

IHE ADEPT Program Evaluation and Assurances

2010—11

Our institution of higher education (IHE) submits the following report and statement of assurances in compliance with the ADEPT-related requirements specified in State Statute (§§ 59-26-30 and 59-26-40 of the SC Code of Laws); State Board of Education Regulation 43-205.1; and the State Board of Education-approved ADEPT Guidelines.

By submitting this report, our institution agrees to implement the South Carolina Department of Education (SCDE) requirements summarized below and explained fully in the 2006 ADEPT System Guidelines and in the 2006 Policy Guidelines for South Carolina Educator Preparation Units.

The 2006 ADEPT System Guidelines are available online at http://www.scteachers.org/Adept/evalpdf/adept_guidelines.pdf

The 2006 Policy Guidelines for South Carolina Educator Preparation Units are available online at <http://www.scteachers.org/educate/edpdf/boardpolicy.pdf>.

Institution of Higher Education (IHE)	<u>Newberry College</u>
Program Type(s)	<input checked="" type="checkbox"/> Initial Teacher Preparation <input type="checkbox"/> Library Media <input type="checkbox"/> School Guidance <input type="checkbox"/> Speech-Language
Date of submission of ADEPT report/plan	<u>6/20/10</u>
Name of person submitting report/plan	<u>Cindy Johnson-Taylor</u>
Title/position of person submitting report/plan	<u>Chair, Department of Education</u>
Phone number	<u>803-321-5206</u>
E-mail address	<u>Cindy.johnson-taylor@newberry.edu</u>

Statement of Assurances

ADEPT-Related Requirements for Educator Preparation Programs

- All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates' course work, field experiences, and clinical practice.

- Programs that prepare candidates for certification as school guidance counselors, library media specialists, or speech-language therapists must ensure the integration of applicable ADEPT special-area Performance Standards throughout all aspects of the candidates' preparation programs.
- Teacher preparation programs must assist and evaluate teacher-candidates throughout their clinical practice (i.e., student teaching) experiences and, prior to the beginning of the clinical practice, must provide candidates with a comprehensive orientation to the clinical practice. This orientation must include both oral and written explanations of the assistance and evaluation processes, ADEPT-related expectations, and requirements for successful completion of the clinical practice.
- The clinical practice
 - must provide for each candidate's intensive and continuous involvement in a public school setting,
 - must be an equivalent of twelve weeks or sixty full days,
 - must include a minimum of ten full days, in one setting or placement, in which the candidate must teach independently, and
 - must allow for candidates to adhere to the daily schedules of their cooperating teachers.
- Teacher candidates in traditional sixty-day clinical practice may receive monetary compensation for their work only if their teacher education programs have been given permission by the South Carolina Department of Education's Professional Review Committee.
- Teacher candidates must be supervised by one or more IHE clinical faculty members who have preparation both in the supervision of education and in the teaching major.
- Teacher candidates must be supervised by one or more school-based cooperating teachers.
- Cooperating teachers must have three years of successful teaching experience, be qualified in the content or certification area of the candidate, and be recommended by a school district administrator and/or IHE faculty member.
- Both IHE supervisors and cooperating teachers must participate in an ADEPT seminar, the primary purpose of which is to ensure that participants have the knowledge and skills necessary to facilitate a candidate's performance in each of the ADEPT Performance Standards and to complete the formative and summative assessment requirements of the IHE's SCDE-approved ADEPT Plan. All ADEPT seminars must follow the SCDE recommended structure and format.
- All educator candidates must be provided specific written information regarding the standards of conduct required of South Carolina educators (based on SC Code Ann. §§ 59-25-160, 59-25-530, and 20-7-945). A related handout summarizing this information is available online at <http://www.scteachers.org/Cert/certpdf/standardsconduct.pdf>.

IHE ADEPT Program Evaluation

SECTION I

Through course work and field experiences, candidates gain an understanding of and an ability to apply the ADEPT Performance Standards.

1. *During the 2009–10 academic year, how did the IHE evaluate the extent to which candidates were prepared to enter into their clinical practice (i.e., student teaching) experiences in terms of their understanding of and ability to apply the ADEPT Performance Standards, and what were the findings?*

The Unit did not evaluate the readiness of candidates to enter the student teaching based on their understanding of ADEPT, per se. There is an established set of guidelines for admission to the internship and when those are met, we approve the candidate to advance to the internship. The guidelines assure that candidates are strong in their knowledge of and ability to implement the APS. ADEPT is covered at increasing levels throughout the teacher education program beginning with the freshman year, first class. While there is no summative evaluation in place prior to the internship, numerous formative evaluations guide our decisions such as mock lessons taught in classes and the use of the ADEPT observation record when candidates are teaching during the methods classes. In addition, all mentors have experience with ADEPT.

