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) that 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.

2022-2023 SLO Rating

	Exemplary	Proficient	Needs Improvement	Unsatisfactory	Incomplete
Graduates Evaluated n=51	18 (35%)	27 (53%)	1 (2%)	0	5 (10%)

*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 2022-2023 academic year.

2022-2023: South Carolina Teaching Standards 4.0
Teaching Effectiveness: Overall Rating

	Met	Not Met	Incomplete
Graduates Evaluated n=51	45 (88%)	1 2%	5 (10%)

Below is a table that provides the average of both the EPP results and statewide results from the 2022-2023 year for graduates holding an Annual 1 contract.

2022-2023: South Carolina Teaching Standards 4.0

Domain 1: Planning	EPP Results n=49	Statewide Results n=1879
Instructional Plans	3.18	3.21
Student Work	2.98	3.08
Assessment	2.92	3.00

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Domain 2: Instruction	EPP Results n=49	Statewide Results n=1879
Standards and Objectives	3.04	3.20
Motivating Students	3.18	3.24
Presenting Instructional Content	3.18	3.22
Lesson Structure and Pacing	3.04	3.16
Activities and Materials	2.99	3.16
Questioning	2.96	3.01
Academic Feedback	3.06	3.06
Grouping Students	3.01	3.07
Teacher Content Knowledge	3.35	3.40
Teacher Knowledge of Students	3.24	3.31
Thinking	2.96	3.01
Problem Solving	2.99	3.04

Domain 3: Environment	EPP Results n=49	Statewide Results n=1879
Expectations	3.23	3.30
Engaging Students and Managing Behavior	3.20	3.28
Environment	3.43	3.46
Respectful Culture	3.42	3.52

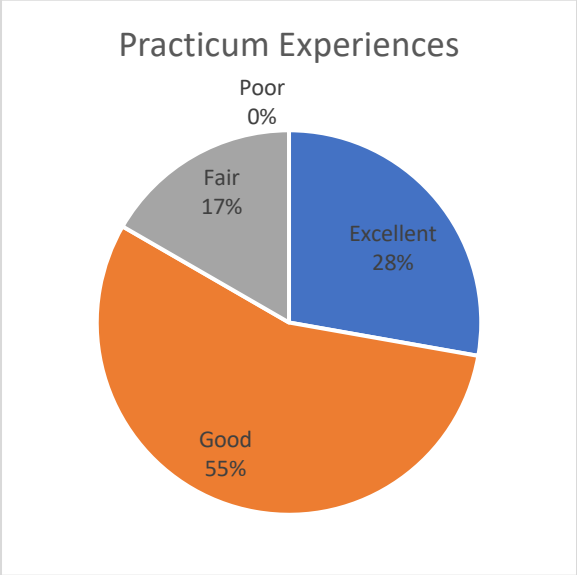
Domain 4: Professionalism	EPP Results n=49	Statewide Results n=1879
The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.58	3.34
The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.56	3.32
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.	3.43	3.29
The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.58	3.30
The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	3.59	3.28
The educator offers specific actions to improve his/her teaching.	3.53	3.24
The educator accepts responsibilities contributing to school improvement.	3.51	3.27
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.47	3.22
The educator actively supports school activities and events.	3.46	3.36
The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.48	3.27

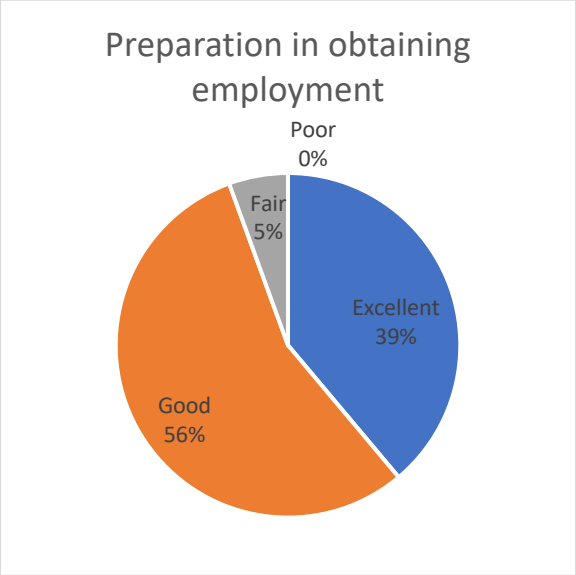
Teaching Effectiveness: EPP Created Survey to Completers

