



CAEP Accountability Measure 3: Candidate Competency at Program Completion

Evidence A: SC Expanded ADEPT 4.0 Assessment (AY 2022-2023, 2023-2024, 2024-2025)

Overview

Per S.C. Code Ann. § 59-26-30(B), educator preparation programs (EPPs) are responsible for ensuring that candidates develop and demonstrate the qualities of effective educators. This is achieved through coursework as well as field and clinical experiences, where candidates are assessed using the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) performance standards for both classroom teachers and service professionals. These experiences must include opportunities for candidates to receive constructive formative and summative feedback based on the standards.

As further outlined in State Board of Education Regulation 43-205.1, each provider must maintain an SCDE-approved ADEPT implementation plan and submit both annual assurances and candidate performance data in alignment with required timelines. Before recommending any candidate for certification, the EPP must confirm that all elements of the pre-service ADEPT evaluation process have been successfully completed and retain appropriate evidence of candidate performance throughout that process.

The South Carolina Teaching Standards Expanded ADEPT 4.0 Rubric (SCTS 4.0), developed in collaboration with the National Institute for Excellence in Teaching (NIET), is the state-approved instrument used across all South Carolina districts to evaluate teacher performance. The EPP's final summative evaluation at the end of student teaching with the SCTS 4.0 is a proprietary Key Assessment. This key assessment measures candidate readiness at the end of the program for teaching.

Administration and Purpose

The SCTS 4.0 Rubric framework is intentionally aligned with the InTASC Model Core Teaching Standards (Standards 1–10) (evidence 7). Within the EPP, Domains 1 (Instruction) and 3 (Environment) have long served as measures of candidates' effectiveness in teaching diverse PK–12 learners and establishing positive, engaging classrooms. The administration of SCTS 4.0 evaluation rubric occurs in student teaching at the midterm and end of the semester and is the product of a scaffolded preparation process. Domains 1, 2, and 3 are first introduced in EDU 224: Foundations of Teaching and Learning, a core education class in which all education majors take. Beginning in junior year, candidates are formally assessed on the instruments' Instruction, Planning and Environment domains during clinical placements. Domain 4 (Professionalism) is introduced early in the program through coursework focused on professional behaviors and dispositions, complemented by opportunities to engage in professional associations and development activities hosted by the EPP. The SCTS 4.0 rubric applies a four-point scale—4 (Exemplary), 3 (Proficient), 2 (Needs Improvement), and 1 (Unsatisfactory)—and contains 29 performance indicators organized into four domains: Instruction, Planning, Environment, and Professionalism.

To support candidate growth and reflection, all student teachers complete a midterm self-assessment using the SCTS 4.0 rubric during the EDU 483 Student Teaching Seminar. This reflective process allows candidates to identify areas of strength and areas for improvement, providing valuable insight to guide their ongoing professional development. The midterm self-assessment also informs feedback and discussion during the midterm conference, where the candidate, cooperating teacher, and college supervisor collaboratively review progress and establish goals for continued growth throughout the remainder of the student teaching semester.

At the conclusion of student teaching, a summative evaluation, serving as the Key Assessment, is completed jointly by the EPP Supervisor and the Cooperating Teacher, both of whom are trained and certified ADEPT 4.0 evaluators. Although the school district offers Expanded ADEPT 4.0 training for mentor teachers, the EPP also provides this training and employs two certified trainers who conduct the required state training for all newly hired supervisors. Both the Cooperating Teacher and the Supervisor provide individual scores, and a final three-way conference is held to review and discuss the candidate's overall performance, knowledge, and professional growth.

To document performance in each of the Expanded ADEPT 4.0 Performance Standards, student teachers are observed informally at least eight times during the clinical experience semester using the Classroom Observation form (evidence 9) through the TEVERA student management platform. Both the College Supervisor and the Mentor Teacher conduct four classroom observations and one formative (midterm) and summative (final) SCTS 4.0 observation. Each SCTS 4.0 observation includes a pre-conference and post-conference to support reflection and professional dialogue. Together, they complete a consensus midterm evaluation during the first placement and a consensus final evaluation during the second placement. Throughout the semester, both assessors provide continuous oral and written feedback, with additional observations conducted as needed to support candidate growth and ensure a comprehensive assessment of performance.