2. *Based on these findings, and/or on recent developments in the profession, what changes, if any, will the IHE make to its course work and/or field experiences to enhance candidates' understanding of and ability to apply the ADEPT Performance Standards?*

The Unit uses the APS observation form while observing candidates in the junior level field experiences. We also assess their ability to plan in the junior level classes through the use of the lesson plan and rubric and the Unit plan and rubric. At our clinical experiences retreat held on June 8, 2010, faculty decided to implement a three-tiered approach to assessing candidate preparation in implementing ADEPT standards. Candidates will be paired with a partner. During the first lesson taught in the field experience, partners will video each other teaching and will then engage in peer conferencing on the lessons taught. The second lesson taught will involve the mentor observing the candidate and using the ADEPT Observation form to guide a post observation conference. The third lesson will be observed by the college professor using the ADEPT Observation form to guide a post observation conference. This three tiered approach will be piloted in ECE 437 - Teaching an Integrated Curriculum.

3. *During the 2010–11 academic year, how does the IHE plan to evaluate the extent to which candidates are prepared to enter into their clinical practice (i.e., student teaching) experiences in terms of their understanding of and ability to apply the ADEPT Performance Standards?*

We will continue to use the information gained from the use of the observation record and from the lesson plan rubric. This will allow us to determine the extent to which they are ready to apply the APS in the classroom.

SECTION II

All supervising faculty and cooperating teachers understand the IHE's requirements for the clinical practice (i.e., student teaching) experience and have the ADEPT-related knowledge and skills necessary to guide, support, and evaluate candidates throughout this process.

1. *During the 2009–10 academic year, how did the IHE evaluate the extent to which supervising faculty and cooperating teachers understood the IHE's clinical practice requirements (e.g., procedures, evaluation criteria, paperwork, and the like) and had the ADEPT-related knowledge and skills necessary to guide, support, and evaluate candidates throughout the process, and what were the findings?*

All supervising faculty and mentor teachers had already been trained in the new ADEPT standards. They were invited to attend a half day review session. They were evaluated in their effectiveness using the college supervisor and mentor teacher evaluation form. One finding of this evaluation is that both college supervisors and mentor teachers need to learn how to provide more meaningful and more appropriate feedback to candidates. In other words, they understand the components of ADEPT, but not how to provide the corrective feedback.

2. *Based on these findings, and/or on recent developments in the profession, what changes, if any, will the IHE make in order to enhance the effectiveness of supervising faculty and cooperating teachers in terms of guiding, supporting, and evaluating candidates throughout the clinical practice?*

CERRA will come to the campus to conduct Foundations of Mentoring Training for college supervisors and key mentors on June 29, 30 and July 1, 2010.

3. *During the 2010—11 academic year, how does the IHE plan to evaluate the extent to which supervising faculty and cooperating teachers are prepared to guide, support, and evaluate candidates during the clinical practice?*

The Unit will continue to use the evaluation form and monitor the effectiveness of mentors and supervisors. New college supervisors will be mentored by veteran college supervisors.

SECTION III

Prior to the clinical practice (i.e., student teaching) experience, the IHE provides a comprehensive orientation to all participating candidates to ensure that they have a thorough understanding of the ADEPT process, requirements, and expectations as well as the *Standards of Conduct for South Carolina Educators*.

1. *During the 2009–10 academic year, how did the IHE evaluate the effectiveness of the orientation in terms of preparing the candidates for the clinical practice?*

Candidates completed an evaluation of the orientation session before going into the field for student teaching. In addition, they were asked specifically about their preparation in ADEPT at the exit conference.

2. *Based on these findings, and/or on recent developments in the profession, what changes, if any, will the IHE make to the orientation in order to enhance its effectiveness?*

The findings told us that the candidates thought they were well-prepared for the internship in terms of ADEPT. The plan is keep the orientation agenda the same for next year. However, we did learn, during the exit conferences that candidates want to be observed more often using the ADEPT Observation form prior to student teaching.

3. *During the 2010–11 academic year, how does the IHE plan to evaluate the effectiveness of its orientation?*

The Unit has decided to implement a pre assessment of the orientation session, followed by a post assessment at the end of the internship, to make sure they really do get the information they need from the orientation about ADEPT. This assessment will be done as a KWL chart and results will provide valuable information for improving the orientation session.

SECTION IV

Throughout the clinical practice (i.e., student teaching) experience, supervising faculty and cooperating teachers will provide candidates with formative feedback in order to enhance candidates' professional knowledge and skills.

1. *During the 2009–10 academic year, how did the IHE evaluate the extent to which supervising faculty and cooperating teachers provided appropriate and effective formative feedback to the candidates during the clinical practice, and what were the results?*

One finding of the mentor teacher and college supervisor evaluation is that both college supervisors and mentor teachers need to learn how to provide more meaningful and more appropriate feedback to candidates. In other words, they understand the components of ADEPT, but not how to provide the corrective feedback.

