

2024-2025: South Carolina Teaching Standards 4.0

	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	6	100%	1955	100%
Total Graduates Evaluated	6	100%	1955	100%
Total Graduate SLO Average	0.21		0.08	
Graduates Evaluated with SCTS 4.0 SLO Average	0.21		0.08	

	Provider Results	Statewide Results
	Number	Number
Domain 1: Planning		
Instructional Plans	3.33	3.19

Student Work	3.29	3.08
Assessment	3.12	3.00
Domain 2: Instruction		
Standards & Objectives	3.21	3.19
Motivating Students	3.29	3.24
Presenting Instructional Content	3.54	3.20
Lesson Structure & Pacing	3.46	3.15
Activities & Materials	3.38	3.16
Questioning	2.96	3.00
Academic Feedback	3.04	3.06
Grouping Students	3.17	3.07
Teacher Content Knowledge	3.50	3.37
Teacher Knowledge of Students	3.46	3.31
Thinking	3.17	3.00

Problem Solving	3.17	3.03
Domain 3: Environment		
Expectations	3.42	3.33
Engaging Students and Managing Behavior	3.21	3.26
Environment	3.50	3.45
Respectful Culture	3.62	3.51
Domain 4: Professionalism		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.50	3.27
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.67	3.25
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.	3.58	3.23
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.67	3.23

5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.83	3.34
6. The educator offers specific actions to improve his/her teaching.	3.83	3.34
7. The educator accepts responsibilities contributing to school improvement.	3.83	3.35
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.75	3.30
9. The educator actively supports school activities and events.	3.83	3.19
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.67	3.28

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	Provider Results		Statewide Results	
	Number	Percent age	Numb er	Percent age
Graduates Evaluated with SCTS 4.0	6	100%	1835	100%
Total Graduates Evaluated	6	100%	1835	100%
Total Graduate SLO Average	0.10		0.09	
Graduates Evaluated with SCTS 4.0 SLO Average	0.10		0.09	

	Provider Results	Statewide Results
	Number	Number
Domain 1: Planning		
Instructional Plans	3.25	3.21
Student Work	3.36	3.08

Assessment	3.01	3.00
Domain 2: Instruction		
Standards & Objectives	3.25	3.21
Motivating Students	3.38	3.24
Presenting Instructional Content	3.39	3.22
Lesson Structure & Pacing	3.33	3.17
Activities & Materials	3.32	3.17
Questioning	2.65	3.01
Academic Feedback	3.12	3.05
Grouping Students	3.38	3.06
Teacher Content Knowledge	3.67	3.38
Teacher Knowledge of Students	3.53	3.31
Thinking	2.81	3.01
Problem Solving	2.83	3.04
Domain 3: Environment		
Expectations	3.58	3.31
Engaging Students and Managing Behavior	3.54	3.30
Environment	3.62	3.47
Respectful Culture	3.71	3.52
Domain 4: Professionalism		

1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.58	3.32
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.58	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 observations.	3.83	3.27
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.83	3.28
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.67	3.28
6. The educator offers specific actions to improve his/her teaching.	3.58	3.28
7. The educator accepts responsibilities contributing to school improvement.	3.83	3.31
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.75	3.28
9. The educator actively supports school activities and events.	3.75	3.43
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.58	3.33

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	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	11	100%	1838	100%
Total Graduates Evaluated	11	100%	1838	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	3.09	3.21
Student Work	3.04	3.08

Assessment	3.09	3.01
Domain 2: Instruction		
Standards & Objectives	3.08	3.20
Motivating Students	3.26	3.24
Presenting Instructional Content	3.04	3.23
Lesson Structure & Pacing	3.04	3.17
Activities & Materials	3.13	3.17
Questioning	2.96	3.02
Academic Feedback	2.94	3.07
Grouping Students	3.05	3.07
Teacher Content Knowledge	3.33	3.41
Teacher Knowledge of Students	3.29	3.32
Thinking	3.03	3.01
Problem Solving	2.97	3.05
Domain 3: Environment		
Expectations	3.27	3.31
Engaging Students and Managing Behavior	3.23	3.30
Environment	3.42	3.47
Respectful Culture	3.59	3.53
Domain 4: Professionalism		

1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.55	3.33
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.59	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.	3.68	3.29
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.64	3.29
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.50	3.26
6. The educator offers specific actions to improve his/her teaching.	3.55	3.23
7. The educator accepts responsibilities contributing to school improvement.	3.68	3.26
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.55	3.22
9. The educator actively supports school activities and events.	3.68	3.38
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.50	3.26