Use in Decisions: The EPP considers mastery on the Expanded ADEPT 4.0 assessment as scores of *Proficient–Target (3)* or *Skilled (4)*. Candidates must receive no ratings of *Unsatisfactory (1)* and must earn an overall average score of at least 2.0 to “pass” this assessment. If a candidate does not achieve a minimum average of 2.0 or receives any domain score below *Needs Improvement (2.0)*, the candidate is not considered to have demonstrated mastery. In such cases, a remediation plan is developed collaboratively by the candidate, supervisor, and program coordinator to address areas of deficiency prior to successful program completion.

At the program level, the EPP faculty review SCTS 4.0 assessment data each fall and spring semester. This analysis identifies overall trends, strengths, and areas needing attention. The findings guide discussions about curriculum or instructional adjustments, which are implemented and reassessed in subsequent cycles to determine impact—thus ensuring a process of continuous improvement and closing the loop. Following the EPP-wide review, data are further disaggregated by program, allowing program faculty to focus on discipline-specific outcomes and refinements. Like the broader review, these program-level evaluations are cyclical, with changes implemented, reassessed, and monitored to confirm effectiveness and support ongoing program quality.

Data Analysis (data tables below)

As an in-service teacher evaluation tool, the SCTS average score across all indicators is about 2.7 closer to Proficient (3) from Needs Improvement (2). As such, since candidates in student teaching are still developing teacher ready skills, the means for each cycle is representative of in-service teacher means. A total of 51 student teachers were evaluated in 2022-23 (20), 2023-24 (10) and 2024-25 (21), representing Early Childhood, Elementary, Middle Level Mathematics, Secondary Mathematics, Secondary Social Studies and Physical Education. There were no English candidates in these completer years.

Across the three cycles, *Planning Domain* is an area where data indicate an overall increase in scores from the first two cycles to the last cycle. Means range from 2.7 to 3.2 for the three indicators. This domain is a strength for candidates overall. 95% of candidates scored Proficient (3) or higher in the last cycle. For the *Instruction, Environment* and *Professionalism Domains*, candidate scores remain steady over the three cycles. Means range from 2.3 to 3.3 and between 60 to 95% of candidates score Proficient (3) or higher in the *Instruction Domain*. Over the three cycles, between 30-40% scored below Proficient (3) for *Questioning* in all three cycles and in the first two cycles for *Grouping Students*. Strengths are seen for *Instructional Domain* indicators *Activities and Materials* and *Presenting Instructional Content* in the last cycle with 30% or more scoring above Proficient (3). For the *Environment Domain*, 50% scored below Proficient (3) in the second cycle for the *Managing Student Behavior* indicator and 48% in the last cycle for *Respectful Culture* indicator. In all cycles, 90% or more of candidates score at the Proficient (3) level or higher for *Expectations* and *Environment* indicators identifying strengths in these areas of the teaching environment. Candidate scores improved from the first cycle to the latter two cycles for *Professionalism Domain* indicators, particularly *Community Involvement* and *School Responsibilities*. Mean scores range from 2.5 to 3.0 with most being 2.7 or higher across the three cycles for the *Professionalism Domain*. These data indicate a high level of candidate mastery.

The number of candidates are too small to make meaningful conclusions in disaggregating data by program particularly in secondary and middle level where not all cycles have completers and in those that do the n is 1 or 2. Further, even in Early Childhood, Elementary, Secondary Social Studies, and Physical Education, the n is extremely low in some cycles, as low as 1 to 5 in Early Childhood/Elementary, and as low as 1-3 in Social Studies and as low as 5-10 in Physical Education. Thus, even as completers represent race/ethnicity and gender diversity as shown in the data tables, reflection on data at this level of disaggregation for any differences in candidate outcomes is also difficult. Therefore, disaggregation by program and/or race/ethnicity and gender is not meaningful in terms of action items for program improvement.

Early Childhood: While the *Planning Domain* overall is strong in the aggregate across all programs, this is a weaker area for two of the three cycles for Early Childhood candidates (total of 9 over the three cycles). 67% scored between Needs Improvement (2) and Proficient (3) with an average score of 2.5 for two of the three indicators – *Student Work* and *Assessment*. For the *Instruction, Environment* and *Professionalism Domains*, the mean scores across the three cycles for all indicators range from 2.7 to 3.5 indicating a mastery level of proficiency.

