Council for the Accreditation of Education Preparation (CAEP)
Accountability Measures

Measure 1: Completer Effectiveness

The College of Education (COE) at Charleston Southern University (CSU) annually collects and analyzes data regarding completer effectiveness. Included below are data from both a state system (SCLEAD) and also a EPP developed survey that are related to both complete effectiveness and impact on P-12 student learning.

Teaching Effectiveness: SLO Rating

The state of South Carolina has a system (SCLEAD) which provides P-12 student learning and development data as well as indicators of teacher effectiveness data at the EPP level.

SCLEAD provides data from the Student Learning Objectives (SLO)s which are part of annual teacher evaluation in South Carolina. The SLO is a measure of the impact teachers have on student growth, determined by the teacher's ability to set goals for student learning and development, measure and analyze student growth, and plan, implement, and adjust instruction for student progress over a period of time.

2021-2022

	Exemplary	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Incomplete**
Graduates Evaluated n=43	24 (55.8%)	19 (44.1%)	0	0	1 (.02%)

*Please note that SLOs are set locally and that districts have the option to adopt their own local SLO rubric.

Teaching Effectiveness: SCTS 4.0 Rubric

Additionally, in SCLEAD data is provided for classroom teachers who are evaluated using the SCTS 4.0 rubric, a 4-level rubric with 4 being the highest score a teacher can receive. Teachers are also given an overall rating of Met, Not Met, or Incomplete. Additionally, teachers have their Student Learning Outcome (SLO) rated as either Exemplary, Proficient, Needs Improvement, or N/A. These two measures provide the EPP with data regarding graduates teaching effectiveness.

Below is a table that provides the data pertaining to teaching effectiveness for graduates from CSU who held an Induction 1 contract during the 2021-2022 academic year.

2021-2022: South Carolina Teaching Standards 4.0

Teaching Effectiveness: Overall Rating

	Met	Not Met	Incomplete
Graduates Evaluated n=43	42 (98%)	0	1 (2%)

Below is a table that provides the average of both the EPP results and statewide results from the 2021-2022 year for graduates holding an Annual 1 contract.

2021-2022: South Carolina Teaching Standards 4.0

Domain 2: Instruction	EPP Results n=43	Statewide Results n=1810
Standards and Objectives	3.20	3.14
Motivating Students	3.19	3.19
Presenting Instructional Content	3.22	3.14
Lesson Structure and Pacing	3.12	3.09
Activities and Materials	3.03	3.10
Questioning	3.03	2.99

Academic Feedback	3.06	3.03
Grouping Students	3.07	3.01
Teacher Content Knowledge	3.36	3.32
Teacher Knowledge of Students	3.27	3.25
Thinking	3.05	2.97
Problem Solving	3.09	3.0

Domain 3: Environment	EPP Results n=43	Statewide Results n=1810
Expectations	3.22	3.22
Engaging Students and Managing Behavior	3.21	3.26
Environment	3.39	3.43
Respectful Culture	3.42	3.50

Domain 4: Professionalism	EPP Results n=43	Statewide Results n=1810
The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.67	3.32
The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.64	3.3
The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	3.59	3.21

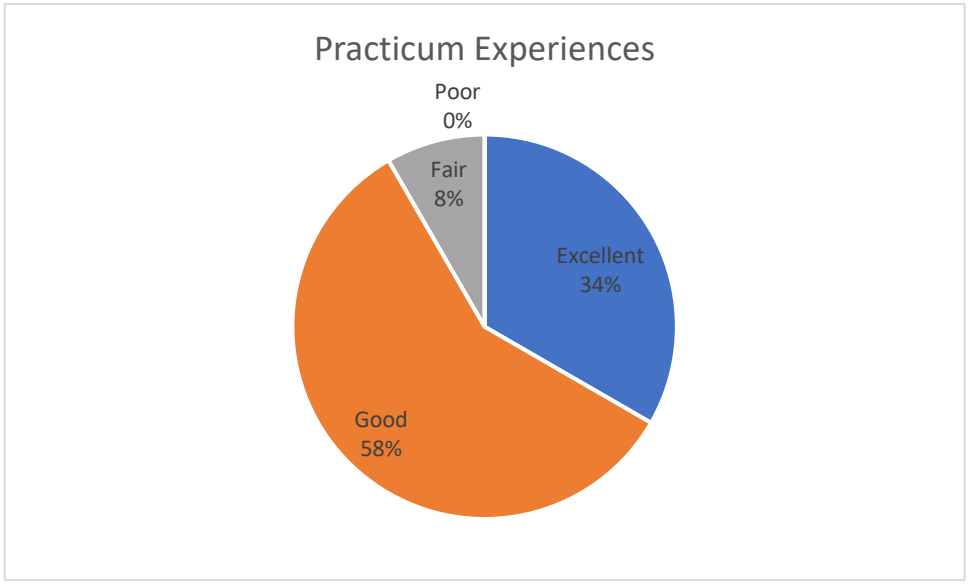
The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.59	3.21
The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.65	3.05
The educator offers specific actions to improve his/her teaching.	3.63	3.11
The educator accepts responsibilities contributing to school improvement.	3.55	3.13
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.66	3.05
The educator actively supports school activities and events.	3.65	3.21
The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.54	3.13

