

# Measure 1: Completer Effectiveness

## SLO Data – SC LEAD

### 2024–2025 Completer Data

This section presents an analysis of Student Learning Objective (SLO) ratings for a subset of 35 completers across certification areas. These ratings provide evidence of candidates’ impact on P–12 student learning and development during their initial year of teaching.

### SLO Rating Distribution

SLO Rating	Number of Completers	Percentage
Exemplary	11	31.4%
Proficient	21	60.0%
Unsatisfactory	1	2.9%
N/A	3	8.6%
<b>Total</b>	<b>35</b>	<b>100%</b>

Overall, 91.4% of completers in this subset were rated Proficient or Exemplary, indicating strong levels of effectiveness in supporting student learning outcomes.

### Performance Trends by Certification Area

Across certification areas, completers consistently demonstrated effective performance:

- Early Childhood and Elementary Education: Predominantly Proficient with several Exemplary ratings, indicating strong foundational instructional practice.
- Special Education: Consistent Proficient ratings with stable performance across multiple disability areas.
- Music Education and Arts: Frequently Exemplary, suggesting strong content-specific pedagogy and student engagement.
- Secondary Content Areas (Biology, Mathematics, Social Studies): Primarily Proficient with some Exemplary performance.

Three completers received an N/A rating, which reflects evaluation contexts where SLO data were not available rather than a performance concern.

One completer received an Unsatisfactory rating within an Elementary/Early Childhood placement. This appears to be an isolated instance and not indicative of a broader trend.

## Analysis

The data from this subset reinforce the overall pattern observed across the EPP: completers are demonstrating effectiveness in promoting student learning. With over 90% of candidates performing at the Proficient or Exemplary level, the results indicate strong alignment between program preparation and classroom performance expectations.

Completers show particular strength in:

- Delivering standards-aligned instruction
- Applying content knowledge in classroom settings
- Supporting student engagement and learning outcomes

The consistency across certification areas suggests that the EPP's curriculum and clinical experiences are effectively preparing candidates for diverse teaching contexts.

## **Interpretation**

These findings provide additional evidence that completers are positively impacting P–12 student learning and are meeting expectations for effectiveness early in their careers. The high proportion of Proficient and Exemplary ratings supports the conclusion that program completers are well-prepared to enter the profession.

At the same time, the EPP recognizes the importance of continuous improvement. Variability in a small number of cases, including one Unsatisfactory rating, will be monitored to ensure appropriate supports are in place for candidates and completers.

The EPP will continue to:

- Monitor SLO outcomes across cohorts.
- Strengthen preparation in data-driven instruction where needed.
- Use completer effectiveness data to inform program refinement.

Overall, this subset of data aligns with broader program evidence and supports the conclusion that the EPP is effectively preparing candidates to support student learning and development.

## **ADEPT Evaluation Data – SC LEAD**

### **2024–2025 Completer Data**

The EPP analyzes completer effectiveness using state-provided evaluation data from the South Carolina Department of Education through the SC LEAD system. This report reflects ADEPT evaluation results for completers employed under Annual 1 contracts during the 2024–2025 academic year, providing an external and standardized measure of teacher effectiveness across multiple domains. Teachers are rated on a scale of Exemplary (4), Proficient (3), Needs Improvement (2), or Unsatisfactory (1).