Elementary: For two of the three cycles, elementary candidates score lower in the same Planning domain indicators as early childhood (between 33% and 80% scored a 2.5 or 2 (Needs Improvement is 2, Proficiency is 3). This is an area of performance improvement for the last cycle where only 33% scored a 2 or 2.5. Elementary candidates are particularly strong as a whole across cycles for *Presenting Instructional Content, Academic Feedback, Teacher Content Knowledge, and Respectful Culture* in the last cycle of data. There is only 1 Needs Improvement score given in a single cycle across the indicators. Means across the three cycles for all indicators range from 2.5 to 3.7 indicating a mastery level of proficiency.

Middle Level Mathematics: There are only two candidates across the three cycles. These candidates excel on all indicators with mean scores between 2.8 to 3.5 except for one indicator *Lesson Structure and Pacing* where both candidates received a 2.5 (between Needs Improvement and Proficient average score from the Cooperating Teacher and Supervisor). Particularly strengths for both are *Planning Domain’s Assessment* indicator, where both scored above Proficient (3).

Secondary Mathematics: There is only one candidate across the three cycles. Like with Middle Level Mathematics, this candidate excels on all indicators with all scores of Proficient (3) or higher except for *Professionalism Domain’s Community Involvement* where the candidate received a 2.5.

Secondary Social Studies: For the total of 6 candidates across the three cycles, the *Planning Domain* indicators are strong with all candidates scoring a Proficient (3) or higher. Only in the first cycle did a single candidate score at the Needs Improvement (2) level. Candidates across all cycles are strong in *Instruction Domain’s Presenting Instructional Content* and the *Environment Domain* with many scoring at Proficient (3) and higher. Mean scores across domains range from 2.5 to 3.5 with the vast majority at 3.0 or above indicating a high level of candidate mastery. The *Instructional Domain* 12 indicators show the most variation in scores with a single candidate in the first and last cycle scoring below Proficient with no patterns emerging across the cycles for indicators other than *Presenting Instructional Content*.

Physical Education: There is a total of 22 candidates across the three cycles. Mean scores range from 2.0 to 3.3 for the indicators in all domains. *Planning Domain’s Student Work* and *Assessment* indicators have the lowest scores of all indicators with 1 or 2 candidates scoring at the Needs Improvement (2) level or a 2.5 across the cycles. Other than this, there are no patterns across the three cycles of candidates who are very weak or at the Exemplary level on indicators. Instruction Domain’s *Questioning* indicator is an are candidates score lower in with scores of Needs Improvement (2) or 2.5 for 1 to 2 candidates in two cycles. Strengths are identified in cycles. In the last cycle, *Teacher Content Knowledge, Activities and Materials* and all indicators within the *Environment Domain* have 30-50% of candidates scoring above Proficient (3).

Data Table-Overall

Expanded ADEPT Domain 1: Planning																			
Rubric Item	2022-2023						2023-2024						2024-2025						
	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean	1.5	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean
Instructional Plans InTASC 6, 7, 8		3 (15%)	15 (75%)	2 (10%)		3.0		2 (20%)	7 (70%)	1 (10%)		2.7			1 (5%)	19 (90%)	1 (5%)		3.0
Student Work InTASC 6, 7, 8	3 (15%)	5 (25%)	11 (55%)		1 (5%)	2.78		4 (40%)	5 (50%)	1 (10%)		2.8			3 (14%)	12 (57%)	6 (29%)		3.2
Assessment InTASC 6, 7, 8	1 (5%)	4 (20%)	12 (60%)	3 (15%)		2.9		3 (30%)	6 (60%)	1 (10%)		2.9		1 (5%)	4 (20%)	11 (52%)	3 (14%)	2 (10%)	3.0

