

**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 2023-2024 academic year.

**2023-2024: South Carolina Teaching Standards 4.0  
Teaching Effectiveness: Overall Rating**

|                             | Met         | Not Met   | Incomplete |
|-----------------------------|-------------|-----------|------------|
| Graduates Evaluated<br>n=43 | 41<br>(95%) | 0<br>(0%) | 2<br>(5%)  |

Below is a table that provides the average of both the EPP results and statewide results from the 2023-2024 year for graduates holding an Annual 1 contract.

**2023-2024: South Carolina Teaching Standards 4.0**

|                     | EPP Results | Statewide Results |
|---------------------|-------------|-------------------|
| Domain 1: Planning  | n=43        | n=1842            |
| Instructional Plans | 3.21        | 3.21              |

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|   |                     |                                |
|---|---------------------|--------------------------------|
| Student Work                            | 3.10                | 3.08                           |
| Assessment                              | 2.98                | 3.00                           |
| Domain 2: Instruction                   | EPP Results<br>n=38 | Statewide<br>Results<br>n=1842 |
| Standards and Objectives                | 3.22                | 3.20                           |
| Motivating Students                     | 3.31                | 3.24                           |
| Presenting Instructional Content        | 3.29                | 3.22                           |
| Lesson Structure and Pacing             | 3.22                | 3.16                           |
| Activities and Materials                | 3.19                | 3.17                           |
| Questioning                             | 3.08                | 3.00                           |
| Academic Feedback                       | 3.12                | 3.05                           |
| Grouping Students                       | 3.07                | 3.06                           |
| Teacher Content Knowledge               | 3.47                | 3.38                           |
| Teacher Knowledge of Students           | 3.35                | 3.30                           |
| Thinking                                | 3.02                | 3.01                           |
| Problem Solving                         | 3.02                | 3.04                           |
| Domain 3: Environment                   | EPP Results<br>n=38 | Statewide<br>Results<br>n=1842 |
| Expectations                            | 3.36                | 3.30                           |
| Engaging Students and Managing Behavior | 3.31                | 3.30                           |

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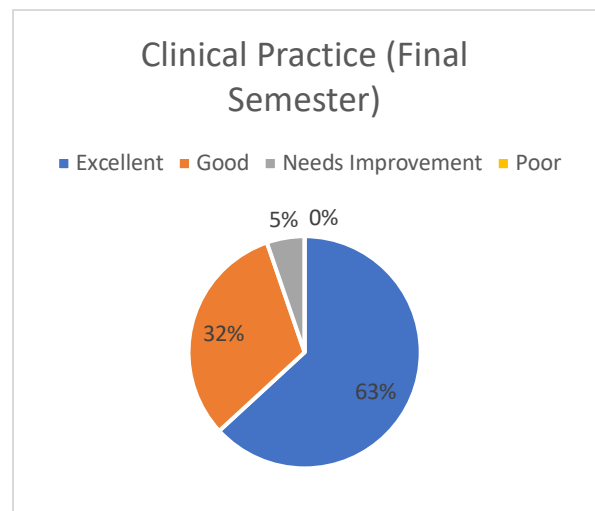
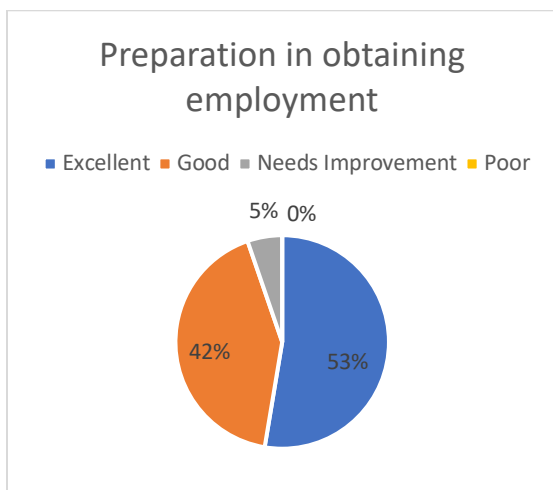
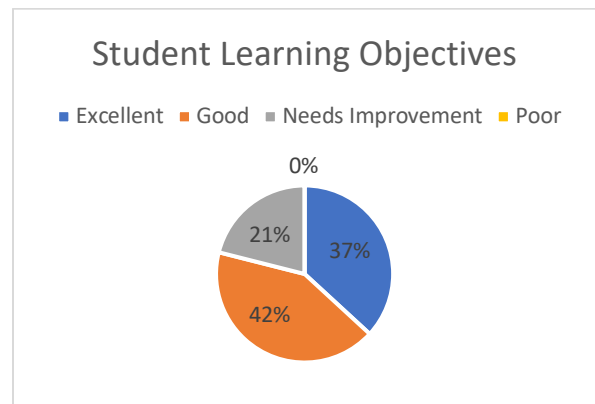
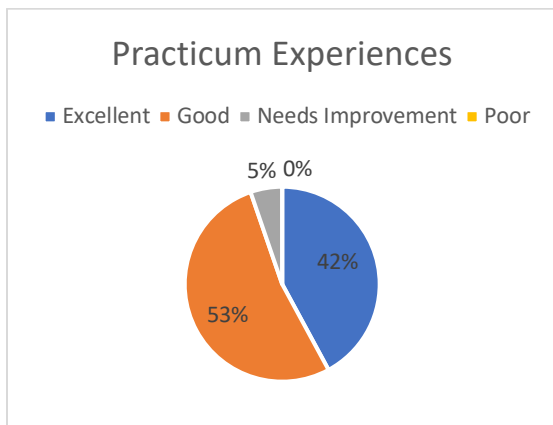
|   |                     |                                |
|---|---------------------|--------------------------------|
| Environment   | 3.50                | 3.46                           |
| Respectful Culture  | 3.54                | 3.51                           |
| Domain 4: Professionalism   | EPP Results<br>n=38 | Statewide<br>Results<br>n=1842 |
| The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.  | 3.82                | 3.36                           |
| The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.   | 3.65                | 3.33                           |
| 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. | 3.58                | 3.28                           |
| The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.  | 3.65                | 3.30                           |
| The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.   | 3.73                | 3.30                           |
| The educator offers specific actions to improve his/her teaching.   | 3.72                | 3.31                           |
| The educator accepts responsibilities contributing to school improvement.   | 3.67                | 3.32                           |
| The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.   | 3.58                | 3.28                           |
| The educator actively supports school activities and events.  | 3.68                | 3.44                           |
| The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.   | 3.58                | 3.34                           |

