

Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development

Completers are evaluated on their effectiveness in teaching and their impact on P-12 Learning and Development through the SCTS 4.0 Rubric during their Annual 1 Contract year of teaching. They are rated on a scale of 1 to 4. Converse completers consistently score at Exemplary and Proficient levels.

SCTS 4.0 Performance Assessment Annual 1 Contract Completers	Mean
Domain 1: Designing and Planning Instruction	
Instructional Plans	3.20
Student Work	3.13
Assessment	2.93
Domain 2: The Learning Environment	
Expectations	3.3
Engaging Students and Managing Student Behavior	3.23
Environment	3.38
Respectful Culture	3.53
Domain 3: Instruction	
Standards and Objectives	3.17
Motivating Students	3.28
Presenting Instructional Content	3.23
Lesson and Structure Pacing	3.19
Activities and Materials	3.17
Questioning	3.04
Academic Feedback	3.06
Grouping students	3.05
Teacher Content Knowledge	3.39
Teacher Candidate Knowledge of students	3.37
Thinking	3.09
Problem Solving	3.14
Domain 4: Professionalism	

Growing and Developing Professionally	3.63
Reflecting on Teaching	3.57
Professionalism: Community Involvement	3.61
School Responsibility	3.62

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Converse used this survey to solicit feedback from 44 employers on the effectiveness of completers at the end of their first year of teaching. Feedback from the 14 respondents reflected their overall satisfaction with the preparation their induction year teachers received from Converse.

	Exemplary / Target	Acceptable	Below Expectations
The teacher portrayed a professional attitude and demeanor throughout the year.	78.6% (11)	21.4% (3)	0% (0)
The teacher completed required/assigned responsibilities to the satisfaction of the principal.	71.4% (10)	21.4% (3)	7.1% (1)
The teacher displayed an interest in developing professionally.	57.1% (8)	42.9% (6)	0% (0)
The teacher was open to advice and constructive criticism provided by the principal/mentor.	92.9% (13)	0% (0)	7.1% (1)
The teacher's attendance, punctuality, and follow-through were satisfactory to the principal/mentor and others with whom they worked.	85.7% (12)	7.1% (1)	7.1% (1)
At this point in the journey toward achieving a successful ADEPT evaluation, the teacher appears to be progressing to the principal's/mentor's satisfaction.	64.3% (9)	28.6% (4)	7.1% (1)
How satisfied are you with the first-year teacher's preparation for working with diverse students and their families?	71.4% (10)	28.6% (4)	0% (0)

Measure 3: Candidate Competency at Program Completion

Student teachers are evaluated using the SCTS 4.0 rubric to determine their competency at program completion on a scale of 1 to 4. Completers consistently score at Exemplary and Proficient levels.

Domain 1: Designing and Planning Instruction	Exemplary/ Always	Proficient/ Often	Needs Improvement/ Sometimes	Unsatisfactory/ Rarely
Instructional Plans	23	43	2	0
Student Work	23	43	2	0
Assessment	19	46	3	0
Domain 2: The Learning Environment	Exemplary/ Always	Proficient/ Often	Needs Improvement/ Sometimes	Unsatisfactory/ Rarely
Expectations	26	39	3	0
Engaging Students and Managing Student Behavior	21	41	6	0
Environment	39	29	0	0
Respectful Culture	41	27	0	0
Domain 3: Instruction	Exemplary/ Always	Proficient/ Often	Needs Improvement/ Sometimes	Unsatisfactory/ Rarely
Standards and Objectives	20	46	2	0
Motivating Students	26	39	3	0
Presenting Instructional Content	25	42	1	0
Lesson and Structure Pacing	21	39	8	0
Activities and Materials	26	42	0	0
Questioning	14	49	5	0
Academic Feedback	27	38	3	0
Grouping students	26	42	0	0
Teacher Content Knowledge	31	32	5	0
Teacher Candidate Knowledge of students	31	35	2	0

Thinking	15	51	2	0
Problem Solving	24	40	4	0
Domain 4: Professionalism	Exemplary/ Always	Proficient/ Often	Needs Improvement/ Sometimes	Unsatisfactory/ Rarely
Growing and Developing Professionally	47	19	2	0
Reflecting on Teaching	46	19	3	0
Professionalism: Community Involvement	47	19	2	0
School Responsibility	47	18	3	0

Measure 4: Ability of Completers to be Hired

43 Annual 1 Contract completers were evaluated in South Carolina in the 2021-22 academic year, demonstrating that Converse graduates are able to be hired for teaching positions. This number does not include completers who are teaching in other states, in graduate school, or not currently teaching for a variety of reasons. These teachers represent the following certification areas: elementary, secondary English, music, early childhood, special education, hearing impairments, secondary social studies, art, middle level mathematics, middle level social studies. Additionally, 53% of 2021-22 student teachers reported accepting teaching positions by the end of the student teaching semester.