## Student Graduate Evaluation Results (ADEPT)

Domain	Indicator	2021	2022	2023	2024	2025
Planning	Instructional Plans	3.24	3.20	3.22	3.21	3.21
	Student Work	3.12	3.13	3.12	3.11	3.07
	Assessment	3.03	2.93	2.96	3.06	3.07
Instructional	Standards and Objective	3.24	3.20	3.13	3.22	3.20
	Motivating Students	3.24	3.29	3.33	3.29	3.34
	Presenting Instructional Content	3.23	3.27	3.28	3.22	3.28
	Lesson Structure and Pacing	3.15	3.23	3.26	3.20	3.21
	Activities and Materials	3.15	3.19	3.15	3.20	3.18
	Questioning	3.08	3.05	3.03	3.03	2.96
	Academic Feedback	3.07	3.06	3.05	3.10	3.07
	Grouping Students	3.08	3.09	3.08	3.14	3.14
	Teacher Content Knowledge	3.50	3.42	3.47	3.40	3.45
	Teacher Knowledge of Students	3.35	3.37	3.35	3.44	3.33
	Thinking	3.03	3.10	3.06	3.02	3.07
	Problem Solving	3.13	3.16	3.08	3.06	3.07
	Environment	Expectations	3.41	3.29	3.37	3.36
Engaging Students and Managing Behavior		3.41	3.24	3.35	3.44	3.23
Environment		3.55	3.40	3.55	3.57	3.42
Respectful Culture		3.68	3.54	3.58	3.66	3.53
Professionalism	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student ar..	3.66	3.68	3.59	3.59	3.57
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in ..	3.66	3.58	3.55	3.46	3.48
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement ..	3.61	3.63	3.53	3.44	3.48
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improv..	3.64	3.67	3.48	3.48	3.52
	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenc..	3.57	3.60	3.47	3.52	3.51
	6. The educator offers specific actions to improve his/her teaching.	3.53	3.52	3.46	3.49	3.51
	7. The educator accepts responsibilities contributing to school improvement.	3.56	3.61	3.53	3.54	3.60
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and gui..	3.49	3.50	3.43	3.40	3.50
	9. The educator actively supports school activities and events.	3.63	3.62	3.53	3.51	3.57
	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderl..	3.49	3.65	3.52	3.54	3.59

## Summary of 2025 ADEPT Performance by Domain

Domain	Key Indicators (Sample)	2025 Average Range
Planning	Instructional Plans, Student Work, Assessment	3.07 – 3.21
Instruction	Standards, Engagement, Content Delivery	2.96 – 3.45
Environment	Expectations, Culture, Classroom Management	3.23 – 3.53
Professionalism	Reflection, Leadership, Professional Growth	3.48 – 3.60

Across all domains, scores fall within the Proficient range, with several indicators approaching Exemplary levels.

### Selected 2025 Indicator Highlights

Indicator	2025 Score
Teacher Content Knowledge	3.45
Motivating Students	3.34
Respectful Culture	3.53
Professional Responsibility (Leadership)	3.60
Use of Student Data	3.50

### Trend Analysis (2021–2025)

Longitudinal data from 2021–2025 indicate overall stability and consistency in completer effectiveness:

- Most indicators remain within a narrow range (approximately 3.0–3.6) across all five years.
- Teacher Content Knowledge remains consistently strong (3.40–3.50 range).
- Motivating Students shows slight upward growth, reaching its highest level in 2025 (3.34).
- Professionalism indicators remain among the highest-performing areas across all years.
- Minor fluctuations in areas such as Questioning (2.96) and Student Work (3.07) suggest modest variability but remain within acceptable performance levels.

## Analysis

ADEPT evaluation data provide strong external validation of completer effectiveness. Across all domains, completers consistently perform at the Proficient level, with multiple indicators approaching Exemplary performance.

Strengths are especially evident in:

- Content knowledge and instructional delivery
- Classroom environment and culture
- Professional responsibilities, including leadership and reflection

The consistency of scores across multiple years suggests that the EPP is providing a stable and effective preparation experience. Additionally, the alignment between strong instructional and professionalism scores indicates that completers are not only able to deliver content effectively but also engage in reflective and growth-oriented practices.

Areas such as questioning techniques and use of student work show slightly lower averages relative to other indicators, though still within the Proficient range. These areas represent opportunities for continued emphasis in program coursework and clinical experiences.

## **Interpretation**

These findings provide compelling evidence that completers are having a positive impact on student learning and are meeting expectations for effectiveness during their initial year of teaching. The consistency of ADEPT ratings across domains and over time supports the conclusion that the EPP is effectively preparing candidates for the realities of classroom teaching.

The use of externally validated state data strengthens the credibility of these findings and demonstrates alignment between program outcomes and state evaluation frameworks.

The EPP will continue to:

- Use ADEPT data to inform program improvement efforts.
- Strengthen targeted areas such as questioning and assessment practices.
- Monitor longitudinal trends to ensure sustained completer effectiveness.

Overall, ADEPT evaluation results confirm that program completers are well-prepared, effective educators who contribute positively to P–12 student learning and school communities.

