

CAEP Annual Reporting Measure 2: Indicators of Teaching Effectiveness

To evaluate recent EPP completers' teaching effectiveness, the EPP has adopted in-service teacher evaluation measures aligned with South Carolina Teaching Standards 4.0. South Carolina Teaching Standards (SCTS) 4.0 is the state's primary formal evaluation model for classroom-based teachers. The SCTS 4.0 rubric is based on sets of performance standards designed and validated by the National Institute for Excellence in Teaching (NIET). The SCTS establishes the expectations for what classroom-based teachers are to know, be able to do, and carry out as an integral part of their practice. There are 29 SCTS indicators for classroom-based teachers. These indicators are grouped into four broad categories or domains: Planning, Instruction, Environment, and Professionalism.

The state has determined the proficient score for practicing teachers is 3.00 or above. Data summaries show that recent EPP completers' evaluation results are higher than statewide results. For example, EPP completers who were hired in the year 2019-2020, the average score in the domain of Planning is 3.11 (greater than M-sc= 3.05), the domain of Instruction is 3.17 (greater than M-sc=3.14), the domain of Environment is 3.41 (greater than M-sc=3.39), and the domain of Professionalism is 3.60 (greater than M-sc =3.55). Based on the above illustration, EPP completers show teaching effectiveness in their classroom settings.

Review of the data from 2018-2019 and 2019-2020 shows EPP completers' teaching effectiveness continuously increasing. There are two improvement areas that the EPP needs to address. They are *assessment* (M=2.98, slightly less than 3.00) and *questioning* (M=2.97, somewhat less than 3.00).

Table 1. South Carolina Teaching Standards (SCTS) 4.0 Aggregated data

Categories	EPP Results			Statewide results		
	17-18	18-19	19-20	17-18	18-19	19-20
Domain 1: Planning		3.00	3.11		3.01	3.05
Domain 2: Instruction		3.09	3.17		3.06	3.14
Domain 3: Environment		3.33	3.41		3.28	3.39
Domain 4: Professionalism		3.51	3.60		3.49	3.55

Table 2. South Carolina Teaching Standards (SCTS) 4.0 Domain 1-Planning Data

Domain 1: Planning-Indicators	EPP Results			Statewide results		
	17-18	18-19	19-20	17-18	18-19	19-20
Instructional Plans		3.13	3.24		3.12	3.18
Student Work		2.94	3.10		2.99	3.03
Assessment		2.92	2.98		2.93	2.94

Table 3. South Carolina Teaching Standards (SCTS) 4.0 Domain 2-Instruction Data

Domain 2: Instruction-Indicators	EPP Results			Statewide results		
	17-18	18-19	19-20	17-18	18-19	19-20

Standards & Objectives		3.21	3.29		3.15	3.20
Motivating Students		3.18	3.26		3.15	3.29
Presenting Instructional Content		3.18	3.30		3.12	3.17
Lesson Structure & Pacing		3.12	3.20		3.04	3.11
Activities & Materials		3.09	3.15		3.07	3.17
Questioning		2.84	2.97		2.95	2.96
Academic Feedback		2.98	3.03		2.98	3.05
Grouping Students		3.02	3.07		2.96	3.07
Teacher Content Knowledge		3.39	3.41		3.31	3.39
Teacher Knowledge of Students		3.21	3.32		3.20	3.35
Thinking		2.89	3.01		2.93	2.95
Problem Solving		2.98	3.05		2.96	2.98

Table 4. South Carolina Teaching Standards (SCTS) 4.0 Domain 3-Environment Data

Domain 3: Environment-Indicators	EPP Results			Statewide results		
	17-18	18-19	19-20	17-18	18-19	19-20
Managing Student Behavior		3.25	3.37		3.19	3.31
Expectations		3.25	3.38		3.21	3.33
Environment		3.38	3.50		3.32	3.42
Respectful Culture		3.45	3.53		3.39	3.50

Table 5. South Carolina Teaching Standards (SCTS) 4.0 Domain 4-Professionalism Data

Domain 4: Professionalism-Indicators	EPP Results			Statewide results		
	17-18	18-19	19-20	17-18	18-19	19-20
The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.		3.35	3.74		3.66	3.67
The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.		3.52	3.64		3.45	3.58
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.		3.51	3.53		3.45	3.47
The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.		3.45	3.58		3.47	3.49
The educator makes thoughtful and		3.56	3.60		3.50	3.56

accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.						
The educator offers specific actions to improve his/her teaching.		3.50	3.58		3.45	3.53
The educator accepts responsibilities contributing to school improvement.		3.51	3.61		3.56	3.58
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.		3.45	3.51		3.40	3.47
The educator actively supports school activities and events.		3.44	3.61		3.48	3.57
The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.		3.47	3.58		3.45	3.54