

# Student Graduate Evaluation Results Report

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## ADEPT Results for SCTS 4.0

EPP: North Greenville University

Year: 2018-2019

Evaluation Model: Not Evaluated - SCTS 4.0

	Institution Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	46	100%	1682	100%
Total Graduates Evaluated	46	100%	1801	100%
Total Graduate SLO Average	0.05		0.06	
Graduates Evaluated with SCTS 4.0 SLO Average	0.05		0.06	

	Number	Number
Domain 1: Planning		
Instructional Plans	3.28	3.12
Student Work	3.00	2.99
Assessment	2.93	2.93
Domain 2: Instruction		
Standards & Objectives	3.26	3.14
Motivating Students	3.26	3.15
Presenting Instructional Content	3.18	3.12
Lesson Structure & Pacing	3.20	3.04
Activities & Materials	3.18	3.07
Questioning	2.88	2.95

Academic Feedback	3.03	2.98
Grouping Students	3.07	2.96
Teacher Content Knowledge	3.43	3.31
Teacher Knowledge of Students	3.34	3.20
Thinking	2.87	2.93
Problem Solving	2.85	2.96
Domain 3: Environment (NGU performed very high on this area especially Respect Culture)		
Managing Student Behavior	3.28	3.20
Expectations	3.31	3.21
Environment	3.52	3.32
Respectful Culture	3.61	3.40
Domain 4: Professionalism (NGU performed extremely well in this area.)		

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1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.87	3.65
2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.68	3.46
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	3.45
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.70	3.46
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.79	3.50
6. The educator offers specific actions to improve his/her teaching.	3.68	3.45
7. The educator accepts responsibilities contributing to school improvement.	3.87	3.55
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.68	3.40
9. The educator actively supports school activities and events.	3.66	3.47

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10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.74	3.44
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**Evaluation analysis summary:**

Even though the overall results on the SLO evaluations are slightly below the state averages, 27/29 criteria on ADEPT were performed above the state averages with the only individual criterial below the state averages were in questioning, thinking and problem solving. Strong results above the state average were seen in Domains 3 and 4 with extremely strong scores in Professionalism. Questioning had already been identified as an area of weakness in other assessments. Thinking and problem solving will also be addressed.