## Measure 2: Satisfaction of Employers and Stakeholder Involvement

### 2024–2025 Employer Survey Data

In early fall 2025, the South Carolina Department of Education (SCDE) administered a statewide survey to public school principals employing completers who finished traditional Educator Preparation Program (EPP) programs during the 2023–2024 academic year. A total of 172 employers responded across the state. This marks the first year SCDE has implemented a statewide employer satisfaction survey. In addition to this statewide effort, the EPP continues to engage stakeholders through ongoing partnerships and locally administered surveys to support accreditation and program improvement.

### Employer Satisfaction Results

Employers were asked to rate the degree to which the EPP prepared completers to be effective teachers. Results indicate a strong level of satisfaction with candidate preparation.

Rating Category	Percentage
Completely Prepared	28.57%
Prepared	57.14%
Somewhat Prepared	14.29%
<b>Total Prepared or Higher</b>	<b>85.71%</b>

### Stakeholder Engagement and Regional Partnerships

Employer responses reflect input from districts in which Converse University completers who finished their programs during the 2023–2024 academic year were employed, including:

- Lancaster
- Pickens
- Spartanburg (Districts 1, 2, 5, and 7)

These placements demonstrate the EPP’s continued partnership with regional school systems and provide meaningful opportunities for ongoing collaboration and feedback from employers.

### Analysis

Survey results indicate that a substantial majority of employers perceive completers as well-prepared to enter the teaching profession. With 85.71% of respondents rating completers as

“Prepared” or “Completely Prepared,” the data suggest that program completers are meeting expectations for effectiveness in classroom settings.

The proportion of employers rating completers as “Completely Prepared” (28.57%) further reflects strong program outcomes, particularly given that these ratings are based on first-year teachers. The relatively small percentage of “Somewhat Prepared” responses (14.29%) suggests limited areas where additional support or refinement may be beneficial.

The geographic distribution of employer responses across multiple districts reinforces the strength of the EPP’s regional partnerships and the consistency of completer performance across varied school contexts.

## **Interpretation**

These findings provide evidence that employers are generally satisfied with the preparation of program completers and perceive them as effective in their roles. The results align with other measures of completer effectiveness, suggesting coherence between program design, clinical experiences, and workforce readiness.

At the same time, the EPP recognizes that employer feedback represents an important opportunity for continuous improvement. The presence of “Somewhat Prepared” responses indicates that there may be opportunities to strengthen specific aspects of preparation, particularly as candidates transition into their first year of teaching.

The EPP will continue to:

- Analyze employer feedback in conjunction with completer performance data.
- Strengthen partnerships with local districts to support candidate readiness.
- Use stakeholder input to inform ongoing program refinement.

As this is the first year of statewide SCDE survey implementation, the EPP will also monitor trends over time to better understand patterns in employer satisfaction and to support data-informed decision-making.

# Measure 3: Candidate Competency at Program Completion

## Student Teaching ADEPT 4.0 Data

### 2022–2025 Student Teaching Data

The EPP evaluates candidate competency at program completion using ADEPT 4.0 rubric ratings collected during student teaching, which serves as the capstone clinical experience for all education programs. These ratings, aligned with state expectations, use a four-point scale (4 = Exemplary, 3 = Proficient, 2 = Needs Improvement, 1 = Unsatisfactory) and provide a comprehensive measure of candidate readiness across planning, instruction, environment, professionalism, and reflective practice.

### Overall Performance Summary (2024–2025)

Analysis of 2024–2025 data indicates that candidates consistently perform at the Proficient to Exemplary level across all domains, with most indicator averages ranging from approximately 3.0 to 3.7.

Domain	2024–2025 Average Range
Planning	2.93 – 3.29
Instruction	2.86 – 3.35
Environment	3.12 – 3.47
Professionalism	3.47 – 3.70
Reflection	3.47 – 3.64

These results indicate that candidates are meeting or exceeding expectations for competency at the point of program completion.

### Selected 2024–2025 Indicator Highlights

Indicator	Undergraduate	Masters
Motivating Students	3.17	3.35
Teacher Content Knowledge	3.15	3.24
Respectful Culture	3.47	3.41
Growing and Developing Professionally	3.47	3.70
Reflecting on Teaching	3.47	3.64

Professionalism and reflective practice indicators are among the strongest areas, particularly at the graduate level.