**Teaching Effectiveness: EPP Created Survey to Completers**

During the 2024-2025 academic year, completers from the 2023-2024 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 2025, 49 surveys were sent out and 19 responses were received (response rate of 39%).

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

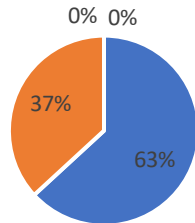


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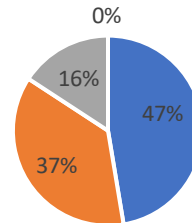
### Overall Expanded ADEPT/SCTS 4.0 Preparation

■ Excellent ■ Good ■ Needs Improvement ■ Poor



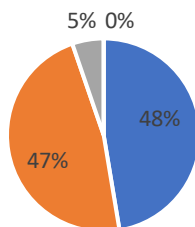
### Preparation in Data Collection

■ Excellent ■ Good ■ Needs Improvement ■ Poor



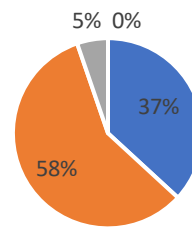
### Preparation in Instructional Strategies

■ Excellent ■ Good ■ Needs Improvement ■ Poor



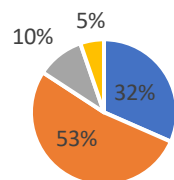
### Preparation in Planning Instruction

■ Excellent ■ Good ■ Needs Improvement ■ Poor



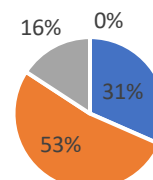
### Preparation in Meeting Diverse Learners' Needs

■ Excellent ■ Good ■ Needs Improvement ■ Poor



### Preparation in Curriculum Development

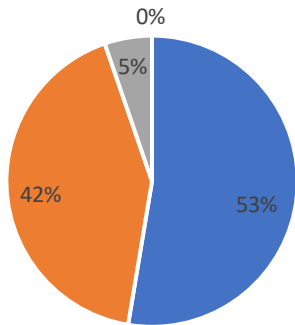
■ Excellent ■ Good ■ Needs Improvement ■ Poor



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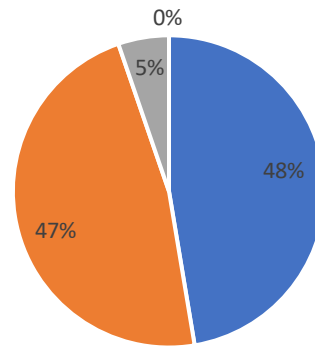
### Preparation in Planning and Implementing Assessments

■ Excellent ■ Good ■ Needs Improvement ■ Poor



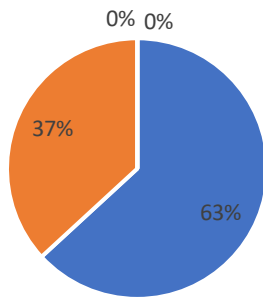
### Preparation in Instructional Technology

■ Excellent ■ Good ■ Needs Improvement ■ Poor



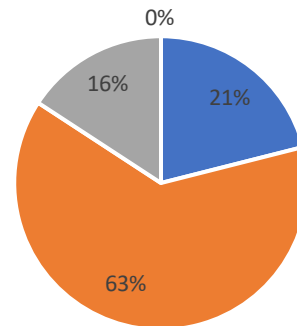
### Preparation in Promoting an Appropriate Learning Environment

