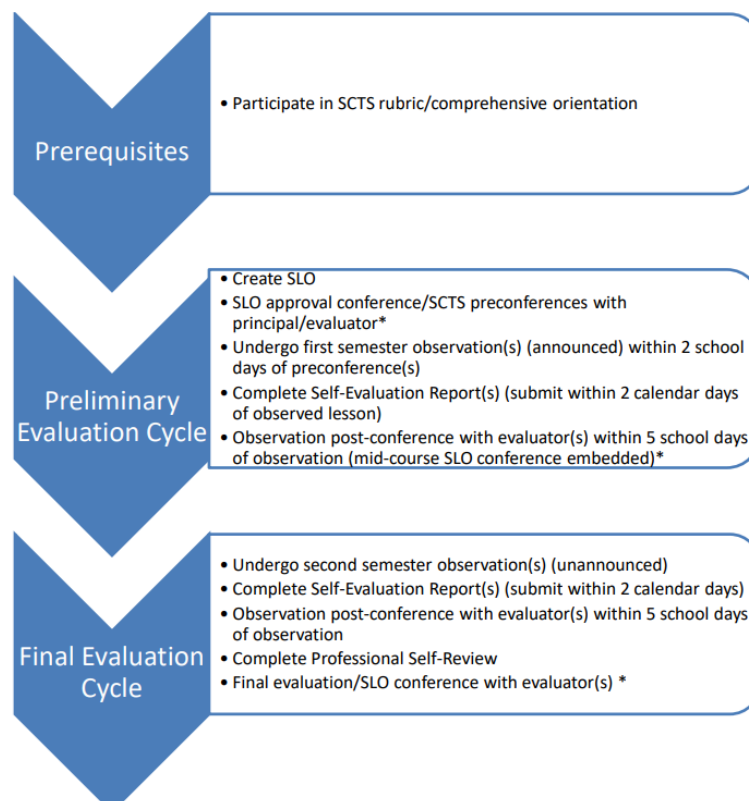


Student Completer Effectiveness

The formal evaluation process includes the Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) 4.0 and Student Learning Objectives (SLOs). The Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) 4.0 Formal 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 4.0 Formal Evaluation 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, 2021, p.2). The rubric includes four domains: Planning, Instruction, Environment, and Professionalism, which outline 23 indicators. Each indicator is detailed by a series of descriptors found in the [Expanded ADEPT 4.0 Formal Evaluation rubric](#).

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. In addition, teachers are expected to complete a Student Learning Objective (SLO), which is also calculated into a teacher's final evaluation score.

SCTS Evaluation Cycle for Teachers



Student Graduate SLO Scores

In South Carolina, Student Learning Objectives (SLOs) are mandatory, annual, school-level, or classroom-level goals used in teacher evaluations. The SLO serves to measure the impact of teaching performance on student growth, determined by 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. SLOs must be rigorous, attainable, and based on baseline data, ensuring they are valid and reliable measures of a teacher's impact on student learning. 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).

Key Details on SC SLOs for Evaluation:

- **Purpose:** SLOs are designed to demonstrate a teacher's impact on student learning by setting, monitoring, and achieving specific, measurable student growth targets.
- **Evaluation Structure:** As part of the Expanded ADEPT system, teachers (specifically classroom teachers) must create one SLO annually, often focusing on literacy or math, especially for early childhood or generalist teachers.
- **Validity and Reliability:** To ensure the validity and reliability of the SLO, they must be based on, for example, valid and reliable, standardized, or district-approved, pre- and post-test assessments. They are reviewed, monitored, and approved by administrators through an approval conference, mid-course review, and final scoring.
- **Impact on Rating:** A high-quality, approved, and successfully met SLO can influence a teacher's overall 4.0 evaluation rating, with a score of 4 increasing the overall rating by 0.25 and a score of 1 decreasing it by -0.25.

Student Learning Objective Components and South Carolina Indicators Alignment	
Student Learning Objective (SLO) Components	South Carolina Teaching Standards (SCTS) Indicators
Objective/Goals	Standards and Objectives
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

Based on the following data, the overall performance of program Completers in contributing to P-12 student learning as measured by their SLO is positive, with all Completers rated as "Exemplary" or "Proficient".

Year	Number	Exemplary	Proficient	Needs Improvement	Unsatisfactory
2022 - 2023	11	2	9	0	0
2023 - 2024	6	2	4	0	0
2024 - 2025	6	5	1	0	0

Student Graduate ADEPT Scores

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 advance to a professional teaching certificate and 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 the Erskine College program completers is provided in the table below.

