

**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 for initial and advanced completers.

*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 2024-2025 academic year.

**2024-2025: South Carolina Teaching Standards 4.0  
Teaching Effectiveness: Overall Rating**

	No Data	Met	Not Met	Incomplete
Graduates Evaluated n=38	4 (11%)	28 (73%)	0 (0%)	6 (16%)

Below is a table that provides the average of both the EPP results and statewide results from the 2024-2025 year for graduates holding an Annual 1 contract.

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*2024-2025: South Carolina Teaching Standards 4.0*

	EPP Results	Statewide Results
Domain 1: Planning	n=36	n=1955
Instructional Plans	3.19	3.19
Student Work	3.10	3.08
Assessment	3.04	3.00
Domain 2: Instruction	n=36	n=1955
Standards and Objectives	3.18	3.19
Motivating Students	3.29	3.24
Presenting Instructional Content	3.10	3.20
Lesson Structure and Pacing	3.10	3.15
Activities and Materials	3.17	3.16
Questioning	3.01	3.00
Academic Feedback	3.19	3.06
Grouping Students	3.13	3.07
Teacher Content Knowledge	3.39	3.37
Teacher Knowledge of Students	3.39	3.31
Thinking	2.97	3.00
Problem Solving	3.00	3.03

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Domain 3: Environment	EPP Results n=36	Statewide Results n=1955
Expectations	3.31	3.33
Engaging Students and Managing Behavior	3.22	3.26
Environment	3.53	3.45
Respectful Culture	3.55	3.51
Domain 4: Professionalism	EPP Results n=36	Statewide Results n=1955
The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.76	3.32
The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.76	3.29
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.	3.72	3.27
The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.69	3.26
The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.75	3.37
The educator offers specific actions to improve his/her teaching.	3.65	3.36
The educator accepts responsibilities contributing to school improvement.	3.69	3.37
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.71	3.33

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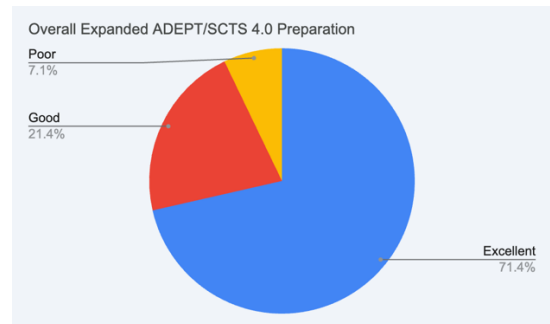
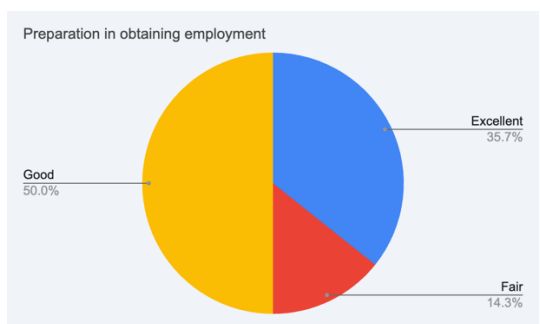
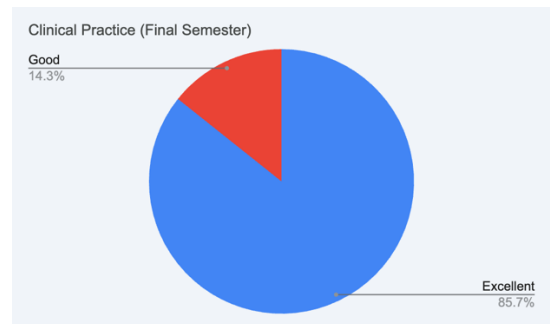
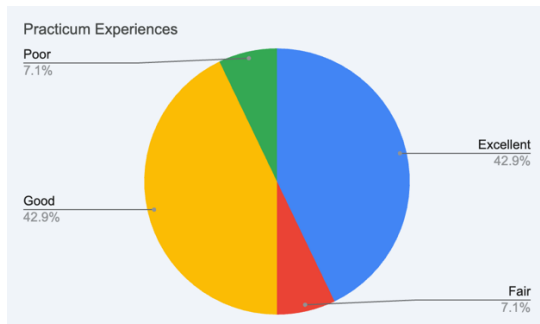
The educator actively supports school activities and events.	3.69	3.22
The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.63	3.3

### Teaching Effectiveness: EPP Created Survey to Completers

During the 2025-2026 academic year, completers from the 2024-2025 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 2026, 29 surveys were sent out and 14 responses were received (response rate of 48%).

