SCTS 4.0 Rubric

https://ed.sc.gov/educators/educator-effectiveness/expanded-adept-resources/https-ed-sc-gov-educators-educator-effectiveness-expanded-adept-resources-educator-evaluation-guidance-2018-19/scts-4-0-rubric-updated-environment-domain1/

Measure 3: Candidate Competency at Completion

(RA3.4)

Data below represents licensure scores over three cycles of data collection to include the 2021-2022 candidates in their content areas. This data is retrieved from the ETS testing site. The EPP goal is for 100% completer pass rate.

PRAXIS II: Physical Education: Content and Design (5095)

Test Category	Possible Score Spring 2020, 2022	Possible Score Fall 2020	Spring 2020 Institute Average (N=1) Class of Spring 2020	Fall 2020 Institute Average (N=1) Class of Fall 2020	Spring 2022 Institute Average (N=1) Class of Spring 2022	Institute Average 2020-2022	% Possible score/average
I. Content Knowledge and Student Growth and Development **PETE – Standard 1 – 1.b, 1.c, 1.d, 1.e, 1.f**	24	24	19	16	17	17.33	72%
II. Management, Motivation, and Communication	21	20	16	13	19	16	78%

PETE – Standard 4 – 4.a, 4.d, 4.e							
III. Planning, Instruction, and Student Assessment **PETE – Standard 3 – 3.a, 3.c, 3.d**	20	19	18	12	17	15.66	80%
IV. Collaboration, Reflection, and Technology **PETE – Standard 3 – 3.c, 3.f**	15	17	10	15	12	12.33	77%
V. Instructional Design **PETE – Standard 4 – 4.e**	12	12	7	8	8	7.66	63%
Passing Score	**169**	**169**	**172**	**171**	**170**	**171**	**100%**

PRAXIS II: Special Education Students on Core Knowledge Mild to Moderate Applications (5543)

Test Category	Possible Score (multiple-choice items)			Spring 2020 (N=1) Class of Spring 2020) Institution Average	Fall 2020 (N=3) Class of Fall 2020 Institution Average	Spring 2022 (N=1) Class of Spring 2022 Institution Average	Average 2020-2022	% Possible score/average		
	Spring 2020	Fall 2020	Spring 2022					Spring 2020	Fall 2020	Spring 2022
I. Development and Characteristics of Learners	15	15	15	12	C1-14 C2-11 C3-15 Avg:13.33	11	12.6	84%	88%	73%

II. Planning and the Learning Environment CEC Standards:	17	16	17	13	C1-16 C2-18 C3-13 Avg:15.66	15	15	76%	97%	88%
III. Instruction	18	18	18	16	C1-11 C2-15 C3-16 Avg:14	14	14.4	88%	77%	77%
IV. Assessment	14	15	14	14	C1-12 C2-10 C3-10 Avg:10.66	10	11.2	100%	71%	71%
V. Foundations and Professional Responsibilities	16	14	16	11	C1-11 C2-8 C3-12 Avg:10.33	13	11	68%	73%	81%
VI. Integrated Constructed-Response Questions	18	18	18	10	C1-13 C2-14 C3-11 Avg:12.66	13	12.2	55%	61%	72%
Passing Score	**158**			**174**	C1-175 C2-175 C3-176 Avg:175.33	176	175.2	100%	100%	100%

PRAXIS II: Early Childhood Students on Education of Young Children (5024)

			2020	2021	2022		

Test Category		Possible Score (multiple-choice items)			Institute Average (N=2) Class of Spring 2020	Institute Average (N=3) Class of Spring 2021	Institute Average (N=1) Class of Spring 2022	Average 2020-2022	% Possible score/average		
		2020	2021	2022					2020	2021	2022
I.	Childhood Development and Learning NAEYC Standards 1.B, 1.D, 2.A, 3.A, 3.F, 3.G, and 4.D	20	21	21	14.5 Range 14-15	18.33 Range 17-19	15	15.94	72%	87%	71%
II.	Observation Documentation and Assessment NAEYC Standards 4.A, 4.B, and 4.D	15	15	16	10 Range 10-10	13 Range 12-15	9	10.66	66%	66%	56%
III.	Developmentally Appropriate Practices NAEYC Standards 1.B, 1.D, 2.A, 3.A, 3.F, 4.D, and 10.F	16	16	15	11.5 Range 10-13	12 Range 10-14	10	11.16	71%	75%	66%

