



THE CITADEL

ZUCKER FAMILY SCHOOL
OF EDUCATION

Measure 1 – Initial Programs

R4.1 Completer effectiveness.

(a) Teacher SLO Scores measure the impact of teaching performance on student growth, determined by the teacher’s ability to set appropriate goals for student learning and development, accurately measure and analyze student growth, and to plan, implement, and adjust instruction to ensure maximum student progress.

AY 2021-2022 Initial Certification Program Completers SLO Scores

Program Area	N	Exemplary		Proficient		Needs Improvement		Unsatisfactory	
		n	Percent	n	Percent	n	Percent	n	Percent
Secondary	16	6	37.5	10	62.5	0	0	0	0

These data demonstrate that all program completers were rated as **Proficient** or **Exemplary** on their abilities to lead students to positive learning outcomes. The evidence presented supports ZFSOE’s initial certification completers’ contributions to the expected level of student growth and learning.

(b) 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 2021-2022 Expanded SCTC 4.0 Evaluation Data (n=16)

Domain 1: Planning	Mean Score
Instructional Plans	3.15
Student Work	3.09
Assessment	3.04
Domain 2: Instruction	
Standards & Objectives	3.31
Motivating Students	3.31
Presenting Instructional Content	3.27
Lesson Structure & Pacing	3.06
Activities & Materials	3.23
Questioning	3.07
Academic Feedback	3.12
Grouping Students	3.01
Teacher Content Knowledge	3.52
Teacher Knowledge of Students	3.33
Thinking	3.05
Problem Solving	2.98

Domain 3: Environment	
Managing Student Behavior	3.27
Expectations	3.35
Environment	3.44
Respectful Culture	3.42
Domain 4: Professionalism	
Prompt, prepared and participates in PD	3.52
Implements new learning	3.22
Develops learning plan	3.34
Activities to improve proficiency	3.42
Self-reflection after observation	3.55
Offers actions to improve instruction	3.41
Accepts responsibility for improvement	3.48
Uses data to improve instruction	3.29
Supports school activities and events	3.28
Accepts leadership responsibilities	3.39

Data for academic year 2021-2022 indicate that completers strongest performance areas are in Teacher Content Knowledge (mean=3.52) and Self-reflection after observation (mean=3.55). Areas for improvement include Problem Solving, Grouping Students, and Assessment with means of 2.98, 3.01, and 3.04, respectively. However, with only one mean below 3.00 (Proficient), the data strongly supports that program completers are performing with proficiency in all four domains.

Of note, one Citadel graduate has been nominated for the Teacher of the Year for Charleston County School District during the 2021-2022 academic year. As well, another of our graduates, now a Ph.D. student, was the recipient of the Graduate Student Teaching Award for the Chemistry department at Carnegie Mellon. All of our graduates are making an impact in the field of education and we will continue to follow their successes, provide support through professional development, and partner with them in their respective educational communities.