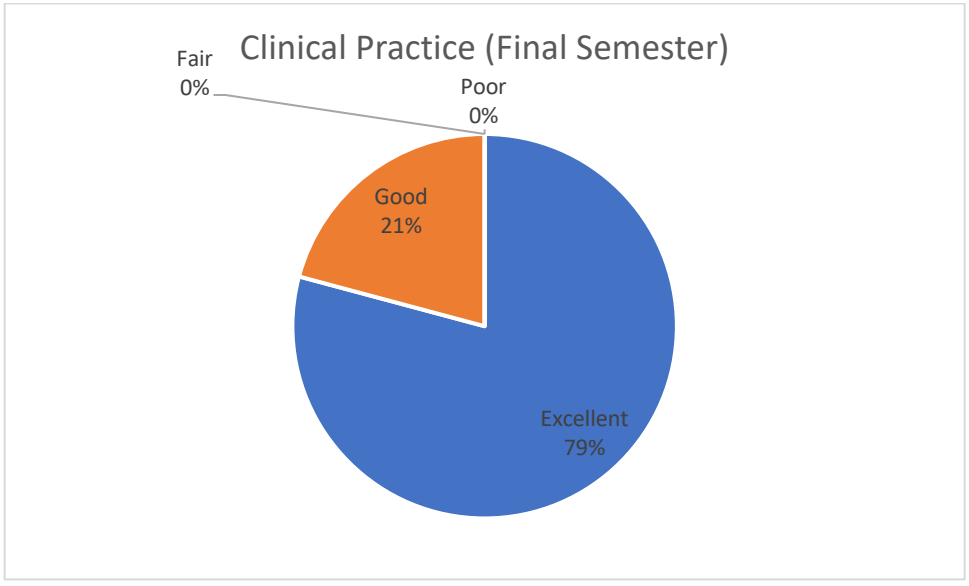
Teaching Effectiveness: EPP Created Survey to Completers

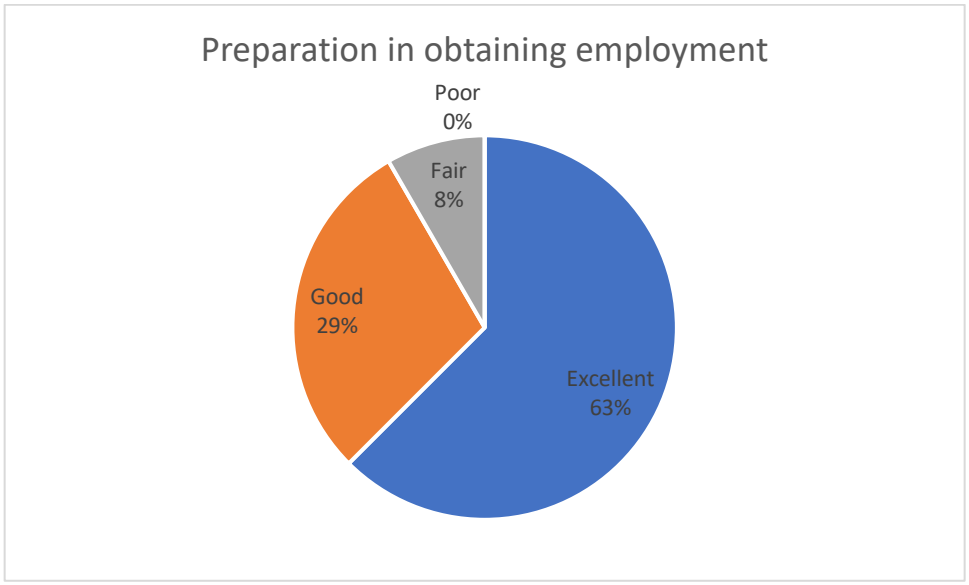
During the 2021-2022 academic year, completers from the 2020-2021 academic year were sent a survey where they reported levels of satisfaction of their preparedness from Charleston Southern University. This survey went through a validation study in Fall 2019 prior to being implemented.