IV.	**Professionalism Family and Community** **NAEYC Standards 1.A, 4.E, 6.D, 7.A. 8.A, and 10.F**	16	16	15	9.5 Range 8-11	11.33 Range 10-14	10	10.27	59%	70%	66%
V.	**Content Pedagogy and Knowledge** **NAEYC Standards 2.A, 3.F, 4.D, 6.D, and 10.F**	31	31	30	23.5 Range 23-24	22.33 Range 22-23	18	21.27	75%	72%	60%
VI.	**Knowledge of Teaching** **NAEYC Standards 2.A, 3.A, 3.F, 4.D, 6.D, 10.A, and 10.F**	18	18	18	13 Range 12-14	14.33 Range 10-17	17	14.77	72%	79%	94%
Passing Score		160	160	160	167.5 Range 163-172	165.33 Range 163-168	163	165.27	100%	100%	100%

PRAXIS II: Elementary Education: Multiple Subjects (5001)

Test Category	Possible Score	Spring 2021 Institute Average (N=1) Class of 2021	Fall 2021 Institute Average (N=1) Class of 2022	Spring 2022 Institute Average (N=2) Class of 2022	Institution Average 2021-2022	% Possible score/average
Reading and Language Arts (5002) I. Reading **Standard: 2.2**	38	21	19	C1-19,20 C2-19,19 **19.5**	19.83	52%
II. Writing, Speaking, and Listening **Standard: 2.2**	42	26	21	C1-20,24 C2-16,17 **20.5**	22.5	54%
Mathematics (5003) I. Numbers and Operations **Standard:2.4**	20	14	14	C1-12 C2-9,8 **10.5**	12.83	64%
II. Algebraic Thinking **Standard: 2.4**	15	8	10	C1-8 C2-4,4 **6**	8	53%
III. Geometry, Measurement, Data, Statistics and Probability **Standard: 2.4**	15	9	5	C1-7 C2-7,4 **7**	7.66	51%
Social Studies (5004) I. United States History, Government, and Citizenship **Standard: 2.5**	27	1st-14 2nd-19	1st-12 2nd-20	C1-13,16,16 C2-15,8 **15.5**	18.16	67%
II. Geography, Anthropology, and Sociology **Standard: 2.5**	18	1st-9 2nd-13	1st-8 2nd-12	C1-9,10,11 C2-5,8 **9.5**	11.5	64%

II. World History and Economics **Standard: 2.5**	15	1st-9 2nd-9	1st-7 2nd-10	C1-8,7,10 C2-6,5 **8**	9	60%
Science (5005) I. Earth Science **Standard: 2.3**	17-18	1st-10 2nd-12	9	C1-12 C2-10,14 **13**	11.33	63%
II. Life Science **Standard: 2.3**	18-19	1st-10 2nd-15	12	C1-16 C2-10,10 **13**	13.33	70%
III. Physical Science **Standard: 2.3**	18-19	1st-9 2nd-10	13	C1-14 C2-11,11 **12.5**	11.83	62%
Passing Score-(Collectively for all Subtests)	**157**	**176.25**	**169.25**	**C1-171.5 C2-152** **161.75**	**169**	***93%**

*Candidate was hired on a provisional contract. A passing score is still needed for subtest 5004: Social Studies.

PRAXIS II: Music: Content and Instruction (5114)

Test Category	Possible Score	Spring 2022 Institute Average (N=1) Class of 2022	Institution Average Spring 2022	% Possible score/average
I. Music History and Theory NASM - VIII.B.1 - 4	32	C1=21 C2=21 **21**	21	65%
II. Performance NASM - VIII.B.1(d)	24	C1=17 C2=19 **18**	18	75%

III. Instruction; Professional Issues; Technology NASM - IX.O.2.c.1(b) H.VIII.B – 5	27	C1=18 C2=18 **18**	18	66%
IV. Instructional Activities (Constructed Response) NASM – IX. O. 2. c. 1.	3 (18 raw points available)	C1=14 C2=13 **13.5**	13.5	75%
Passing Score- (Collectively)	**162**	C1=162 C2=163 **162.5**	**162.5**	**100%**

*This is our first cycle of data collected since the music program was added back to our list of programs provided in 2015.