Expanded ADEPT Domain 2: Instruction																			
Rubric Item	2022-2023						2023-2024						2024-2025						
	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean	1.5	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean
Standards and Objectives InTASC 4	1 (5%)	2 (10%)	16 (80%)	1 (5%)		2.9		1 (10%)	8 (80%)	1 (10%)		3.0			5 (24%)	12 (57%)	4 (19%)		2.9
Motivating Students InTASC 4, 5		5 (25%)	15 (75%)			2.9		1 (10%)	7 (70%)	2 (20%)		3.0				15 (71%)	5 (24%)	1 (5%)	3.2
Presenting Instructional Content InTASC 5	5 (25%)	4 (20%)	7 (35%)	3 (15%)	1 (5%)	2.8	1 (10%)		8 (80%)	1 (10%)		2.9		1 (5%)	3 (14%)	10 (48%)	6 (29%)	1 (5%)	3.1
Lesson Structure and Pacing InTASC 5, 6		2 (10%)	16 (80%)	2 (10%)		3.0	1 (10%)	1 (10%)	6 (60%)	2 (20%)		3.0			5 (24%)	11 (52%)	4 (19%)	1 (5%)	3.0
Activities and Materials InTASC 5, 6	1 (5%)	3 (15%)	12 (60%)	3 (15%)	1 (5%)	3.0		1 (10%)	6 (60%)	3 (30%)		3.1		2 (10%)	2 (10%)	10 (48%)	5 (24%)	2 (10%)	3.0
Questioning InTASC 5, 8	2 (10%)	6 (30%)	10 (50%)	2 (10%)		2.5		3 (30%)	5 (50%)	2 (20%)		3.0	1 (5%)		5 (24%)	8 (38%)	7 (33%)		2.7
Academic Feedback InTASC 6, 8		3 (15%)	11 (55%)	5 (25%)	1 (5%)	3.1	1 (10%)		8 (80%)	1 (10%)		2.9	1 (5%)		3 (14%)	13 (62%)	4 (20%)		3.0
Grouping Students InTASC 3	2 (10%)	6 (30%)	10 (50%)	2 (10%)		2.4		3 (30%)	5 (50%)	2 (20%)		3.0			2 (10%)	16 (76%)	2 (10%)	1 (5%)	3.0

Teacher Content Knowledge InTASC 4, 8		1 (5%)	17 (85%)	2 (10%)		3.0		2 (20%)	7 (70%)	1 (10%)		3.0		1 (5%)	4 (19%)	10 (48%)	4 (19%)	2 (10%)	3.0
Teacher Knowledge of Students InTASC 1, 2		3 (15%)	13 (65%)	4 (20%)		2.8		1 (10%)	6 (60%)	3 (30%)		3.1			2 (10%)	12 (57%)	6 (29%)	1 (5%)	3.1
Thinking InTASC 5, 8	1 (5%)	3 (15%)	13 (65%)	3 (15%)		3.0	1 (10%)	1 (10%)	8 (80%)			2.9			4 (19%)	13 (62%)	4 (20%)		3.0
Problem Solving InTASC 5, 8		5 (25%)	13 (65%)	1 (5%)	1 (5%)	2.3	1 (10%)	1 (10%)	7 (70%)	1 (10%)		2.9			4 (19%)	15 (71%)	2 (10%)		3.0

Expanded ADEPT Domain 3: Environment

Rubric Item	2022-2023						2023-2024						2024-2025						
	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean	1.5	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean
Managing Student Behavior InTASC 1, 2, 3		1 (5%)	16 (80%)	2 (10%)	1 (5%)	2.9	1 (10%)	4 (40%)	3 (30%)	2 (20%)		2.8		1 (5%)	3 (14%)	11 (52%)	5 (24%)	1 (5%)	3.0
Expectations InTASC 6, 7, 8		2 (10%)	12 (60%)	4 (20%)	2 (10%)	3.2		1 (10%)	7 (70%)	2 (20%)		3.1		1 (5%)		12 (57%)	8 (38%)		3.1
Environment InTASC 1, 2, 3	1 (5%)	4 (20%)	14 (70%)		1 (5%)	2.9		1 (10%)	8 (80%)	1 (10%)		3.0			3 (14%)	12 (57%)	6 (29%)		3.1
Respectful Culture InTASC 1, 2, 3	1 (5%)	2 (10%)	14 (70%)	3 (15%)		2.6		1 (10%)	8 (80%)	1 (10%)		3.0				10 (48%)	6 (29%)	5 (24%)	3.5

Expanded ADEPT Domain 4: Professionalism

Rubric Item	2022-2023						2023-2024						2024-2025					
-------------	-----------	--	--	--	--	--	-----------	--	--	--	--	--	-----------	--	--	--	--	--

