



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 2023-2024 Expanded SCTS 4.0 Evaluation Data (n=8)

	2022-2023 Mean Scores n=10	2023-2024 Mean Score n=8
Domain 1: Planning		
Instructional Plans	3.47	3.23
Student Work	3.28	3.02
Assessment	3.11	2.90
Domain 2: Instruction		
Standards & Objectives	3.36	3.15
Motivating Students	3.40	3.12
Presenting Instructional Content	3.44	3.10
Lesson Structure & Pacing	3.37	2.98
Activities & Materials	3.49	3.12
Questioning	3.20	3.04
Academic Feedback	3.22	2.98
Grouping Students	3.23	2.87
Teacher Content Knowledge	3.72	3.54
Teacher Knowledge of Students	3.44	3.31
Thinking	3.17	3.04
Problem Solving	3.26	3.04
Domain 3: Environment		
Expectations	3.40	3.21
Engaging Students & Managing Behavior	3.49	3.31
Environment	3.67	3.42
Respectful Culture	3.69	3.35
Domain 4: Professionalism		
Prompt, prepared and participates in PD	3.67	3.63
Implements new learning	3.33	3.81
Develops learning plan	3.39	3.69
Activities to improve proficiency	3.44	3.75
Self-reflection after observation	3.44	3.56
Offers actions to improve instruction	3.50	3.56
Accepts responsibility for improvement	3.50	3.63
Uses data to improve instruction	3.56	3.63
Supports school activities and events	3.67	3.38
Accepts leadership responsibilities	3.50	3.63

Analysis of Data

In comparing the data for academic year 2022-2023 to the 2023-2024 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 3.11 and 3.69. Conversely, mean ranges for the 2023-24 academic were between 2.87 and 3.75 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. However, wherein the prior year completers' means were higher in all Domain 1, Domain 2, and Domain 3 areas, the 2023-2024 completers' means for Domain 4 were higher than the prior year with the exception of supporting school activities and events.

While not as high as was the case in the prior year, the completers' strongest rating within the first three domains was in Teacher Content Knowledge with a mean rating of 3.54. Also, of note, are the means of 3.81 for Implements New Learning and 3.75 for Activities to Improve Proficiency. 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.