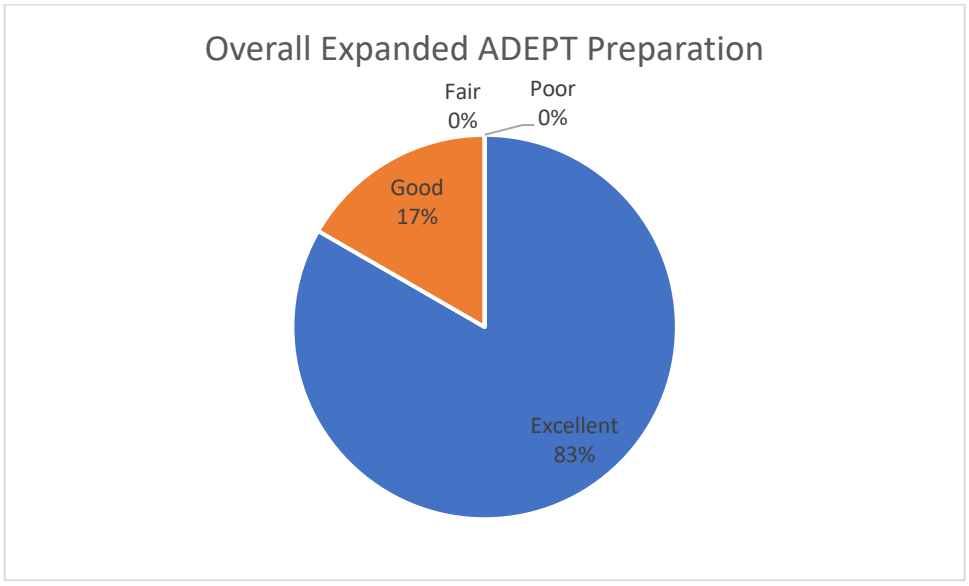
In 2021-2022, 64 surveys were sent out and 24 responses were received (response rate of 42%).

Below are the results of the survey:


Practicum Experiences
Poor
0%
Fair
8%
Excellent
34%
Good
58%


Clinical Practice (Final Semester)
Fair
0%
Poor
0%
Good
21%
Excellent
79%





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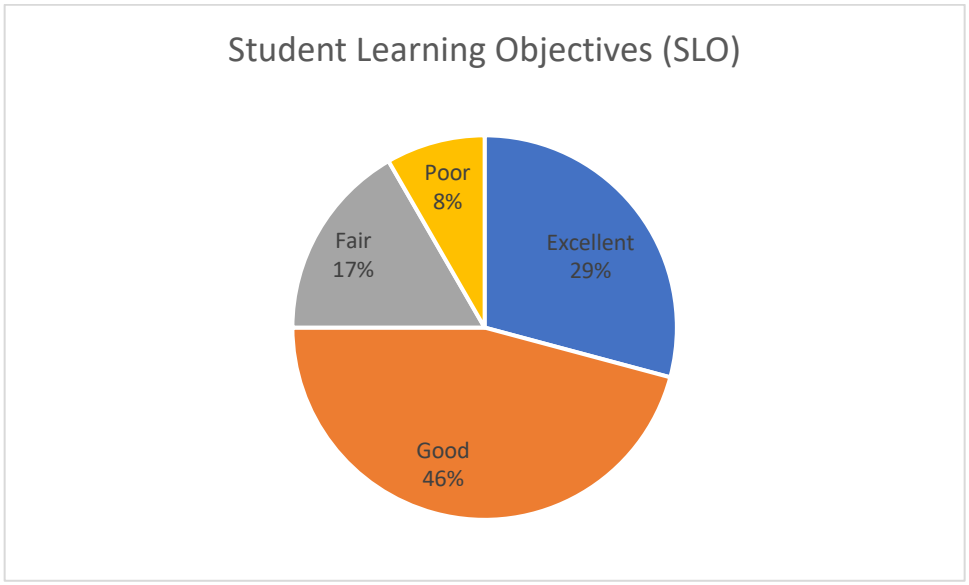

