



THE CITADEL

ZUCKER FAMILY SCHOOL
OF EDUCATION

Measure 1 – Initial Programs

(b) Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions

In the state of South Carolina, teachers are evaluated using the Expanded ADEPT South Carolina Teaching Standards (SCTS) 4.0 Evaluation using the following scale: 1=Unsatisfactory, 2=Needs Improvement, 3=Proficient, and 4=Exemplary. The evaluation is broken down into four domains. The resulting data for initial certification teacher education program completers is presented below with mean scores for each variable within the four domains.

AY 2022-2023 Expanded SCTS 4.0 Evaluation Data (n=10)

Domain 1: Planning	Mean Score
Instructional Plans	3.47
Student Work	3.28
Assessment	3.11
Domain 2: Instruction	
Standards & Objectives	3.36
Motivating Students	3.40
Presenting Instructional Content	3.44
Lesson Structure & Pacing	3.37
Activities & Materials	3.49
Questioning	3.20
Academic Feedback	3.22
Grouping Students	3.23
Teacher Content Knowledge	3.72
Teacher Knowledge of Students	3.44
Thinking	3.17
Problem Solving	3.26
Domain 3: Environment	
Expectations	3.40
Engaging Students & Managing Behavior	3.49
Environment	3.67
Respectful Culture	3.69
Domain 4: Professionalism	
Prompt, prepared and participates in PD	3.67
Implements new learning	3.33
Develops learning plan	3.39
Activities to improve proficiency	3.44
Self-reflection after observation	3.44
Offers actions to improve instruction	3.50
Accepts responsibility for improvement	3.50
Uses data to improve instruction	3.56
Supports school activities and events	3.67
Accepts leadership responsibilities	3.50

Analysis of Data

In comparing the data for academic year 2022-2023 to the 2021-2022 data, it is clear that our completers are performing well in all aspects of their teaching responsibilities. In the prior year, mean ranges were

between 2.98 and 3.55. For the current year, however, mean ranges are between 3.11 and 3.67, indicative that completers are proficient in their abilities to apply professional knowledge, skills, and dispositions in the four domains of planning, instruction, learning environment, and professionalism.

As was the case in the prior year, the completers' strongest rating is in Teacher Content Knowledge with a mean rating of 3.72. Also, of note, are the means of 3.67 for Environment and 3.69 for Respectful Culture. The instrument received a slight revision to include additional emphasis on teachers' effectiveness in establishing welcoming learning environments that provide equitable opportunities for students and promote individual and group learning. The data demonstrates that our completers are excelling in this area, as well as in ensuring that interactions (teacher-to-student and student-to-student) are positive and reflect awareness and consideration of all students' backgrounds and cultures.

Although still positive, the areas depicting the lowest mean ratings include Assessment with a mean of 3.11 and Thinking with a mean of 3.17. As all mean ratings were above 3.00 (Proficient), the overall data strongly supports that program completers are performing with proficiency in all four domains.