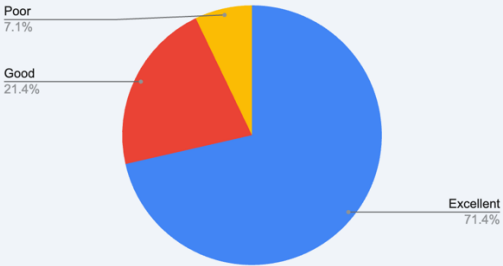
Below are the results of the survey when respondents were asked “Please rate the following in terms of preparing you for teaching...”



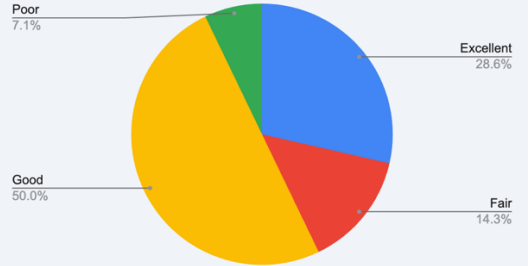
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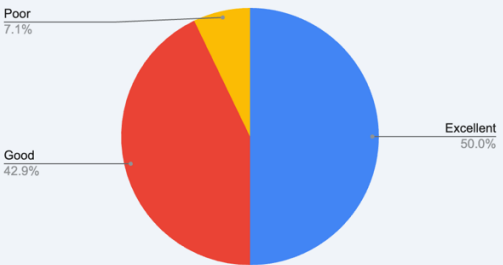
Overall Expanded ADEPT/SCTS 4.0 Preparation



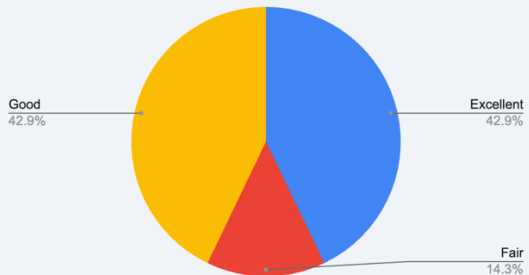
Student Learning Objectives (SLO)



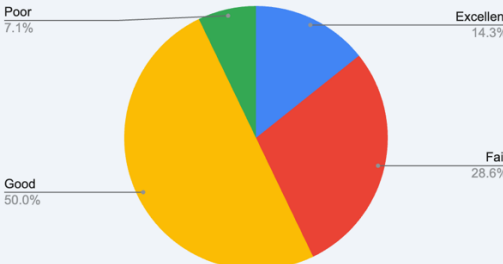
Preparation in Planning Instruction



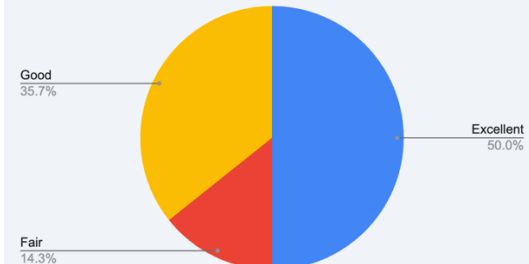
Preparation in Instructional Strategies



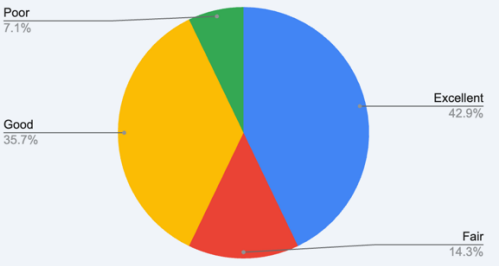
Preparation in Curriculum Development



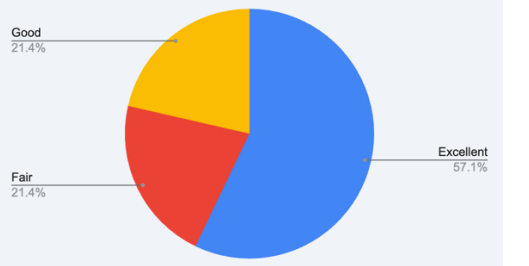
Preparation in Planning and Implementing Assessment