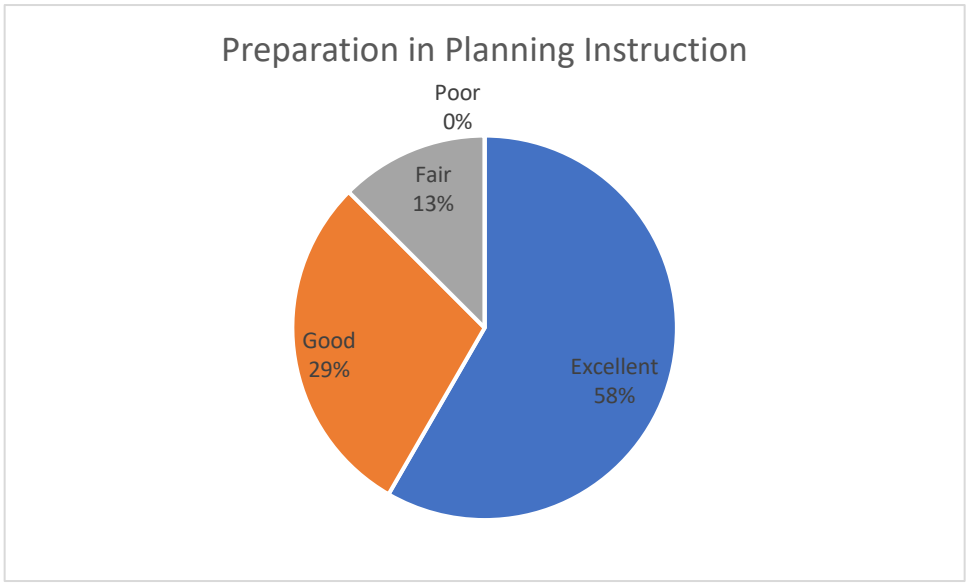

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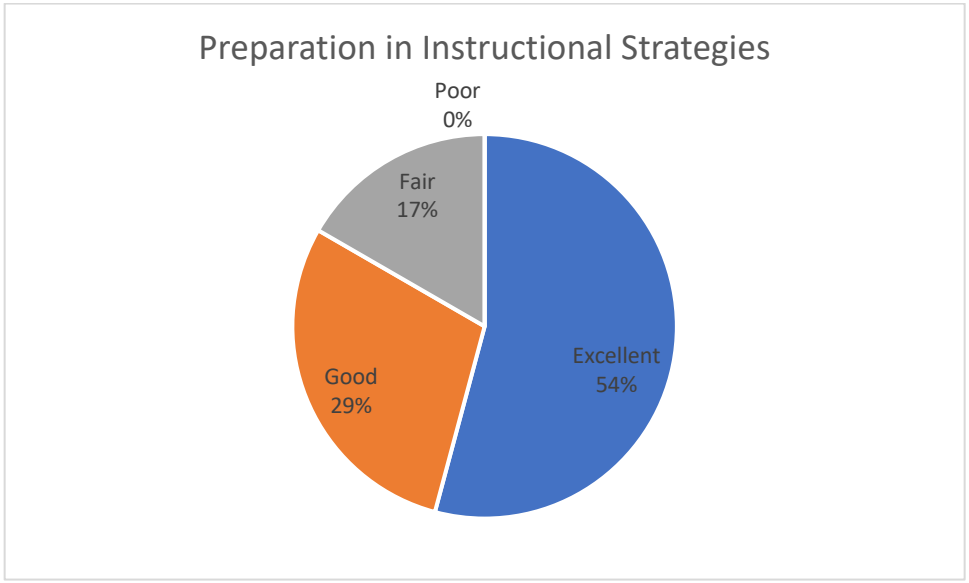