## Student Teaching ADEPT 4.0 Rubric Results

### Average by Indicator, Degree, Year

Domain	Indicator	Undergraduate			Masters		
		2022 - 23	2023 - 24	2024 - 25	2022 - 23	2023 - 24	2024 - 25
Planning	Instructional Plans	2.90	3.07	3.17	3.14	3.38	3.29
	Student Work	2.83	2.92	2.99	3.07	3.26	3.06
	Assessment	2.67	2.82	2.93	2.95	3.22	2.97
Instruction	Standards and Objectives	2.84	2.98	3.08	2.90	3.28	3.09
	Motivating Students	2.89	2.98	3.17	3.00	3.35	3.35
	Presenting Instructional Content	2.92	3.06	3.12	3.05	3.35	3.09
	Lesson and Structure Pacing	2.76	2.94	3.12	3.01	3.35	3.00
	Activities and Materials	2.89	3.00	3.16	2.92	3.33	3.21
	Questioning	2.67	2.70	2.86	2.77	3.20	3.12
	Academic Feedback	2.80	2.81	2.99	3.01	3.19	3.15
	Grouping Students	2.79	3.12	3.21	2.96	3.44	3.38
	Teacher Content Knowledge	2.98	3.07	3.15	3.14	3.37	3.24
	Teacher Knowledge of Students	2.93	3.07	3.19	3.06	3.37	3.47
	Thinking	2.65	2.81	2.98	2.88	3.27	3.12
	Problem Solving	2.64	2.82	3.00	2.86	3.33	3.15
Environment	Expectations	2.95	3.01	3.22	3.15	3.43	3.18
	Managing Student Behavior	2.88	2.89	3.13	3.05	3.27	3.12
	Environment	3.21	3.38	3.42	3.23	3.52	3.38
	Respectful Culture	3.12	3.29	3.47	3.32	3.54	3.41
Professionalism	Community Involvement	3.38	3.50	3.57	3.26	3.65	3.63
	Growing and Developing Professionally	3.25	3.36	3.47	3.24	3.49	3.70
	School Responsibility	3.35	3.50	3.51	3.31	3.59	3.64
Reflecting on Tea..	Reflecting on Teaching	3.28	3.43	3.47	3.26	3.48	3.64

### Average by Indicator, Year, Degree

Domain	Indicator	2022 - 23		2023 - 24		2024 - 25	
		Undergrad..	Masters	Undergrad..	Masters	Undergrad..	Masters
Planning	Instructional Plans	2.90	3.14	3.07	3.38	3.17	3.29
	Student Work	2.83	3.07	2.92	3.26	2.99	3.06
	Assessment	2.67	2.95	2.82	3.22	2.93	2.97
Instruction	Standards and Objectives	2.84	2.90	2.98	3.28	3.08	3.09
	Motivating Students	2.89	3.00	2.98	3.35	3.17	3.35
	Presenting Instructional Content	2.92	3.05	3.06	3.35	3.12	3.09
	Lesson and Structure Pacing	2.76	3.01	2.94	3.35	3.12	3.00
	Activities and Materials	2.89	2.92	3.00	3.33	3.16	3.21
	Questioning	2.67	2.77	2.70	3.20	2.86	3.12
	Academic Feedback	2.80	3.01	2.81	3.19	2.99	3.15
	Grouping Students	2.79	2.96	3.12	3.44	3.21	3.38
	Teacher Content Knowledge	2.98	3.14	3.07	3.37	3.15	3.24
	Teacher Knowledge of Students	2.93	3.06	3.07	3.37	3.19	3.47
	Thinking	2.65	2.88	2.81	3.27	2.98	3.12
	Problem Solving	2.64	2.86	2.82	3.33	3.00	3.15
Environment	Expectations	2.95	3.15	3.01	3.43	3.22	3.18
	Managing Student Behavior	2.88	3.05	2.89	3.27	3.13	3.12
	Environment	3.21	3.23	3.38	3.52	3.42	3.38
	Respectful Culture	3.12	3.32	3.29	3.54	3.47	3.41
Professionalism	Community Involvement	3.38	3.26	3.50	3.65	3.57	3.63
	Growing and Developing Professionally	3.25	3.24	3.36	3.49	3.47	3.70
	School Responsibility	3.35	3.31	3.50	3.59	3.51	3.64
Reflecting on Tea..	Reflecting on Teaching	3.28	3.26	3.43	3.48	3.47	3.64

## **Trend Analysis (2022–2025)**

Longitudinal data across undergraduate and graduate programs demonstrate steady improvement over time, particularly in instructional and professional domains:

- Instructional indicators (e.g., presenting content, lesson pacing, questioning) show consistent upward movement from 2022–2023 to 2024–2025.
- Planning indicators, including assessment and use of student work, have improved steadily, especially at the undergraduate level.
- Professionalism indicators remain consistently strong across all years, with graduate candidates frequently approaching Exemplary levels.
- Reflective practice shows notable growth, indicating increased candidate capacity for self-assessment and instructional refinement.
- Graduate-level candidates consistently score slightly higher than undergraduate candidates, which is expected given additional coursework and experience.