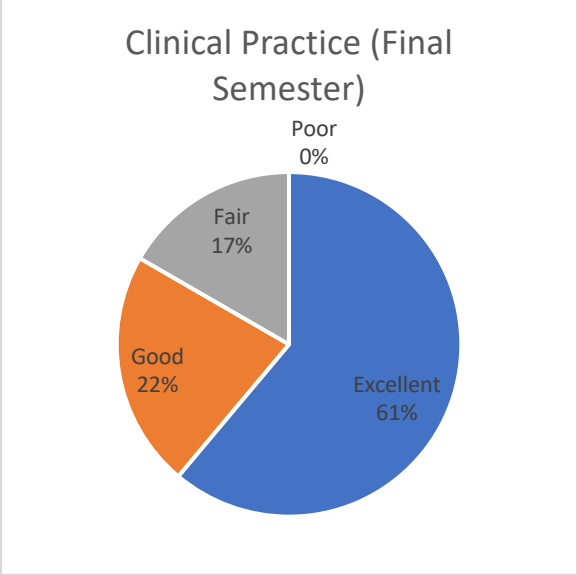
During the 2023-2024 academic year, completers from the 2022-2023 academic year were sent a survey where they reported levels of satisfaction of their preparedness from Charleston Southern University. This survey went through a validation study in Fall 2019 prior to being implemented.

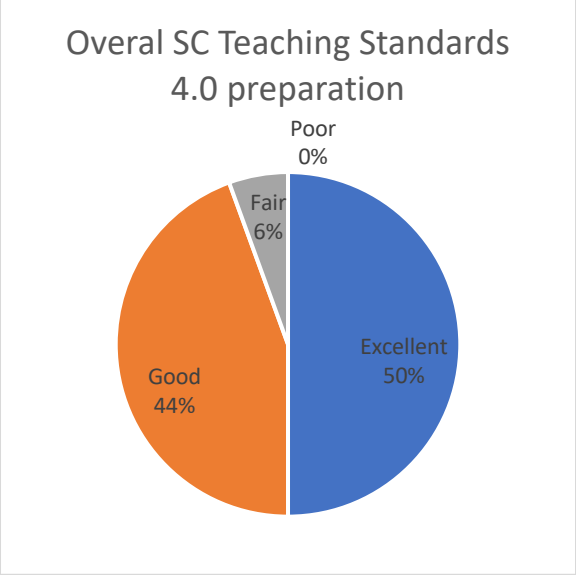
In 2024, 49 surveys were sent out and 18 responses were received (response rate of 37%).

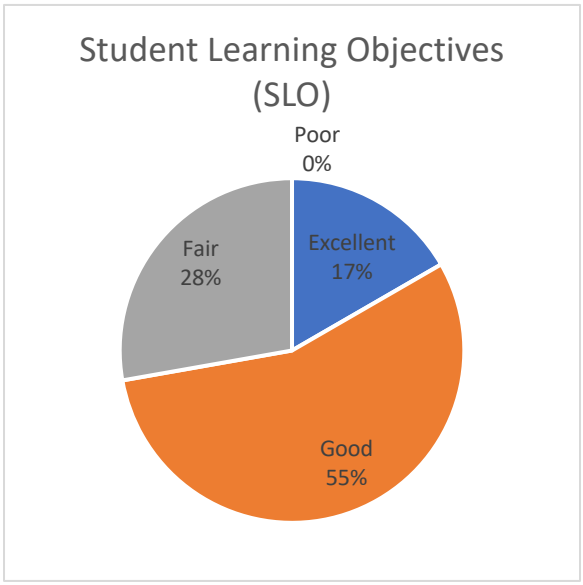
Below are the results of the survey when respondents were asked "Please rate the following in terms of preparing you for teaching…"