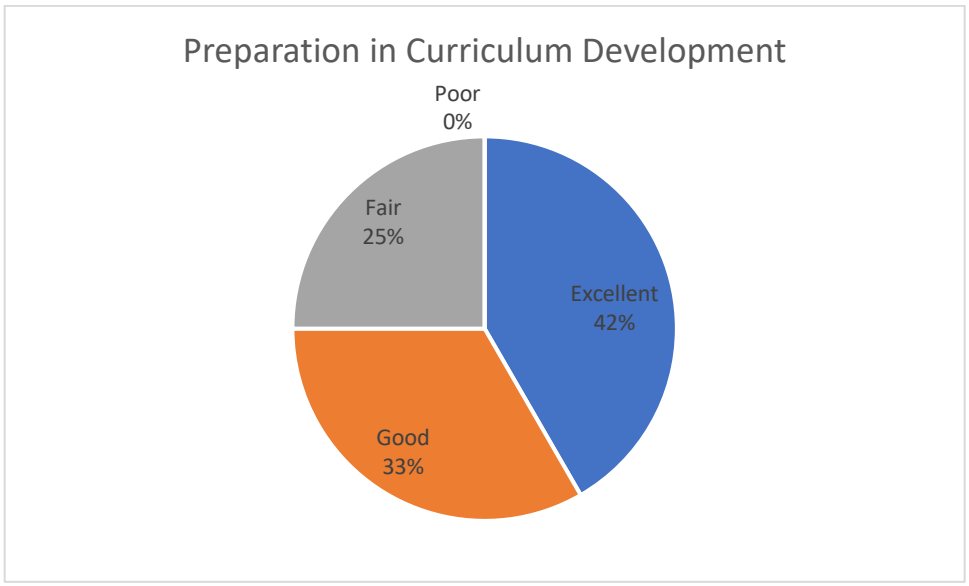
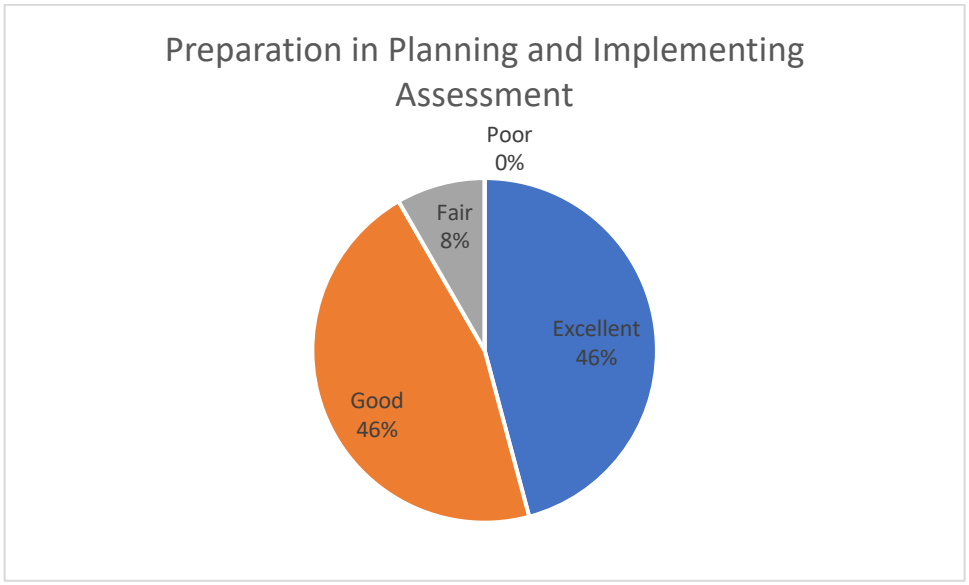
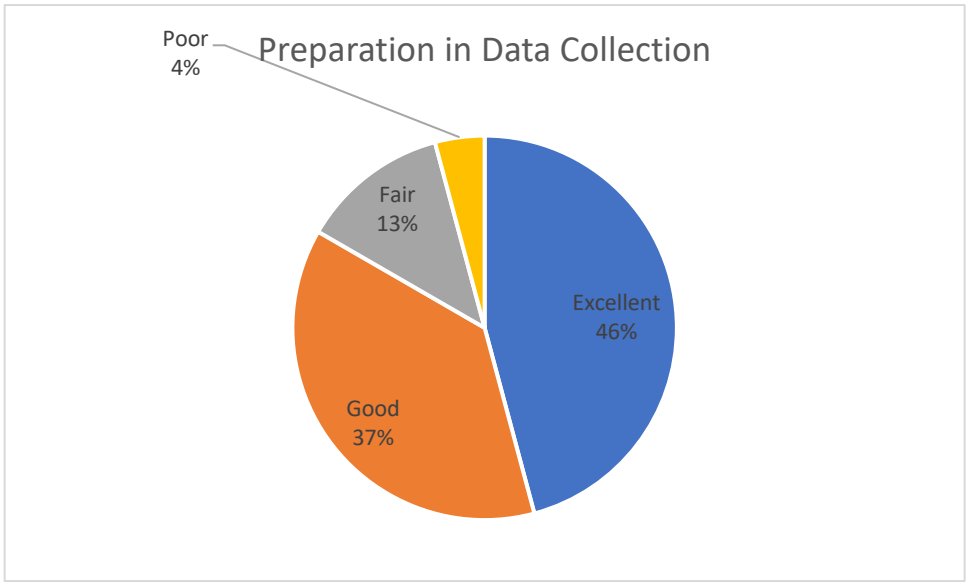