Student Graduate Evaluation Results 2022 - 2025

Indicator	2022-2023	2023-2024	2024-2025
	n=11	n=6	n=6
Instructional Plans	3.09	3.25	3.33
Student Work	3.04	3.36	3.29
Assessment	3.09	3.01	3.12
Standards and Objectives	3.08	3.25	3.21
Motivating Students	3.26	3.38	3.29
Presenting Instructional Content	3.04	3.39	3.54
Lesson Structure and Pacing	3.04	3.33	3.46
Activities and Materials	3.13	3.32	3.38
Questioning	2.96	2.65	2.96
Academic Feedback	2.96	3.12	3.04
Grouping Students	3.05	3.38	3.17
Teacher Content Knowledge	3.33	3.67	3.5

Teacher Knowledge of Students	3.29	3.53	3.46
Thinking	3.03	2.81	3.17
Problem Solving	2.97	2.83	3.17
Expectations	3.27	3.58	3.42
Engaging Students and Managing Behavior	3.23	3.54	3.21
Environment	3.42	3.62	3.5
Respectful Culture	3.59	3.71	3.62
The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.55	3.58	3.5
The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.59	3.58	3.67
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	3.83	3.58

The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.64	3.83	3.67
The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.5	3.67	3.83
The educator offers specific actions to improve his/her teaching.	3.55	3.58	3.83
The educator accepts responsibilities contributing to school improvement.	3.68	3.83	3.83
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.55	3.75	3.75
The educator actively supports school activities and events.	3.68	3.75	3.83
The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.5	3.58	3.67
Yearly Averages	3.30	3.44	3.45

*Individual tables located in evidence

Employer evaluation data from 2022–2025 indicate a consistent upward trend in overall candidate performance. Mean scores increased from **3.30 (2022–2023)** to **3.44 (2023–2024)** and **3.45 (2024–2025)** on a 4-point scale. The most substantial growth occurred between 2022–2023 and 2023–2024, with gains sustained into 2024–2025.

The strongest areas of improvement over the three-year period include:

- Presenting Instructional Content (+0.50)
- Lesson Structure and Pacing (+0.42)
- Assessment of Student Learning (+0.33)
- Providing Specific Actions for Improvement (+0.28)
- Analysis of Student Work (+0.25)

These increases suggest program refinements, such as adding ED 203, Utilizing Technology and Lesson Planning, have strengthened candidate preparation in instructional delivery, lesson organization, and assessment practices. These competencies are foundational to positively impacting P–12 student learning outcomes.

Employer evaluations provide indirect evidence of completer impact on student learning. Specifically:

- Growth in assessment and instructional delivery indicators suggests graduates are effectively using instructional strategies and student data to support learning.
- High ratings in classroom environment, respectful culture, and student engagement reflect conditions conducive to student academic and social-emotional development.
- Strong performance in professional responsibility and collaboration supports school-wide effectiveness and student success.

While employer perception data do not serve as direct measures of P–12 student achievement, they provide corroborating evidence that program completers are demonstrating instructional practices associated with positive student outcomes.

Across all reporting years, employer ratings remained high in:

- Respectful Classroom Culture
- Classroom Environment
- Teacher Content Knowledge
- Professional Responsibilities

- School Engagement and Leadership

These consistent ratings reinforce the conclusion that graduates are viewed as professional, knowledgeable, and positive contributors to school communities.

Although overall performance remains strong, several indicators showed minimal growth or slight fluctuation, including:

- Long-term instructional planning
- Questioning strategies
- Student engagement and classroom management

The EPP has identified these areas for continued review to ensure sustained impact on student learning. Coursework and clinical experiences will be examined to strengthen preparation in higher-order questioning and instructional planning for diverse learners.

Given the EPP's relatively small candidate cohorts, year-to-year variation is interpreted cautiously. However, the consistent upward trajectory across three years, coupled with sustained high employer ratings, provides evidence that completers are positively impacting P–12 students.

Employer ratings in areas such as respectful classroom culture, classroom environment, knowledge of students, and differentiated instructional practices suggest that program completers are fostering inclusive learning environments that support diverse learners. Growth in assessment and instructional delivery indicators further reflects candidates' ability to use data-informed practices to meet varied academic needs. While employer evaluations do not disaggregate impact by specific student subgroups, these findings provide supporting evidence that completers are implementing instructional practices aligned with equitable access to learning opportunities. The EPP will continue to strengthen preparation in culturally responsive pedagogy and differentiated instruction to ensure sustained and equitable impact across diverse P–12 populations.

Based upon the data reflected in our annual measures, the EPP is producing highly qualified educators who have a positive impact on K-12 student learning and are prepared to meet the demands of the profession for which they have been prepared.