

**ADEPT PASS RATES FOR ANDERSON UNIVERSITY GRADUATES VS. THE STATE*
INITIAL LICENSURE (2012-2019)**

<i>Year</i>	<i>ANDERSON UNIV.</i>	<i>% PASSING</i>	<i>STATE OF SC</i>	<i>STATEWIDE %</i>
2012	25	96.2	1049	97
2013	52	98.1	1334	96.2
2014	65	100	1451	95.8
2015	60	93.8	1404	97.5
2016	63	96.9	1479	96.2
2017	101	97	1582	97.1
2018	91	94.5	1500	95.8

**Data reflect the percentage of Anderson University completers who passed ADEPT during the second year of public-school teaching compared to the total number of second year teachers in South Carolina who passed ADEPT during the same reporting year.*

Student Graduate Evaluations Results (ADEPT) Report

This cycle of data includes a new report from the state of South Carolina. The following data has been provided to the EPP from the state.

2019-20: South Carolina Teaching Standards

	<i>Provider Results</i>		<i>Statewide Results</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
<i>Graduates evaluated with SCTS 4.0</i>	92	100%	1887	100%
<i>Total Graduates Evaluated</i>	92	100%	2027	100%
<i>Total Graduate SLO Average</i>	0.10		0.08	
<i>Graduates Evaluated with SCTS 4.0 SLO Average</i>	0.10		0.08	

Report Cont'd on Page 2

Domain 1: Planning

Instructional Plans	3.27	3.16
---------------------	------	------

Student Work	3.11	3.03
--------------	------	------

Assessment	2.99	2.94
------------	------	------

Domain 2: Instruction

Standards & Objectives	3.22	3.18
------------------------	------	------

Motivating Students	3.28	3.27
---------------------	------	------

Presenting Instructional Content	3.32	3.14
----------------------------------	------	------

Lesson Structure & Pacing	3.23	3.12
---------------------------	------	------

Activities & Materials	3.19	3.17
------------------------	------	------

Questioning	2.99	2.97
-------------	------	------

Academic Feedback	3.00	3.04
-------------------	------	------

Grouping Students	3.11	3.09
-------------------	------	------

Teacher Content Knowledge	3.49	3.39
---------------------------	------	------

Teacher Knowledge of Students	3.36	3.34
-------------------------------	------	------

Thinking	2.99	2.96
Problem Solving	3.03	2.99
Domain 3: Environment		
Managing Student Behavior	3.31	3.31
Expectations	3.35	3.30
Environment	3.49	3.42
Respectful Culture	3.59	3.49
Domain 4: Professionalism		
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.71	3.30
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.64	3.27
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.	3.54	3.27
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.58	3.24
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.60	3.27

6. The educator offers specific actions to improve his/her teaching.	3.51	3.21
<hr/>		
7. The educator accepts responsibilities contributing to school improvement.	3.63	3.15
<hr/>		
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.52	3.18
<hr/>		
9. The educator actively supports school activities and events.	3.65	3.24
<hr/>		
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.59	3.25