

## 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.

<b>SCTS 4.0 Performance Assessment Annual 1 Contract Completers</b>	<b>Mean</b>
<b>Domain 1: Designing and Planning Instruction</b>	
Instructional Plans	3.30
Student Work	3.30
Assessment	3.22
<b>Domain 2: The Learning Environment</b>	
Expectations	3.33
Engaging Students and Managing Student Behavior	3.21
Environment	3.57
Respectful Culture	3.59
<b>Domain 3: Instruction</b>	
Standards and Objectives	3.25
Motivating Students	3.33
Presenting Instructional Content	3.33
Lesson and Structure Pacing	3.18
Activities and Materials	3.17
Questioning	3.37
Academic Feedback	3.12
Grouping students	3.34
Teacher Content Knowledge	3.37
Teacher Candidate Knowledge of students	3.37
Thinking	3.41
Problem Solving	3.18
<b>Domain 4: Professionalism</b>	

Growing and Developing Professionally	3.64
Reflecting on Teaching	3.61
Professionalism: Community Involvement	3.64
School Responsibility	3.69

## Measure 2: Satisfaction of Employers and Stakeholder Involvement

Converse used this survey to solicit feedback from 13 employers on the effectiveness of completers at the end of their first year of teaching. Feedback from the 6 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% (6)	0% (0)	0% (0)
The teacher completed required/assigned responsibilities to the satisfaction of the principal.	100% (6)	0% (0)	0% (0)
The teacher displayed an interest in developing professionally.	100% (6)	0% (0)	0% (0)
The teacher was open to advice and constructive criticism provided by the principal/mentor.	100% (6)	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% (6)	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.	83.3% (5)	16.7% (1)	0% (0)
How satisfied are you with the first-year teacher's preparation for working with diverse students and their families?	33.3% (4)	66.7% (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.

<b>Domain 1: Designing and Planning Instruction</b>	<b>Exemplary/ Always</b>	<b>Proficient/ Often</b>	<b>Needs Improvement/ Sometimes</b>	<b>Unsatisfactory/ Rarely</b>
Instructional Plans	20%	63%	19%	0%
Student Work	16%	63%	21%	0%
Assessment	20%	45%	35%	0%
<b>Domain 2: The Learning Environment</b>	<b>Exemplary/ Always</b>	<b>Proficient/ Often</b>	<b>Needs Improvement/ Sometimes</b>	<b>Unsatisfactory/ Rarely</b>
Expectations	19%	65%	16%	0%
Engaging Students and Managing Student Behavior	20%	66%	15%	1%
Environment	39%	59%	2%	0%
Respectful Culture	35%	59%	6%	0%
<b>Domain 3: Instruction</b>	<b>Exemplary/ Always</b>	<b>Proficient/ Often</b>	<b>Needs Improvement/ Sometimes</b>	<b>Unsatisfactory/ Rarely</b>
Standards and Objectives	14%	56%	30%	0%
Motivating Students	15%	63%	22%	0%
Presenting Instructional Content	15%	63%	22%	0%
Lesson and Structure Pacing	11%	58%	29%	2%
Activities and Materials	13%	66%	21%	1%
Questioning	14%	53%	32%	1%
Academic Feedback	19%	50%	31%	0%
Grouping Students	10%	53%	34%	3%
Teacher Content Knowledge	19%	67%	14%	0%
Teacher Candidate Knowledge of Students	19%	59%	20%	2%

Thinking	13%	57%	28%	2%
Problem Solving	17%	53%	29%	1%
<b>Domain 4: Professionalism</b>	<b>Exemplary/ Always</b>	<b>Proficient/ Often</b>	<b>Needs Improvement/ Sometimes</b>	<b>Unsatisfactory/ Rarely</b>
Growing and Developing Professionally	40%	55%	5%	0%
Reflecting on Teaching	45%	51%	4%	0%
Professionalism: Community Involvement	47%	48%	5%	0%
School Responsibility	55%	41%	4%	0%

## Measure 4: Ability of Completers to be Hired

28 Annual 1 Contract completers were evaluated in South Carolina in the 2022-23 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, 63% of 2022-23 student teachers reported accepting teaching positions by the end of the student teaching semester.