Preparation in Instructional Strategies
Poor
0%
Fair
17%
Excellent
54%
Good
29%


Preparation in Curriculum Development
Poor
0%
Fair
25%
Excellent
42%
Good
33%





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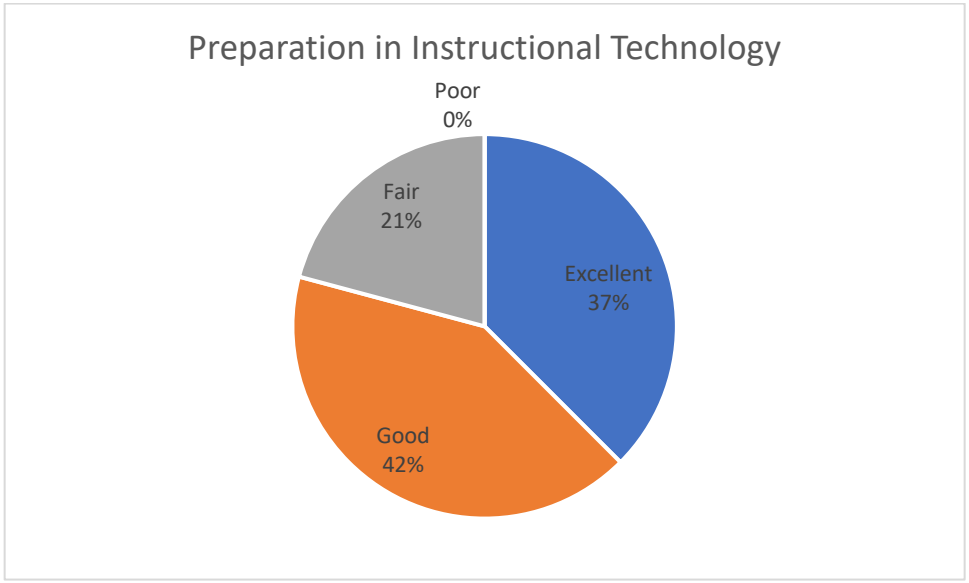