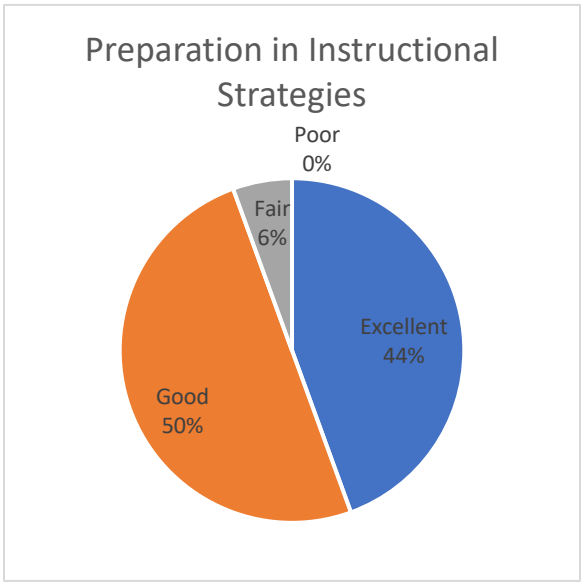


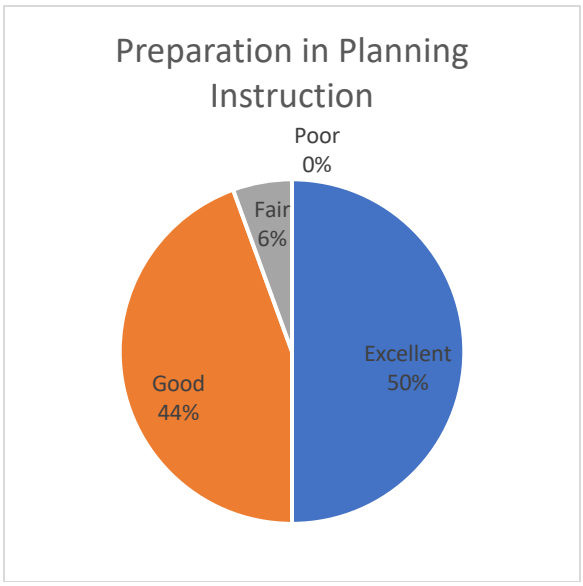


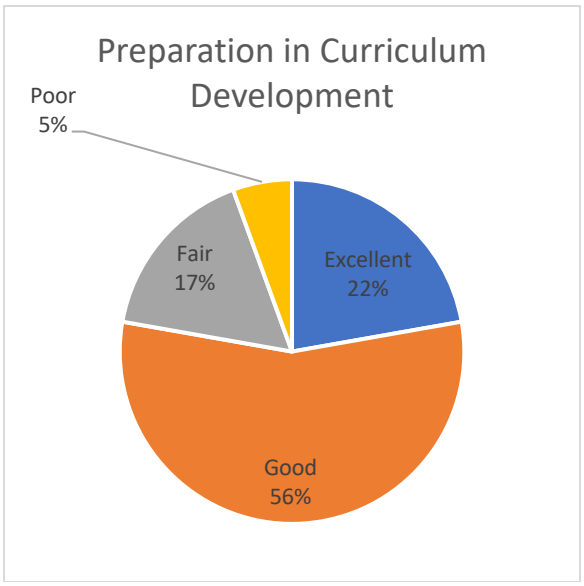












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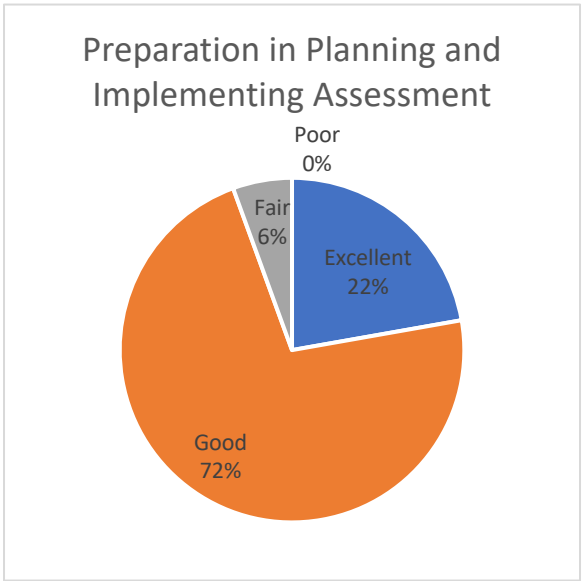