	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean	1.5	Needs Improvement 2	2.5	Proficient 3	3.5	Exemplary 4	Mean
Growing and Developing InTASC 9, 10		4 (20%)	15 (75%)	1 (5%)		2.9	1 (10%)	2 (20%)	5 (50%)	2 (20%)		2.5		1 (5%)	6 (29%)	10 (48%)	4 (19%)		2.9
Reflecting on Teaching InTASC 9, 10		4 (20%)	14 (70%)	2 (10%)		3.0		2 (20%)	7 (70%)	1 (10%)		3.0		1 (5%)	4 (19%)	14 (67%)	2 (10%)		2.9
Community Involvement InTASC 9, 10	1 (5%)	5 (25%)	13 (65%)	1 (5%)		2.8		1 (10%)	8 (80%)	1 (10%)		3.0		1 (5%)	4 (19%)	15 (71%)		1 (5%)	2.7
School Responsibilities InTASC 9, 10	1 (5%)	5 (25%)	14 (70%)			2.8		1 (10%)	8 (80%)	1 (10%)		3.0		1 (5%)	2 (10%)	18 (86%)			2.9

Measure 3: Candidate Competency at Program Completion

Evidence B: PRAXIS II Assessment (AY 2022-2023, 2023-2024, 2024-2025)

Overview

Per S.C. Code Ann. Section 59-26-30, the South Carolina State Board of Education (SBE) designates nationally recognized educator assessments for certification and establishes the qualifying scores for each. To earn teacher certification in South Carolina, all candidates must satisfy the testing requirements adopted by the SBE, which are intended to confirm that prospective educators possess the knowledge and skills essential for effective classroom instruction.

State-required certification exams are developed and administered by the Educational Testing Service (ETS). Successful performance on the Praxis Subject Assessments demonstrates a candidate’s mastery of the central concepts, disciplinary methods, and structures of their field, consistent with and aligned to InTASC Standard 4: Content Knowledge.

Administration and Purpose

The Educator Preparation Provider (EPP) candidates are required to attempt the Praxis Subject Exams (Praxis II Content Exams) but are not required to pass the exams before Student Teaching, to complete Student Teaching, or for graduation. Data is provided for three cycles, including 2022-23, 2023-24, and 2024-25. 2025-26 official Title II data will not be available until the Spring of 2026. In addition to Title II official report data, the EPP has access to the ETS portal to view and download individual candidate scores. Praxis II Content Exams for each program certification area are aligned to InTASC 4 and 5.

Use in Decisions: The EPP requires candidates to attempt the exams, but a passing score is not required for entry to Student Teaching or graduation. Passing scores are required for the EPP to recommend a candidate for South Carolina teaching certification.

Data Analysis

The number of exam takers by program area for each cycle is small, ranging from none to five for all programs with the exception of Physical Education, where in two cycles the n was larger (seven and eight). The EPP provides test-taker data by race/ethnicity and gender, but the n is too low to provide this disaggregation, and the EPP believes it is difficult to make solid conclusions for program improvement based on very low numbers of completers in many programs. Therefore, not enough data is available for a meaningful analysis by gender, race/ethnicity. All completers of the EPP's program in the last three years have taken their respective Praxis II content exams, except for two Physical Education completers in 2024-25.

Of the 51 total completers represented in the three years of data, 49 (96%) took Praxis II content exams. In 2024-25 two did not take the exams, and in 2022-23 one did not take the exams. All completers in 2023-4 took the exams.

Of the data available to the EPP on the status of program completers and their certification and employment status (passing the Praxis II content exams), 100% of program completers in 2023-24 are certified and employed as teachers, eight in SC and one out of state. Data is available for 74% of 2024-25 program completers and of these 11 are teachers in SC, two in other states, two are substitute teachers, one is enrolled in continuing education, and one moved back to their home country. Data is available for 61% of 2022-23 completers and of these 13 are SC teachers and one is in graduate school.

Early Childhood

Pass rates for the nine completers in the three cycles range from 67% to 100%. The mean score for two cycles is mostly equal or higher than the state and national average scores except in the later cycle, 2024-25 where the mean score is higher than state and national averages by quite a bit. In the last of the three cycles, all category scores are higher than state and national scores. The same is true for the first cycles, 2022-23, except for the *Language and Literacy* category which is lower compared to the comparison groups.