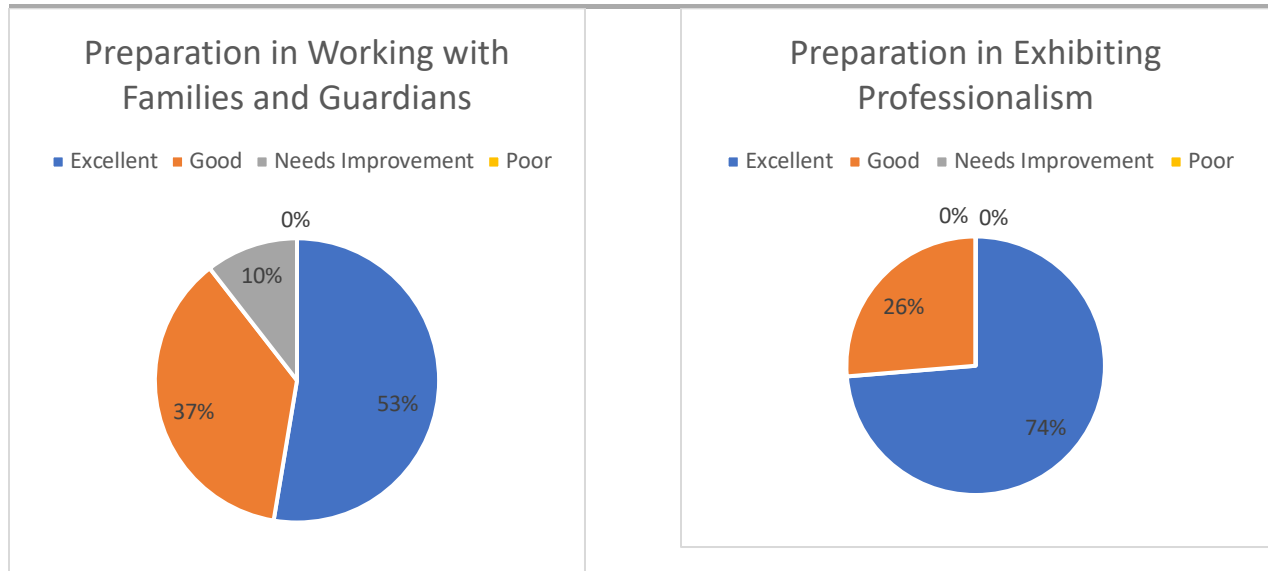
■ Excellent ■ Good ■ Needs Improvement ■ Poor



### Preparation in Classroom Management

■ Excellent ■ Good ■ Needs Improvement ■ Poor





#### Analysis of Completer Survey Data:

Overall, most of the completers reported being satisfied (rating at either the “Good” or “Excellent” level) with their Overall SCTS 4.0 Standards Preparation, Preparation in Exhibiting Professionalism and Preparation in Promoting an Appropriate Learning Environment.

Most completers were satisfied with their Practicum Experiences, Clinical Practice Experience, Preparation in Obtaining Employment, , Preparation in Planning Instruction, Student Learning Objectives, Preparation in Planning and Implementing Assessment, Preparation in Curriculum, Development Preparation in Instructional Technology Preparation in Data Collections, Preparation in Classroom Management, and Preparation in Working with Families and Guardians, one or more completer in each category rated their preparation at the “Needs Improvement” level.

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.

Overall, this data is mostly positive, but faculty will look at how to ensure completers are satisfied with their preparation regarding preparing for meeting the needs of diverse learners. To this extent, a new course is being developed that examines teaching multilingual learners. This course will be taught starting in the fall of 2025.

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**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.

2023-2024 Principal Evaluation Instrument Rubric

|                        | <b>EPP Average Results</b> | <b>Statewide Average Results</b> |
|------------------------|----------------------------|----------------------------------|
| Total Graduate Average | 3.06                       | 3.38                             |

| <b>Standard</b>                                  | <b>EPP Average Results</b> | <b>Statewide Average Results</b> |
|--|----------------------------|----------------------------------|
| Standard 1: Vision                               | 3.36                       | 3.45                             |
| Standard 2: Instructional Leadership             | 3.18                       | 3.36                             |
| Standard 3: Effective Management                 | 3.32                       | 3.44                             |
| Standard 4: Climate                              | 3.28                       | 3.48                             |
| Standard 5: School/Community Relations           | 3.46                       | 3.49                             |
| Standard 6: Ethical Behavior                     | 3.80                       | 3.77                             |
| Standard 7: Interpersonal Skills                 | 3.32                       | 3.54                             |
| Standard 8: Staff Development                    | 3.35                       | 3.35                             |
| Standard 9: Principal’s Professional Development | 3.45                       | 3.51                             |

**Analysis of Advanced Completer Data**

Advanced completers scored higher on average for Standard 6: Ethical Behavior during the 2023-2024 evaluation cycle. Advanced completers did average the same on Standard 8: Staff Development. On the remaining seven standards, 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 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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