

CAEP Annual 2017 Observations of Teaching Effectiveness

The SAFE-T Formal Evaluation is administered by school districts during a teacher’s second year in the field. According to the *SAFE-T, A Guide for Teachers and Evaluators* (2010), teachers are evaluated over a minimum of a 90-working day period over the course of the academic year and must consist of two evaluation periods: a preliminary evaluation period and a final evaluation period.

A team of educators, the SAFE-T Team, is appointed for each teacher who is scheduled for formal evaluation. Each member of the evaluation team must have met all SAFE-T evaluator training requirements. One member of the evaluation team must be designated to serve as the chair. Each SAFE-T evaluation team must consist of a minimum of two members. One evaluator must be a school- or district-level administrator or supervisor, and at least one evaluator must possess a knowledge of the content being taught by the teacher who is being formally evaluated.

Teachers being evaluated must compile a SAFE-T dossier and will also be observed multiple times during the evaluation period. To successfully complete the formal evaluation process, the teacher must pass all four domains at the time of the final evaluation judgement. Table 1 outlines requirements for passing each domain.

Table 1: Requirements for each Domain for the Summative ADEPT Formal Evaluation of Teachers (SAFE-T)

Domains and Performance Standards for Classroom-Based Teachers	Number of Key Elements	Number of Key Elements Required to Pass the Domain
Domain 1: Planning		
APS 1: Long-Range Planning	5	≥ 10
APS 2: Short-Range Planning of Instruction	3	
APS 3: Planning Assessments and Using Data	3	
	11 DOMAIN TOTAL	
Domain 2: Instruction		
APS 4: High Expectations for Learners	3	≥ 11
APS 5: Using Instructional Strategies	3	
APS 6: Providing Content	3	
APS 7: Monitoring, Assessing, and Enhancing Learning	3	
	12 DOMAIN TOTAL	
Domain 3: Environment		
APS 8: Maintaining a Learning Environment	3	≥ 5
APS 9: Managing the Classroom	3	
	6 DOMAIN TOTAL	
Domain 4: Professionalism		
APS 10: Fulfilling Professional Responsibilities	5	≥ 4
	5 DOMAIN TOTAL	

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In order to continue serving as a teacher in South Carolina, educators are required to successfully complete an ADEPT formal evaluation at the end of their second year. Passing the SAFE-T Formal Evaluation at the end of the second year enables teachers to a) advance to a professional teaching certificate and b) be eligible for employment at the continuing-contract level.

Should educators fail to pass the SAFE-T Formal Evaluation twice, they must 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 SAFE-T Formal Evaluations of USC Upstate program completers is provided in the tables below.

Table 2: 2017 SAFE-T Formal Evaluation Results for USC Upstate Program Completers

(-) ADEPT Results for Classroom-Based Teachers				
IHE:	USC - Upstate			
Year:	2017			
Evaluation Model:	Classroom Teacher - SAFE-T			
	2017 Institution Results		2017 Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SAFE-T	80	100.0	1259	100.0
Graduates Passing with SAFE-T	76	95.0	1220	96.9
Total Graduates Evaluated	80	100.0	1259	100.0
Total Graduates Passing	76	95.0	1220	96.9

Table 3: 2017 SAFE-T Formal Evaluation Results by Domain for USC Upstate Program Completers

SAFE-T Key Elements		Institution		State	
		Number Passing	Percent Passing	Number Passing	Percent Passing
(-) Domain I: Planning					
APS 1.A	Using Student Information to Guide Plans	76	95.0	1,221	97.0
APS 1.B	Developing Long-Range Goals	80	100.0	1,229	97.6
APS 1.C	Developing Instructional Units	80	100.0	1,232	97.9
APS 1.D	Planning Assessments	78	97.5	1,227	97.5
APS 1.E	Planning Classroom Management	80	100.0	1,227	97.5
APS 2.A	Developing Unit Objectives	78	97.5	1,222	97.1
APS 2.B	Developing Unit Instructional Plans	77	96.3	1,221	97.0
APS 2.C	Using Assessment Data to Guide Planning	78	97.5	1,223	97.1
APS 3.A	Planning Unit Assessments	79	98.8	1,220	96.9

CAEP Annual 2017 Observations of Teaching Effectiveness

APS 3.B	Analyzing Student Performance Data	75	93.8	1,204	95.6
APS 3.C	Determining Student Performance	79	98.8	1,227	97.5
(-) Domain II: Instruction					
APS 4.A	Achievement Expectations	79	98.8	1,216	96.6
APS 4.B	Participation Expectations	80	100.0	1,224	97.2
APS 4.C	Fostering Student Responsibility	78	97.5	1,219	96.8
APS 5.A	Appropriate Strategies	79	98.8	1,228	97.5
APS 5.B	Varied Strategies	79	98.8	1,226	97.4
APS 5.C	Effective Strategies	76	95.0	1,212	96.3
APS 6.A	Demonstrating Content Knowledge	80	100.0	1,232	97.9
APS 6.B	Provide Appropriate Content	80	100.0	1,232	97.9
APS 6.C	Organized Content	78	97.5	1,217	96.7
APS 7.A	Monitoring Learning	80	100.0	1,228	97.5
APS 7.B	Enhancing Learning	80	100.0	1,226	97.4
APS 7.C	Instructional Feedback	79	98.8	1,227	97.5
(-) Domain III: Environment					
APS 8.A	Physical Environment	80	100.0	1,232	97.9
APS 8.B	Affective Environment	80	100.0	1,227	97.5
APS 8.C	Culture of Learning	80	100.0	1,230	97.7
APS 9.A	Student Behavior	77	96.3	1,205	95.7
APS 9.B	Instructional Time	79	98.8	1,210	96.1
APS 9.C	Non-instructional Routines	79	98.8	1,222	97.1
(-) Domain IV: Professionalism					
APS 10.A	Student Advocate	77	96.3	1,226	97.4
APS 10.B	Contributes to Organization	80	100.0	1,230	97.7
APS 10.C	Communication	78	97.5	1,216	96.6
APS 10.D	Demeanor/Behavior	73	91.3	1,190	94.5
APS 10.E	Active Learner	79	98.8	1,228	97.5

The number of program completers from USC Upstate successfully completing their SAFE-T Formal Evaluation is over 95% each year.