

Measure 1b – Initial Programs

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.

Initial certification program completers received the following SLO scores:

Program Area	N	Exemplary		Proficient		Needs Improvement		Unsatisfactory	
		n	Percent	n	Percent	n	Percent	n	Percent
Secondary	11	3	27.7	7	63.6	1	9.1	0	0

These data demonstrate that all program completers received at least satisfactory scores on their abilities to lead students to positive learning outcomes. The evidence presented supports ZFSOE’s initial certification completers’ contributions to an expected level of student growth and learning.

In addition, data are presented from the **Expanded ADEPT SCTS 4.0 Evaluation Results** on (n = 9) initial certification program completers in teacher education; mean scores are presented below for each variable within the four domains:

Domain 1: Planning	Mean Score
Instructional Plans	3.1
Student Work	3.1
Assessment	3
Domain 2: Instruction	
Standards & Objectives	3
Motivating Students	3.1
Presenting Instructional Content	3
Lesson Structure & Pacing	3.1
Activities & Materials	3.2
Questioning	3.3
Academic Feedback	3.3
Grouping Students	3
Teacher Content Knowledge	3.4
Teacher Knowledge of Students	3.4
Thinking	3
Problem Solving	2.9
Domain 3: Environment	
Managing Student Behavior	3.2
Expectations	3
Environment	3.2
Respectful Culture	3.1
Domain 4: Professionalism	
Prompt, prepared and participates in PD	3.5
Implements new learning	3.5
Develops learning plan	3.3
Activities to improve proficiency	3.5
Self-reflection after observation	3.4
Offers actions to improve instruction	3.4
Accepts responsibility for improvement	3.4
Uses data to improve instruction	3.1
Supports school activities and events	3.5
Accepts leadership responsibilities	3.4

These data indicate that program completers perform better in domains such as professionalism and instruction than planning and environmental classroom considerations. These trends are in line with others throughout the state but provide data to suggest additional attention on these domains within the scope of the initial teacher preparation program.

Of note, two Citadel graduates were recognized as Teacher of the Year and Runner-up Teacher of the Year in Charleston County School District during the 2020-2021 academic year.