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**Council for the Accreditation of Education Preparation (CAEP)  
Accountability measures****Measure 3: Candidate competency at completion**

The College of Education (COE) at Charleston Southern University (CSU) annually collects and analyzes data that aligns with CAEP Components RA3.3 and RA3.4 regarding candidates competency at completion of the program. The COE has 4 Benchmarks that guide candidates through the program ensuring their success at program completion. Additionally, the Student Teaching Final Evaluation provides a wholistic evaluation of the candidates' instruction, planning, classroom management and professionalism. The Title II report provides Praxis Content Exam pass rates.

***COE Undergraduate Teacher Education Program Benchmarks*****Benchmark 1: Admission to the Professional Program in Teacher Education**

1. Complete Declaration of Intent to Seek Certification Form in EDUC 201 after midterm.
2. Complete EDUC 201 with a "C" or better.
3. Pass PRAXIS Core in EDUC 201. As of June 2017, candidates who score 22 on ACT, or 1100 on SAT which was taken prior to March 2005, or 1650 on SAT taken between March 2005 and March 2016, or 1100 on the new SAT beginning March 2016 do not have to take the PRAXIS Core in order to enter the College of Education.
4. Complete key professional foundation courses (EDUC 201, EDUC 300, ENGL 111, ENGL 112, and core MATH) with a grade of "C" or better.
5. Minimum overall GPA of 2.75 on a 4.0 scale
6. Complete an application for admission to the College of Education in EDUC 300. The application is found on the Education Majors page of Blackboard. Applications will be reviewed after the October 15th and February 15th deadline each semester.
7. Complete a minimum of 45 hours of coursework.
8. Submit two electronic recommendation forms one from faculty outside of Teacher Education and one from a EDUC 300 level or higher College of Education Faculty member only. These forms are found on the Education Majors page of Blackboard.
9. Purchase LiveText subscription in EDUC 300 and/or EDUC 313.

*The College of Education and its candidates use an electronic data management system (Livetext) to monitor progress and to make course and program improvements. Students use electronic assignments and projects, monitor their progress and develop personal portfolios. The College of Education requires all teacher preparation candidates to purchase an individual student account for the duration of their progression through their individual teacher preparation programs.*

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## 10. Approval by the Teacher Education Leadership Team.

The Dean of Education notifies applicants of admission decisions in writing. The *Undergraduate Handbook* of the College of Education provides a detailed description of the required criteria and procedures regarding application to the program. *A candidate must be admitted to the Teacher Education Program before enrolling in courses in the professional program.*

All programs in Teacher Education follow a specifically designed sequence of courses with sequential and incremental experiences. Education majors must work closely with their advisor(s). Programs of Study outlining required courses and requirements are available for each major in the College of Education Office, Wingo Hall 201.

**Professional Foundations:** In the first and second years, candidates will take courses of study designated Professional Foundations along with the Liberal Arts Core. A Professional Foundations course, in which the student receives a grade below “C,” must be repeated before the candidate may advance further in the Education Program.

**Professional Program:** After receiving Admission to the Professional Program, candidates may enroll in professional studies coursework. Students should work with their advisors in order to enroll in the appropriate courses at this level.

Throughout the education program, coursework includes a series of specialized field experiences. The number of hours for these experiences or practicums are found in the course descriptions of the catalog. Candidates will be placed in public school sites with specific instructional assignments pertinent to their grade-level emphasis or content-area specialty. **Transportation to and from these school sites is the responsibility of the student.** A course, in which the candidate receives a grade below “C,” must be repeated before the candidate may advance further in the Professional Program. The culminating experience is the sixty-day clinical practice.

### **Benchmark 2: Program Progression in the Teacher Education Program**

1. Complete field experiences with Pass/Fail criterion in diverse settings
2. Complete all Professional Foundation and Professional Studies coursework with a “C” or better and (only for Secondary/P-12) Specialized Studies with a “C” or better
3. Maintain an overall GPA of 2.75 and for Secondary/P-12 programs a GPA of 2.7 in Specialized Studies
4. Continued appropriate display of the COE Dispositions.
5. Upload required assessments into LiveText for all education courses.

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6. Take all state-required PRAXIS II exams including Subject/Specialty exams and Principles of Learning and Teaching exams. Both exams must be attempted before December 1.
  - *It is recommended to take PLT summer before or during the fall semester of senior year due to content included in senior methods courses.*
  - *It is recommended to take Praxis II Content certification exam fall of senior year due to content included in senior methods courses.*

### **Benchmark 3: Admission to Clinical Practice**

1. Complete S.C. Department of Education application for Clinical Practice
2. Obtain FBI/SLED clearance prior to Clinical Practice
3. Required TB test documentation submitted to COE by required due dates
4. Must have attempted all state-required PRAXIS II exams including Subject/Specialty exams and Principles of Learning and Teaching exams in order to be admitted to clinical practice.
5. Minimum overall GPA of 2.75 and for Secondary/P-12 programs a GPA of 2.75 in Specialized Studies
6. Continued appropriate display of the COE Dispositions.
7. Obtain formal admission to Clinical Practice

Results of PRAXIS II tests should be sent directly to the South Carolina Department of Education and Charleston Southern University College of Education.