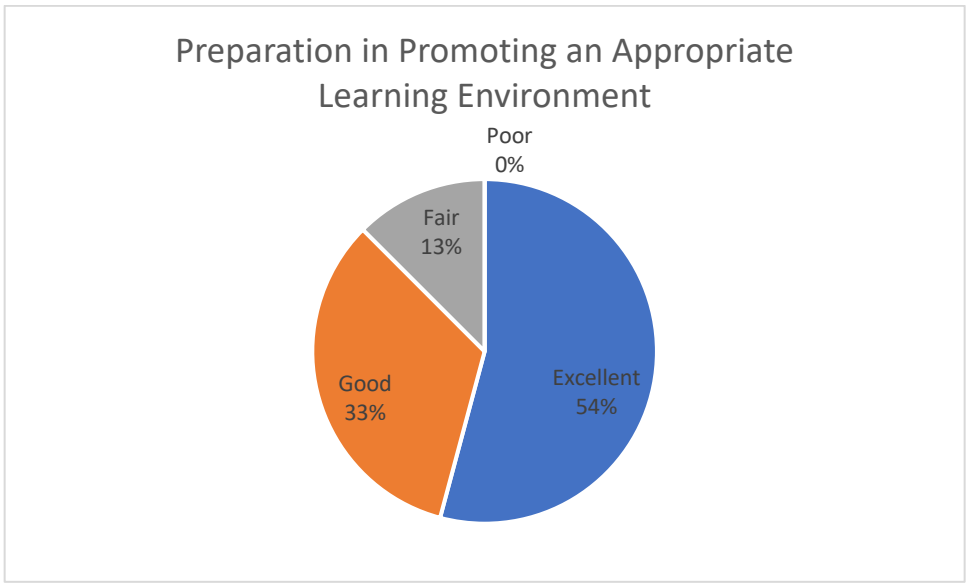

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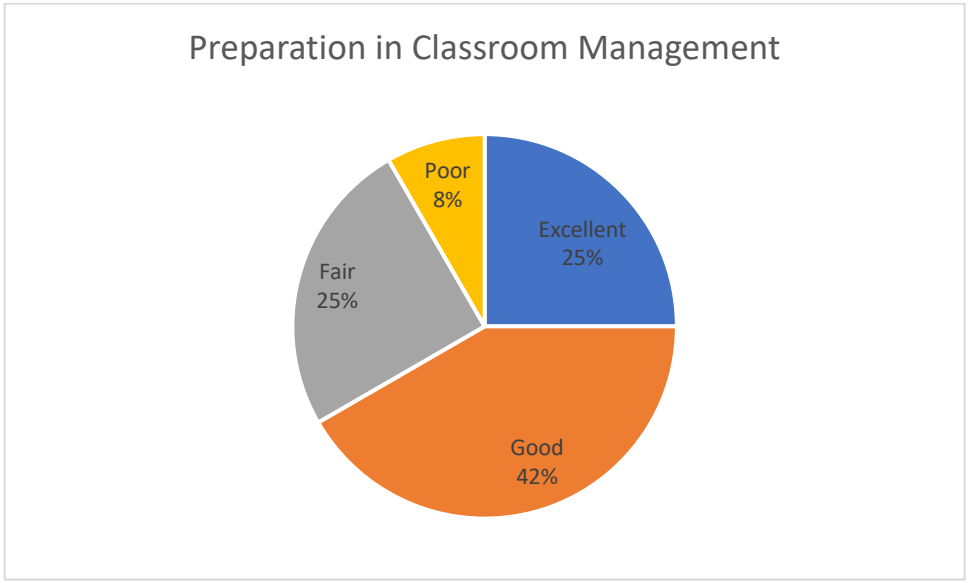

