

**Council for the Accreditation of Education Preparation (CAEP)
Annual Reporting Measures**
2. Indicators of teaching effectiveness (Component 4.2)

The state of South Carolina has implemented a new system (SCLEAD) to provide P-12 student learning and development data as well as indicators of teacher effectiveness data at the EPP level.

Classroom teachers are evaluated using the SCTS 4.0 rubric, a 4-level rubric with 4 being the highest score a teacher can receive. Teachers are also given an overall rating of Met, Not Met, or Incomplete. Additionally, teachers have their Student Learning Outcome (SLO) rated as either Exemplary, Proficient, Needs Improvement, or N/A. These two measures provide the EPP with data regarding graduates teaching effectiveness.

Below is a table that provides the data pertaining to teaching effectiveness for graduates from CSU who held an Annual 1 contract during the 2019-2020 academic year.

(For the 2019-2020 academic year, not all teachers were evaluated due to the COVID-19 pandemic causing incomplete data.)

2019-2020: South Carolina Teaching Standards 4.0
Teaching Effectiveness: Overall Rating

	Met	Not Met	Incomplete
Graduates Evaluated n=32	27 (84.38%)	0 (0%)	5 (15.63%)

Below is a table that provides the average of both the EPP results and statewide results from the 2019-2020 year for graduates holding an Annual 1 contract.

2019-2020: South Carolina Teaching Standards 4.0

	EPP Results n=32	Statewide Results n=1887
Domain 2: Instruction		
Standards and Objectives	3.17	3.18
Motivating Students	3.22	3.29
Presenting Instructional Content	3.21	3.17
Lesson Structure and Pacing	3.04	3.11

Integrating Faith in Learning, Leading and Serving

Activities and Materials	3.17	3.17
Questioning	2.90	2.96
Academic Feedback	2.97	3.05
Grouping Students	3.04	3.07
Teacher Content Knowledge	3.42	3.39
Teacher Knowledge of Students	3.37	3.35
Thinking	2.87	2.95
Problem Solving	2.89	2.98