2. *Based on these findings, and/or on recent developments in the profession, what changes, if any, will the IHE make in order to enhance formative feedback to the candidates during the clinical practice?*

CERRA will come to the campus to conduct Foundations of Mentoring Training for college supervisors and key mentors. This training will provide more skills in coaching and providing formative feedback to those who work with interns. Sherri Kennedy, Master Teacher and Adjunct Instructor, is becoming a Foundations of Mentoring trainer and will be able to train all mentors and supervisors affiliated with Newberry College.

3. *During the 2010–11 academic year, how does the IHE plan to evaluate the appropriateness and effectiveness of the formative feedback that candidates receive during the clinical practice?*

The Unit will continue to use the mentor teacher and college supervisor evaluation form and analyze the results each semester.

SECTION V

At the end of the clinical practice (i.e., student teaching) experience, IHEs will provide each participating candidate with valid results of the ADEPT summative evaluations of his or her performance relative to the ADEPT Performance Standards.

1. *During the 2009–10 academic year, how did the IHE evaluate the extent to which (a) candidates received accurate, valid ADEPT performance evaluations during the clinical practice and (b) the feedback to candidates was understandable and useful, and what were the results?*

The Unit evaluated the extent to which candidates received accurate, valid ADEPT performance evaluations. Evaluation during the internship is a triadic approach. The triad is formed among mentor, candidate and supervisor. The triangulation of results is accomplished through three assessments - Lesson Plans, Unit Work Sample and Internship Evaluation. All three are linked to ADEPT standards.

2. *Based on these findings, and/or on recent developments in the profession, what changes, if any, will the IHE make in order to enhance its summative evaluation and feedback processes?*

Faculty members feel very comfortable with the current practices in place related to summative evaluation of the internship.

3. *During the 2010–11 academic year, how does the IHE plan to evaluate the appropriateness and effectiveness of its summative evaluation and feedback processes?*

At the retreat on June 8, 2010, it was decided to have one faculty member review all of the feedback given to interns to make sure they are receiving valid feedback relative to their performance.

SECTION VI

The IHE will ensure that candidates exit the program with the knowledge and skills necessary to meet the ADEPT Performance Standards in their professional practice.

1. *During the 2009–10 academic year, how did the IHE evaluate the quality of its ADEPT program to ensure that its completers are effective practitioners?*

While candidates learn about ADEPT throughout the program, the internship is front loaded by 2 days to allow for the orientation to student teaching. After the first 7 weeks of student teaching, the interns come back on campus for another day to go over the Unit Work Sample assignment indepth. After the internship, completers are scheduled for an interview with program faculty where they are asked questions about overall strengths and weaknesses of the program. In addition, post graduate surveys and employer surveys are collected and analyzed. We also rely heavily on ADEPT data from the state department

2. *Based on these findings, and/or on recent developments in the profession, what changes, if any, will the IHE make in order to enhance its ADEPT program?*

All data points indicate that overall candidates need more experience in classroom management and more time in the field overall prior to student teaching. At the June 8, 2010 clinical experiences retreat, it was decided that the Unit will move away from an "hours" based field experience model and toward a "task" based field experience model. In addition to observation, the field experience in the classroom management classes will include more opportunities for concrete and active involvement.

3. *During the 2010–11 academic year, how will the IHE ensure that all teacher preparation faculty have a strong working knowledge of the ADEPT system?*

A one day ADEPT session will be scheduled and required of all teacher preparation faculty.

4. *During the 2010—11 academic year, how does the IHE plan evaluate the overall effectiveness of its ADEPT program?*

The Unit will continue the same evaluations that are in place while adding an Orientation post assessment, scoring candidates on planning earlier in the program using the lesson plan and unit plan rubric and providing more observation and conference experiences.

SECTION VII

*What types of documentation (e.g., course syllabi, agendas, candidate handbooks, cooperating teacher handbooks, program evaluations) does the IHE have in place to support the implementation of its ADEPT program? In the space below, please provide a non-duplicative list of the names and dates of the most current documents. (NOTE: Copies of these materials should **not** be submitted along with this ADEPT report/plan but must be made available at the time of an on-site visit and/or upon request.)*

All course syllabi

Field Experience Handbook

Internship Handbook

Observation records

All evaluations of the internship

Power point presentations

ADEPT video produced by the state department

ADEPT website maintained by the state department

Data in Live Text

SECTION VIII (Optional)

Additional comments or remarks about the IHE's ADEPT program:

There is a much stronger focus on evaluation of the IHE and its efforts in this report than in the past. Past reports have asked us to describe what we are doing to ensure that ADEPT is being implemented properly, but not to evaluate the extent to which it is effective. If the focus is going to be on evaluation of the IHE in the future, Newberry College recommends having a meeting of all ADEPT Coordinators in the state to discuss various ways to evaluate the effectiveness of ADEPT.