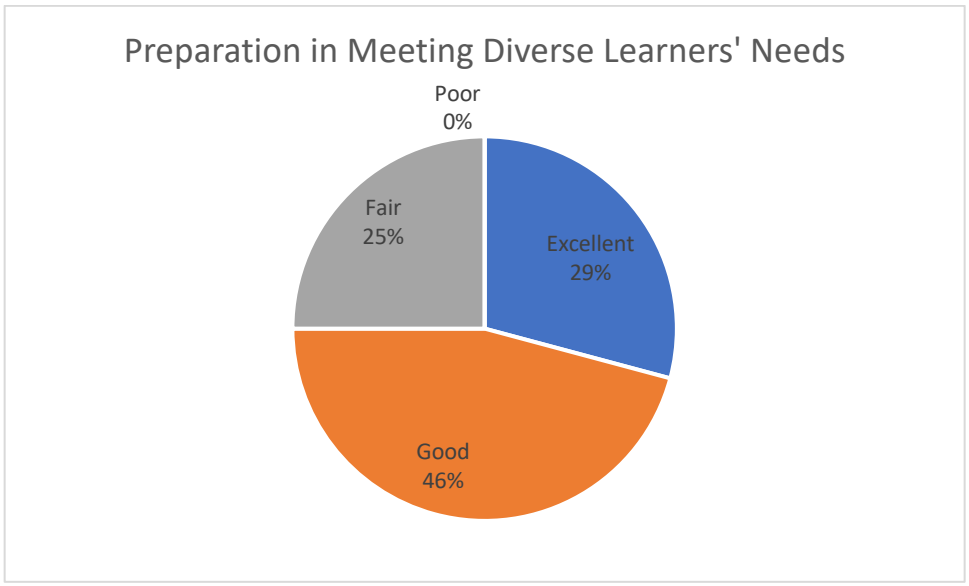

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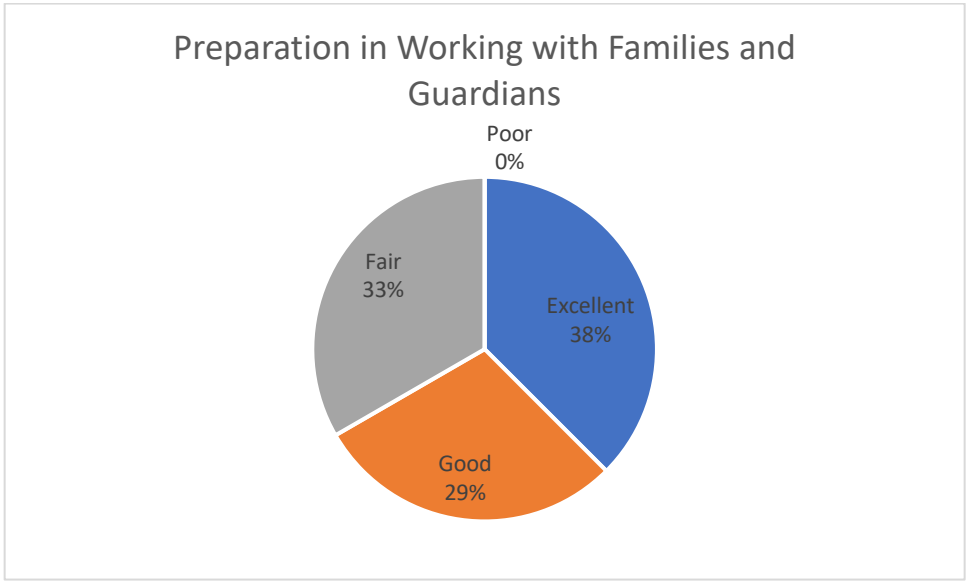

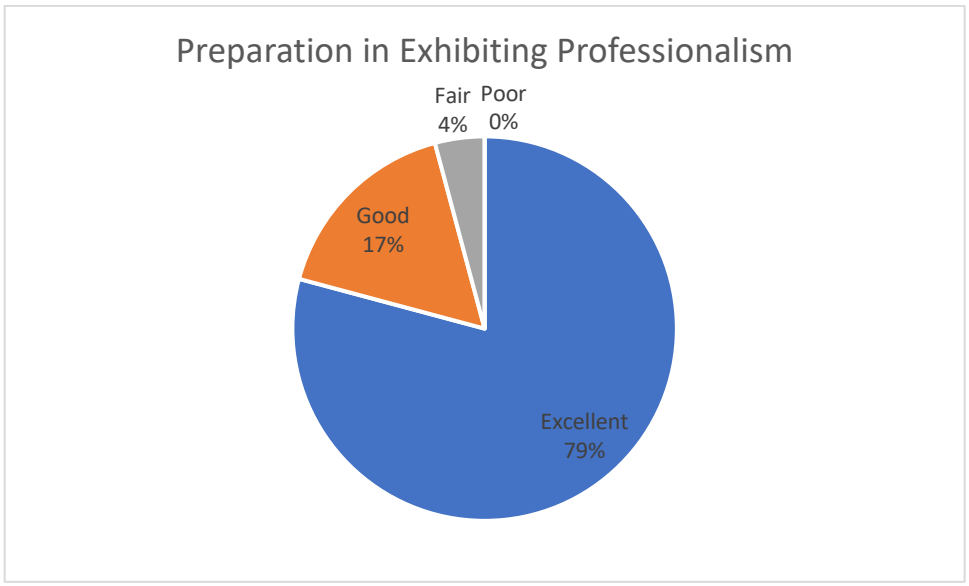

Analysis of Completer Survey Data:

Overall, all of the completers reported being satisfied (rating at either the "Good" or "Excellent" level) with their Clinical Practice Experience and Overall Expanded ADEPT Preparation.

While most completers were satisfied with their Practicum Experiences, Preparation in Obtaining Employment, Preparation in Planning Instruction, Preparation in Curriculum Development, Preparation in Planning and Implementing Assessment, Preparation in Instructional Technology, Preparation in Promoting an Appropriate Learning Environment, Preparation in Meeting Diverse Learners' Needs, Preparation in Working with Families and Guardians, and Preparation in Exhibiting Professionalism, several in each category rated their preparation at the "Fair" level.

While most completers rated their preparation at the "Excellent," "Good," or "Fair" levels, there were several who rated their preparation at the poor level for Student Learning Objectives, Preparation in Data Collections, and Preparation in Classroom Management.

Overall, this data is mostly positive, but faculty will look at how to ensure completers are satisfied with their preparation in regard to student learning objectives, data collection, and classroom management across programs.