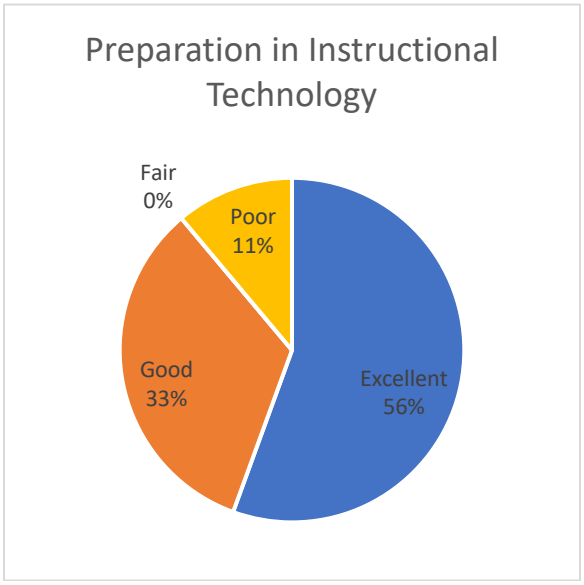
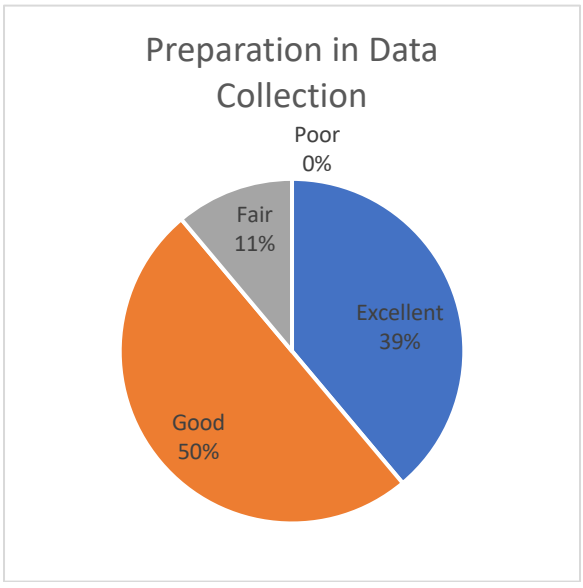
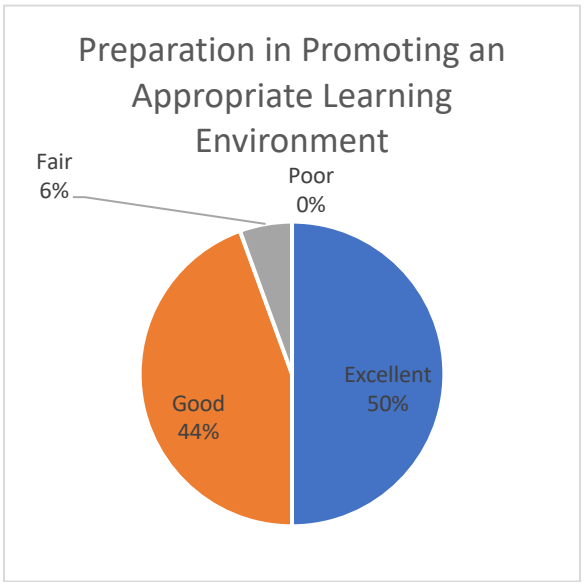
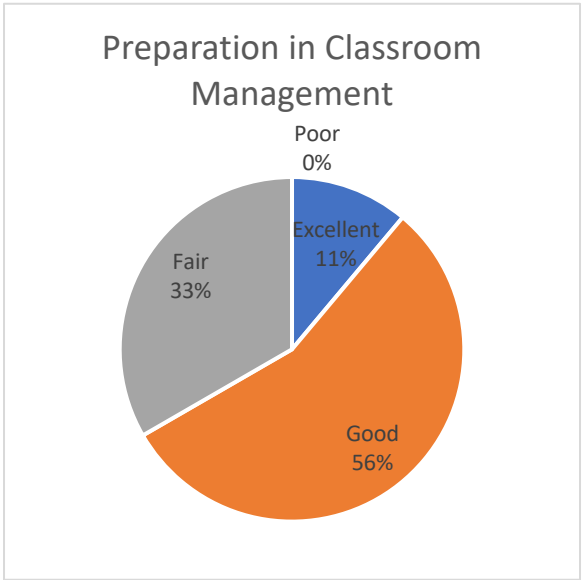
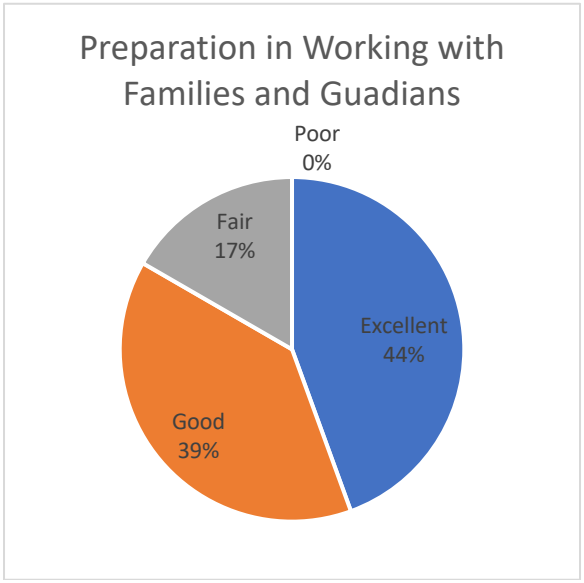