## **Analysis**

Student teaching ADEPT data provide strong evidence that candidates are demonstrating competency at program completion. Across all domains, average scores fall solidly within the Proficient range, with multiple indicators approaching Exemplary performance.

Strengths are particularly evident in:

- Professionalism and leadership behaviors
- Reflective practice and continuous improvement
- Classroom environment and student engagement

The upward trend across multiple years suggests that program enhancements and clinical experiences are contributing positively to candidate development.

While all indicators meet acceptable thresholds, slightly lower averages in areas such as questioning and assessment practices indicate opportunities for continued emphasis in coursework and clinical supervision.

## **Interpretation**

These findings indicate that candidates are exiting the program well-prepared to enter the teaching profession and are demonstrating the knowledge, skills, and dispositions necessary for effective practice. The consistency of Proficient-level performance across domains confirms that the EPP is successfully preparing candidates to meet state and professional standards at the point of completion.

The strong performance in professionalism and reflection further suggests that candidates are not only classroom-ready but also equipped to grow and adapt in their practice.

The EPP will continue to:

- Strengthen targeted instructional practices, particularly in assessment and questioning.
- Monitor trends across undergraduate and graduate programs.
- Use ADEPT data to inform ongoing program improvement efforts.

Overall, student teaching ADEPT results provide clear and credible evidence that candidates are meeting expectations for competency at program completion and are prepared to positively impact P-12 student learning.

## Measure 4: Ability of Completers to be Hired in Education in Positions for Which They Have Been Prepared

### 2024–2025 Initial Certification Graduates

During the 2024–2025 academic year, Converse University prepared and graduated 32 candidates from initial teacher certification programs. The EPP maintains systematic follow-up procedures through faculty and staff engagement, allowing for accurate tracking of completer employment outcomes.

### Employment Outcomes

Outcome Category	Number of Completers	Percentage
Employed in education positions (U.S.)	28	87.5%
Employed in education-related leadership role	1	3.1%
Not pursuing education at this time	2	6.25%
Enrolled in graduate program (MFA)	1	3.1%
<b>Total Completers</b>	<b>32</b>	<b>100%</b>

A substantial majority of completers (28 of 32) are employed as first-year teachers in U.S. schools. Most are working in South Carolina public schools, with two employed in North Carolina. One completer has secured a leadership role as a director of a preschool for the arts, demonstrating alignment with preparation in the field of education.

### Certification Areas of Completers

Certification Area	Number of Completers
Art	3
Deaf and Hard of Hearing	2
Early Childhood	2
Elementary Education	9
Music	6
Secondary English	3
Special Education	7
<b>Total</b>	<b>32</b>

### Geographic Placement

Location	Number of Completers
South Carolina	26

<b>Location</b>	<b>Number of Completers</b>
North Carolina	2
<b>Total Employed</b>	<b>28</b>

## **Analysis and Interpretation**

Employment data indicate that a substantial majority of program completers are successfully securing positions in education settings for which they were prepared. The 87.5% placement rate in teaching roles demonstrates strong alignment between program preparation and workforce needs.

The concentration of completers employed within South Carolina schools reflects the strength of the EPP's partnerships, clinical experiences, and regional reputation. Additionally, completers securing roles across multiple certification areas suggests that the EPP effectively prepares candidates for diverse instructional contexts, including high-need fields such as special education and deaf and hard of hearing.

A small percentage of completers have elected to pursue alternative pathways, including graduate study or temporary departure from the field. These outcomes are consistent with typical post-graduation variation and do not indicate systemic concerns.

The EPP will continue to:

- Strengthen district partnerships to support job placement.
- Monitor employment trends longitudinally.
- Explore additional supports for transition into the profession.

Overall, these data provide strong evidence that completers are well-prepared and successfully entering the education workforce in positions aligned with their preparation.