Elementary**5001 Series**

Reading and Language Arts: Pass rates for the 10 completers in the three cycles range from 50% to 100%. The mean scores for two cycles are lower than the state and national average scores, and for the 2023-24 cycle where pass rates were 100%, mean scores are in line with state and national scores. Category scores are in line with state and national averages across the cycles except for in 2024-25 where the *Writing, Speaking and Listening* average scores were much lower than state and national averages due to one of the two test takers.

Math: Pass rates are 100% for two later cycles and 60% in the earliest cycle for the total of 10 completers. In all three cycles, EPP candidates scores are higher than the state and national averages. Exam category scores are mixed with scores lower in *Numbers and Operations* and in line with and higher for *Algebraic Thinking* and *Geometry/Measurements/Stats & Probability* for the one cycle where the n is five or more.

Social Studies: Pass rates are 60% in early cycle and 100% in the latter two cycles for the 10 completers. In each cycle, EPP scores are higher than state and national averages. For all exam category sections, EPP candidates scored lower than state and national averages except for in one cycle completers averaged higher than the comparison groups in *US History, Government and Citizenship* and *World History and Economics*.

Science: Pass rates were low in the earlier cycle, 40% and rose to 100% and 67% in the subsequent cycles. EPP candidates scored higher than state and national averages in the middle cycle, lower in the earlier cycle, and in line with state and national averages in the last cycle. Exam category EPP averages were lower for Earth Science and Life Science and higher than state and national averages for Physical Science in the latter two cycles.

Elementary**7811 Series**

Reading/Language Arts: One completer took this alternative series in 2024-25 and missed the passing score by one point for this content area. However, this candidate scored substantially higher than state and national averages in all three content categories.

Mathematics: The one completer passed this content area. The completer scored above the state and national average mean score and on categories: *Fractions, Operations with Fractions, Ratios and Equations, Measurement/Geometry*.

Science: The one completer passed this content area exam. The average score and category scores are below state and national averages.

Social Studies: The one completer passed and the mean score is higher than state and national average. The completers score is a good deal higher than the state and national average for categories *History* and *Human and Physical Geography* and lower for *Government and Citizenship* and *Economics*.

Middle Level

Only one cycle had a single test taker, 2022-23, with 100% pass rate and all scores are in line with state and national averages.

Secondary Mathematics

Only one cycle had test takers, 2024-25, with the one completer passing. The overall score and category scores are much higher than state and national averages.

Secondary Social Studies

Two cycles of test takers, a total of four completers, have pass rates of 33% and 100%. The overall mean score and exam category average scores for the earliest year are lower than state and national averages. The opposite is true for the middle cycle. The overall mean scores is in line with state and national averages for the second cycle. Exam category scores

for this middle cycle are substantially higher than state and national averages for *World History and Government and Civics*. Two completers took the new exam in 2024-25 and both passed. The mean score is lower than state and national average scores. Category scores are lower than state and national averages in all social studies content areas except *US History*.

Physical Education

Pass rates for the 19 completers that took the exams in the three cycles range from 0% to 75%. The mean scores for the earliest cycle with 0% pass rates are lower than state and national averages. For the middle cycle with a 75% pass rate, the average scores are quite a bit higher than the state and national average scores for categories *Content Knowledge and Student Growth and Development*; *Management, Motivation and Communication*; and *Planning, Instruction and Student Assessment*. In the last cycle with a 50% pass rate, the average scores are about in line with state and national mean scores. Category scores are higher than state and national averages by a good amount for *Collaboration, Reflection and Technology*. Other category scores are in line with or lower than state and national averages.

Music

Music education is NASM accredited and not reviewed by CAEP.

Special Education

This program is a new program with no completers to date.

Measure 3: Candidate Competency at Program Completion

Evidence C: PLT Assessment (AY 2022-2023, 2023-2024, 2024-2025)

Overview

Per S.C. Code Ann. Section 59-26-30, the South Carolina State Board of Education (SBE) designates nationally recognized educator assessments for certification and establishes the qualifying scores for each. To earn teacher certification in South Carolina, all candidates must satisfy the testing requirements adopted by the SBE, which are intended to confirm that prospective educators possess the knowledge and skills essential for effective classroom instruction.