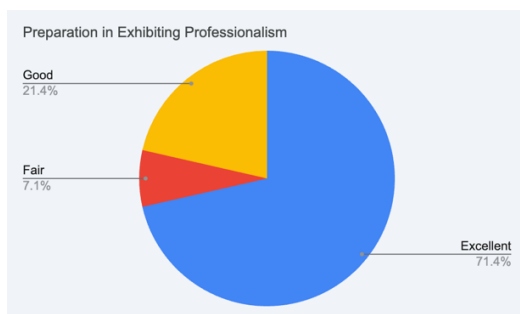
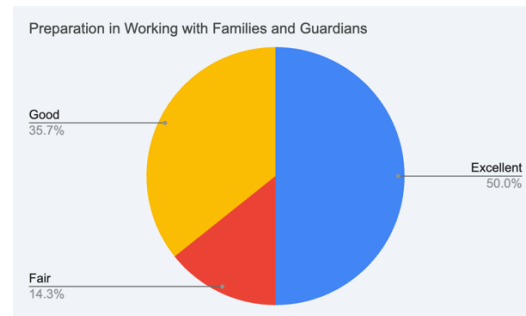
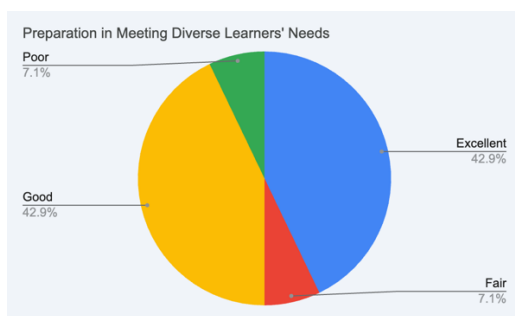
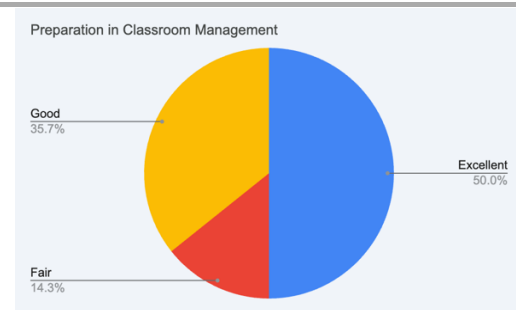
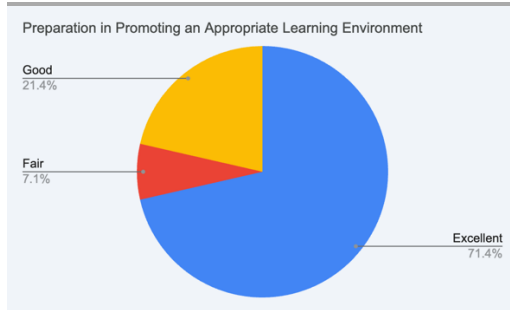
Preparation in Data Collection



Preparation in Instructional Technology



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### Analysis of Completer Survey Data:

Completers report high satisfaction in their clinical practice experiences (86% rating excellent showing strong confidence in this aspect of their preparation. Preparation in promoting an appropriate learning environment and preparation in exhibiting professional had 71% of completers responding with an excellent rating.

Most completers were satisfied (rating areas at a good or excellent) in the areas preparation in obtaining employment, overall expanded ADEPT/SCTS 4.0 preparation, preparation in planning

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instruction, preparation in instructional strategies, preparation in planning and implementing assessments, preparation in instructional technology, preparation in classroom management, and preparation in working with families ,with only one or two completers in each category rating their preparation as needs improvement.

While most completers rated their preparation at the “Excellent,” “Good,” or “Needs Improvement” levels, there were one or two who rated their preparation at the poor level for Preparation in Meeting Diverse Learners’ Needs, preparation in Data Collection, Preparation in curriculum development, preparation in student learning objectives, and practicum experiences.

The programs will look more deeply at how completers are prepared to work with student learning objectives (SLOs) and curriculum development since there were more responses at the needs improvement and/or poor level, unlike in previous years.

### Measure 1: Completer Effectiveness - Advanced

The College of Education (COE) at Charleston Southern University (CSU) annually collects and analyzes data regarding completer effectiveness. Below is data from a state system (SCLEAD) regarding the advanced completers' effectiveness using the PADEPP Report.

2024-2025 Principal Evaluation Instrument Rubric

	<b>EPP Average Results</b>	<b>Statewide Average Results</b>
Total Graduate Average	3.06	3.31

<b>Standard</b>	<b>EPP Average Results</b>	<b>Statewide Average Results</b>
Standard 1: Vision	3.32	3.44
Standard 2: Instructional Leadership	3.21	3.37
Standard 3: Effective Management	3.12	3.35
Standard 4: Climate	3.19	3.43
Standard 5: School/Community Relations	3.23	3.46
Standard 6: Ethical Behavior	3.73	3.77
Standard 7: Interpersonal Skills	3.20	3.46
Standard 8: Staff Development	3.10	3.32
Standard 9: Principal's Professional Development	3.32	3.45

### Analysis of Advanced Completer Data

Advanced completers from the EPP were rated slightly below on-average counterparts across the state on the nine standards included in the PADEPP report.

As faculty continue to revamp the program, attention is being given to the nine standards to ensure coverage in instruction and assessment throughout coursework and practicums.

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