

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	
	Undergrad	Graduate
Domain 1: Designing and Planning Instruction		
Instructional Plans	3.2	3.3
Student Work	3.1	3.1
Assessment	3.1	3.1
Domain 2: The Learning Environment		
Expectations	3.4	3.3
Engaging Students and Managing Student Behavior	3.2	3.3
Environment	3.6	3.2
Respectful Culture	3.7	3.5
Domain 3: Instruction		
Standards and Objectives	3.2	3.3
Motivating Students	3.2	3.1
Presenting Instructional Content	3.2	3.4
Lesson and Structure Pacing	3.2	3.4

Activities and Materials	3.2	3.3
Questioning	3.0	3.6
Academic Feedback	3.1	3.2
Grouping students	3.1	3.2
Teacher Content Knowledge	3.4	3.6
Teacher Candidate Knowledge of Students	3.3	3.5
Thinking	3.0	3.1
Problem Solving	3.1	3.1
Domain 4: Professionalism		
Growing and Developing Professionally	3.4	3.6
Reflecting on Teaching	3.5	3.5
Professionalism: Community Involvement	3.5	3.6
School Responsibility	3.6	3.7

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Converse used this survey to solicit feedback from 9 employers on the effectiveness of completers at the end of their first year of teaching. Feedback from the 3 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.	100% (3)	0% (0)	0% (0)
The teacher completed required/assigned responsibilities to the satisfaction of the principal.	100% (3)	0% (0)	0% (0)

The teacher displayed an interest in developing professionally.	100% (3)	0% (0)	0% (0)
The teacher was open to advice and constructive criticism provided by the principal/mentor.	100% (3)	0% (0)	0% (0)
The teacher's attendance, punctuality, and follow-through were satisfactory to the principal/mentor and others with whom they worked.	100% (3)	0% (0)	0% (0)
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.	67% (2)	33% (1)	0% (0)
How satisfied are you with the first-year teacher's preparation for working with diverse students and their families?	33% (1)	67% (2)	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.

SCTS 4.0 Performance Assessment								
Domain I: Designing and Planning Instruction	Exemplary / Always		Proficient / Often		Needs Improvement / Sometimes		Unsatisfactory / Rarely	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Instructional Plans	18%	50%	73%	50%	9%	0%	0%	0%

Student Work	18%	50%	82%	50%	0%	0%	0%	0%
Assessment	14%	20%	68%	80%	18%	0%	0%	0%
Domain 2: The Learning Environment	Exemplary / Always		Proficient / Often		Needs Improvement / Sometimes		Unsatisfactory / Rarely	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Expectations	18%	50%	82%	50%	0%	10%	0%	0%
Engaging Students and Managing Student Behavior	18%	50%	82%	50%	0%	0%	0%	0%
Environment	27%	40%	73%	60%	0%	0%	0%	0%
Respectful Culture	27%	60%	73%	40%	0%	0%	0%	0%
Domain 3: Instruction	Exemplary / Always		Proficient / Often		Needs Improvement / Sometimes		Unsatisfactory / Rarely	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Standards and Objectives	14%	60%	77%	40%	9%	0%	0%	0%
Motivating Students	27%	50%	73%	50%	0%	0%	0%	0%
Presenting Instructional Content	14%	30%	73%	70%	13%	0%	0%	0%
Lesson and Structure Pacing	14%	30%	55%	70%	31%	0%	0%	0%
Activities and Materials	27%	30%	55%	70%	18%	0%	0%	0%

Questioning	18%	20%	73%	80%	9%	0%	0%	0%
Academic Feedback	18%	10%	82%	90%	0%	0%	0%	0%
Grouping Students	14%	30%	86%	70%	0%	0%	0%	0%
Teacher Content Knowledge	18%	30%	73%	70%	9%	0%	0%	0%
Teacher Candidate Knowledge of Students	18%	40%	82%	60%	0%	0%	0%	0%
Thinking	14%	10%	77%	90%	9%	0%	0%	0%
Problem Solving	14%	20%	77%	80%	9%	0%	0%	0%
Domain 4: Professionalism	Exemplary / Always		Proficient / Often		Needs Improvement / Sometimes		Unsatisfactory / Rarely	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Growing and Developing Professionally	14%	80%	86%	20%	0%	0%	0%	0%
Reflecting on Teaching	14%	80%	86%	20%	0%	0%	0%	0%
Professionalism: Community Involvement	14%	80%	86%	20%	0%	0%	0%	0%
School Responsibility	18%	80%	82%	20%	0%	0%	0%	0%

Measure 4: Ability of Completers to be Hired

52 Annual 1 Contract completers were evaluated in South Carolina in the 2023-24 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, and art. Additionally, 67% of 2023-24 student teachers reported accepting teaching positions by the end of the student teaching semester.