



**ADEPT Plan
2010–11
SCDE Review**

INSTITUTION OF HIGHER EDUCATION (IHE)		<i>NEWBERRY COLLEGE</i>		
SCDE Reviewer	Mary Hipp, ADEPT Education Associate		Date	<i>February 11, 2011</i>
Program Type	<input checked="" type="checkbox"/> ADEPT for Classroom-Based Teachers <input type="checkbox"/> ADEPT for Library Media Specialists <input type="checkbox"/> ADEPT for School Guidance Counselors <input type="checkbox"/> ADEPT for Speech-Language Therapists			
Overall Findings				
<input checked="" type="checkbox"/>	Accepted. The IHE is authorized to implement its ADEPT Plan, as submitted, for the 2010–11 academic year.			
<input type="checkbox"/>	Modifications required. Prior to implementation, the IHE must revise and resubmit its 2010–11 ADEPT Plan on or before _____, consistent with the areas for improvement indicated in the Comments section(s) below.			
<input type="checkbox"/>	Not received. The IHE must complete and submit its 2010–11 ADEPT Plan on or before _____.			
Section-By-Section Findings				
Section I: IHE's Evaluation of Candidate Preparation in ADEPT Prior To Clinical Experience			Detail Provided in the IHE's Plan	
Methodology, Findings, and Future Plans			<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Insufficient
<i>Comments about Section I (optional):</i> The readiness of candidates to enter student teaching is determined through established guidelines to ensure candidate knowledge and the ability to implement the ADEPT Performance Standards (APSS) in the classroom. ADEPT is integrated at increasing levels throughout the preparation program prior to student teaching with ADEPT observations, lesson plans, and unit plans evaluated during the junior level field experience. In Summer 2010 the faculty designed a three-tiered approach to assessing candidate preparation to implement the APSS and will pilot this assessment in an integrated curriculum course in the Early Childhood program. The unit will continue utilizing the evaluation measures previously in place.				
Section II: IHE's Evaluation of the Preparation of Supervising Faculty and Cooperating Teachers in Terms of ADEPT			Detail Provided in the IHE's Plan	
Methodology, Findings, and Future Plans			<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Insufficient
<i>Comments about Section II (optional):</i> Supervising faculty and mentor (cooperating) teachers have been trained previously in the revised APSS, and their ADEPT-related preparation is assessed through evaluation forms completed by teacher candidates. Findings reveal that supervisors and cooperating teachers have sufficient knowledge of the ADEPT system but need additional support and professional development in providing formative feedback to candidates. Based upon these findings, the unit partnered with CERRA to provide initial mentor training for supervisors and selected mentor teachers during Summer 2010. The unit will maintain the evaluation measures in place and will partner new supervisors with veteran faculty supervisors.				

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Section III: IHE's Evaluation of the Candidate Orientation	Detail Provided in the IHE's Plan	
Methodology, Findings, and Future Plans	<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Insufficient
<i>Comments about Section III (optional):</i> Teacher candidates complete an evaluation of the orientation session prior to entering student teaching and are asked to reflect on the effectiveness of their ADEPT preparation during the exit conference following clinical practice. A summary of the findings is included in the plan. The unit will implement a pre-assessment of the orientation during the upcoming academic year to gain additional data on the effectiveness of this training.		
Section IV: IHE's Evaluation of the Formative Feedback Provided to Candidates During Their Student Teaching	Detail Provided in the IHE's Plan	
Methodology, Findings, and Future Plans	<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Insufficient
<i>Comments about Section IV (optional):</i> As noted in Section II above, the unit's evaluation process has identified a need for supervisors and cooperating teachers to provide more appropriate and effective formative feedback to candidates during the clinical practice. In addition to key personnel participating in the Foundations in Mentoring training through CERRA, one of Newberry's adjunct instructors—also a master teacher—will become a mentor trainer. As part of the ongoing process of evaluating the formative feedback provided to candidates, the unit might also conduct periodic reviews of such ADEPT-related documentation as post-observation conference records, mid-semester evaluations, and candidate improvement plans to determine the need, if any, for further training for supervisors and cooperating teachers. (See note in next section.)		
Section V: IHE's Evaluation of the Summative Evaluation Results Provided to Candidates During Their Student Teaching	Detail Provided in the IHE's Plan	
Methodology, Findings, and Future Plans	<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Insufficient
<i>Comments about Section V (optional):</i> The plan includes a description of the measures used to evaluate the summative component of the unit's ADEPT implementation and a summary of findings. Information provided in this section of the plan indicates that the IHE will initiate a document review process similar to that suggested in Section IV above.		
Section VI: IHE's Evaluation of the Preparation of Their Graduates in Terms of ADEPT	Detail Provided in the IHE's Plan	
Methodology, Findings, and Future Plans	<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Insufficient
<i>Comments about Section VI (optional):</i> The unit utilizes multiple measures to assess the summative evaluation results provided to candidates. These measures include exit interviews, surveys of graduates and their employers, and the formal evaluation results of graduates available through the SCDE's IHE Portal. Findings indicate that candidates may benefit from additional preparation in classroom management prior to student teaching. To this end, the unit will transition from an hours-based field experience model to one that is more task-oriented, engaging candidates in more opportunities for active classroom involvement prior to student teaching. The unit also plans a one-day ADEPT session for all faculty in the teacher preparation program.		
Section VII: Listing of Supportive Documentation	<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Insufficient
<i>Comments about Section VII (optional):</i>		
<i>Additional Comments about the IHE's ADEPT Plan (optional):</i> The Newberry College ADEPT Program Evaluation and Assurances indicates an ongoing process for evaluating all aspects of the unit's ADEPT implementation, analyzing the results, and planning program improvements based upon findings. An additional resource that may be helpful as part of the planning and evaluation process is the IHE ADEPT Program Evaluation Guidance Document available on the ADEPT Web site at http://www.scteachers.org/Adept/ihe.cfm.		