Once the application has been received and all criteria are met, the candidate's file will be reviewed by the Dean of Education for review and action. The Dean of Education notifies applicants of the action. The *Guidelines for Clinical Practice Handbook* of the College of Education provides a detailed description of the required criteria and procedures regarding application and the expectations for successful completion of the Clinical Practice.

Adherence to the professional duties and responsibilities established for the faculty of the cooperating school where the Clinical Practice is undertaken. Consequently, the principal at the cooperating school retains the prerogative of dismissal when warranted. Satisfactory completion of a minimum of sixty (60) full working days of clinical practice is required. Candidates observe the academic calendar of the school to which they are assigned. Attendance at scheduled seminars is required. A schedule for these seminars will be furnished prior to the Clinical Practice.

Candidates must demonstrate competency in the performance standards identified by the state-mandated Expanded ADEPT performance evaluation instrument as determined by evaluations completed by the cooperating teacher and the university supervisor.

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Each candidate completing the requirements listed above will be scheduled for a final exit interview with the university supervisor to insure that all requirements have been satisfied.

**Benchmark 4: Program Completion**

1. Minimum overall GPA of 2.75 and for Secondary/P-12 programs a GPA of 2.75 in Specialized Studies
2. Demonstrate appropriate scores in each domain of the South Carolina Expanded ADEPT Evaluation System during Clinical Practice
3. Receive a passing grade in Clinical Practice
4. Complete degree requirements for University

A program completer is defined as a candidate who successfully completes an approved program and passes the required licensing examinations. Failure to satisfactorily complete College of Education and university requirements and activities described by the faculty may prevent recommendation for certification. No candidate may graduate with an education degree until all degree requirements have been met.

For candidates seeking certification in states other than South Carolina, it is strongly recommended that they obtain a South Carolina teaching certificate first. Many states have reciprocal agreements with South Carolina that allow individuals who hold a South Carolina teaching certificate to receive initial certification in those states.

***Student Teaching Final Evaluation***

During the 2021-2022 academic year, 44 student teachers were evaluated using the South Carolina 4.0 teaching evaluation rubric. At the end of their clinical practice experience, candidates meet with their university supervisor and cooperating teachers to be evaluated using SCTS 4.0 rubric, a 4-level rubric with 4 being the highest score a teacher can receive.

<i>Indicator</i>	<b>Fall 2021 n=14</b>	<b>Spring 2022 n=31</b>
<b><i>Instruction: Standards and Objectives</i></b>	<b>3.57</b>	<b>3.41</b>
<b><i>Instruction: Motivating Students</i></b>	<b>3.71</b>	<b>3.68</b>
<b><i>Instruction: Presenting Instructional Content</i></b>	<b>3.29</b>	<b>3.32</b>

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<b><i>Instruction: Lesson Structure and Pacing</i></b>	<b>3.36</b>	<b>3.2</b>
<b><i>Instruction: Activities and Materials</i></b>	<b>3.43</b>	<b>3.58</b>
<b><i>Instruction: Questioning</i></b>	<b>3.43</b>	<b>3.27</b>
<b><i>Instruction: Academic Feedback</i></b>	<b>3.57</b>	<b>3.31</b>
<b><i>Instruction: Grouping Students</i></b>	<b>3.57</b>	<b>3.34</b>
<b><i>Instruction: Teacher Content Knowledge</i></b>	<b>3.5</b>	<b>3.31</b>
<b><i>Instruction: Teacher Knowledge of Students</i></b>	<b>3.71</b>	<b>3.78</b>
<b><i>Instruction: Thinking</i></b>	<b>3.29</b>	<b>3.17</b>
<b><i>Instruction: Problem Solving</i></b>	<b>3.29</b>	<b>3.2</b>
<b><i>Planning: Instructional Plans</i></b>	<b>3.5</b>	<b>3.44</b>
<b><i>Planning: Student Work</i></b>	<b>3.36</b>	<b>3.44</b>
<b><i>Planning: Assessment</i></b>	<b>3.36</b>	<b>3.13</b>
<b><i>Environment: Expectations</i></b>	<b>3.43</b>	<b>3.37</b>
<b><i>Environment: Managing Student Behavior</i></b>	<b>3.36</b>	<b>3.24</b>
<b><i>Environment: Environment</i></b>	<b>3.64</b>	<b>3.58</b>
<b><i>Environment: Respectful Culture</i></b>	<b>3.64</b>	<b>3.72</b>
<b><i>Professionalism: Growing and Developing Professionally</i></b>	<b>3.57</b>	<b>3.64</b>
<b><i>Professionalism: Reflecting on Teaching</i></b>	<b>3.57</b>	<b>3.65</b>
<b><i>Professionalism: Community Involvement</i></b>	<b>3.43</b>	<b>3.48</b>
<b><i>Professionalism: School Responsibilities</i></b>	<b>3.57</b>	<b>3.62</b>

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