Preparation in Planning and Implementing Assessment
Poor 0%
Fair 6%
Excellent 22%
Good 72%

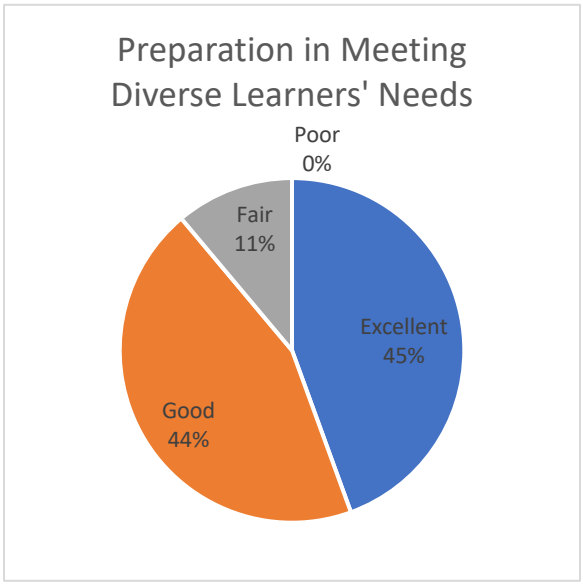

Preparation in Instructional Technology
Fair 0%
Poor 11%
Good 33%
Excellent 56%

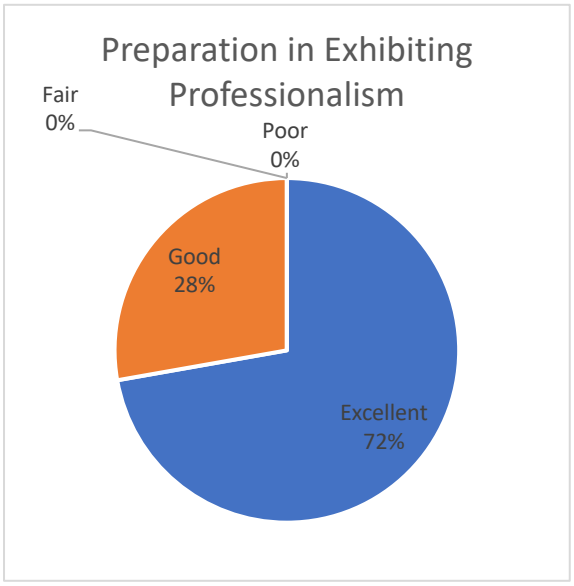

Preparation in Data Collection
Poor 0%
Fair 11%
Excellent 39%
Good 50%


Preparation in Promoting an Appropriate Learning Environment
Fair 6%
Poor 0%
Excellent 50%
Good 44%


Preparation in Classroom Management
Poor 0%
Excellent 11%
Fair 33%
Good 56%


Preparation in Working with Families and Guadians
Poor 0%
Fair 17%
Excellent 44%
Good 39%


Preparation in Meeting Diverse Learners' Needs
Poor 0%
Fair 11%
Excellent 45%
Good 44%


Preparation in Exhibiting Professionalism
Fair 0%
Poor 0%
Good 28%
Excellent 72%

Analysis of Completer Survey Data:

Overall, most of the completers reported being satisfied (rating at either the "Good" or "Excellent" level) with their Preparation in Exhibiting Professionalism.

Most completers were satisfied with their Practicum Experiences, Clinical Practice Experience, Preparation in Obtaining Employment, Overall SCTS 4.0 Standards Preparation, Preparation in Planning Instruction, Student Learning Objectives, Preparation in Planning and Implementing Assessment, Preparation in Data Collections, Preparation in Promoting an Appropriate Learning Environment, Preparation in Classroom Management, Preparation in Meeting Diverse Learners' Needs, and Preparation in Working with Families and Guardians, one or more completer 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 one or two who rated their preparation at the poor level for Preparation in Curriculum and Development Preparation in Instructional Technology.

Overall, this data is mostly positive, but faculty will look at how to ensure completers are satisfied with their preparation regarding preparing for curriculum Development and Instructional Technology.

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