State-required certification exams are developed and administered by the Educational Testing Service (ETS). Successful completion of the PLT demonstrates that candidates have met the state's standards for entry into the teaching profession.

Administration and Purpose

EPP Candidates are required to attempt the Praxis PLT exam but are not required to pass the exam prior to Student Teaching, to successfully complete Student Teaching, or for graduation. Data is provided for three cycles, including 2022-23, 2023-24, and 2024-25. 2025-26 official Title II data will not be available until the Spring of 2026. In addition to Title II official report data, the EPP has access to the ETS portal to view and download individual candidate scores.

The PLT is organized around four domains of effective teaching practice:

1. Students as Learners
2. Instructional Processes
3. Assessment
4. Professional Development, Leadership, and Community

These domains reflect the knowledge, skills, and dispositions necessary for beginning teachers and are closely aligned with the InTASC Model Core Teaching Standards. ETS has developed an alignment crosswalk chart, listed below, that illustrates how the PLT domains correspond to the InTASC Standards. This alignment ensures that candidate performance on the PLT provides valid evidence of their preparedness in relation to nationally recognized expectations for teacher effectiveness.

Data Analysis

The number of exam takers by program area for each cycle is small, ranging from none to five across all programs, except for Physical Education, where in two cycles the number was higher (seven and eight). The EPP provides test-taker data by race/ethnicity and gender, but the n is too low to provide this disaggregation, and the EPP believes it is difficult to make solid conclusions for program improvement based on very low numbers of completers in many programs. Therefore, not enough data is available for a meaningful analysis by gender, race/ethnicity. All completers of the EPP's program in the last three years have taken their respective Praxis II content exams with the exception of 2 Physical Education completers in 2024-25.

Of the 51 total completers represented in the three years of data, 49 (96%) took the PLT content exam. In 2024-25, two did not take the exam, and in 2022-23, one did not take the exam. All completers in 2023-24 took the exams. The pass rates for the last cycle presented, 2024-25, are higher across all programs than the earlier two cycles.

Of the data available to the EPP on the status of program completers and their certification and employment status (passing the PLT content exams), 100% of program completers in 2023-24 are certified and employed as teachers, eight in SC and one out of state. Data is available for 74% of 2024-25 program completers and of these 11 are teachers in SC, two in other states, two are substitute teachers, one is enrolled in continuing education, and one moved back to their home country. Data is available for 61% of 2022-23 completers and of these 13 are SC teachers and one is in graduate school.

Early Childhood

There are a total of eight completers represented in the three cycles. Pass rates for two of the three cycles is 100% and 80% for the other cycle. The mean scores for these cycles are a little lower than state and national mean scores. Completers scored lower than the state and national average percent correct for *Students as Learners* in all three cycles. *Instructional Process* and *Professional Development, Leadership and Community* is lower than state/national averages in two of the three cycles. Strengths are seen for completers in the Assessment exam category particularly in two of the three cycles with scores quite a bit higher than state and national averages.

Elementary

There are a total of 11 completers represented in the three cycles. Pass rates in the three cycles range from 67% to 100%. The mean scores are lower than the state and national mean scores. Elementary candidate exam category scores are lower than state and national averages for *Students as Learners* and *Instructional Process* in all cycles. Across the three cycles the *Professional Development, Leadership and Community* category is stronger for completers, and scores are about in line with state and national averages. *Assessment* is lower than state and national averages for the first two cycles and in line with those comparison groups in the later cycle.

Middle Level

There is only one test taker who passed the exam, in three cycles. The score and exam category scores are lower than state and national average scores in every section.

Secondary

For the one Mathematics completer who passed the exam, the score as well as all exam category scores are substantially higher than state and national means. For the six Social Studies completers over the three cycles the pass rate is 100%. In one cycle the mean score is higher, in one cycle the mean score is lower, and in one cycle the mean score is in line with state and national means. Exam category scores vary across the cycles and exam sections. Overall, strengths are identified in the *Analysis of Instructional Scenarios*, *Assessment*, and *Professional Development, Leadership and Community* sections.

Physical Education

There are a total of 19 completers represented in the three cycles. Pass rates range from 40% to 75%. For all cycles of test takers, the mean scores are lower than the state and national mean scores in every category of the exam.

Music

Music education is NASM accredited and not reviewed by CAEP.

Special Education

This program is a new program with no completers to date.