

# IHE ADEPT Program Evaluation and Assurances

## 2011-12

<b>Institution of Higher Education (IHE)</b>	<u>Newberry College</u>
<b>Program Type</b>	X Initial Teacher Preparation <input type="checkbox"/> Library Media <input type="checkbox"/> School Guidance <input type="checkbox"/> Speech-Language
<b>Date of submission of ADEPT report/plan</b>	<u>6/27/11</u>
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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.

*The 2006 ADEPT System Guidelines* are available online at [http://www.scteacheers.org/Adept/evalpdf/adept\\_guidelines.pdf](http://www.scteacheers.org/Adept/evalpdf/adept_guidelines.pdf)

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

## SECTION I: Statement of Assurances

### ADEPT-Related Requirements for Educator Preparation Programs

*(Instructions to the IHE: After reviewing the following requirements, check the Statement of Assurances at the end of this section.)*

- **Course Work and Field Experiences:** All programs in South Carolina institutions of higher education that prepare candidates for initial teacher certification must ensure that the applicable ADEPT Performance Standards are integrated throughout the candidates' course work, field experiences, and clinical practice.
- **Candidate Orientation Prior to the Clinical Practice:** Educator preparation programs must assist and evaluate 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.
- **Clinical Practice Requirements:** The clinical practice for classroom-based teachers
  - 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.
- **Candidate Compensation:** 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.
- **IHE Supervision:** 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.
- **School-Based Supervision:** Teacher candidates must be supervised by one or more school-based cooperating teachers.
- **Qualifications for 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.
- **ADEPT Preparation for Supervising Faculty and Cooperating Teachers:** Both IHE supervisors and cooperating teachers must hold certification as an ADEPT evaluator or trainer, or they must successfully complete an ADEPT seminar that follows the SCDE-recommended structure and format. The purpose of this requirement is to ensure that all supervisors and cooperating teachers have a strong working knowledge of the ADEPT Performance Standards and the related ADEPT formal evaluation models. Additionally, the IHE must provide all supervisors and cooperating teachers with training related to the institution's required formative and summative evaluation processes and record-keeping.

- **Standards of Conduct for South Carolina Educators:** 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/standardsofconduct.pdf>.

**STATEMENT OF ASSURANCES:** *(Please check to indicate your agreement.)*

Our institution agrees to implement the South Carolina Department of Education (SCDE) requirements as summarized above.

## SECTION II: IHE ADEPT Program Evaluation

(Instructions to the IHE: After reviewing the following program evaluation criteria, respond to the four questions at the end of this section.)

### **Evaluation Criterion 1: Candidate ADEPT Preparation Prior to Student Teaching**

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

### **Evaluation Criterion 2: Supervising Faculty and Cooperating Teacher ADEPT Preparation, Knowledge, and Skills**

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.

### **Evaluation Criterion 3: Teacher Candidate Orientation**

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*.

### **Evaluation Criterion 4: Formative Feedback Provided to Candidates**

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

### **Evaluation Criterion 5: Summative ADEPT Evaluation Results for Teacher Candidates**

At the end of the clinical practice (i.e., student teaching) experience, IHEs will provide each participating candidate with an accurate, valid overall ADEPT performance evaluation.

### **Evaluation Criterion 6: Program Completer Knowledge and Skills**

The IHE will determine the extent to which their graduates are effective after they enter professional practice.

1. During the 2010–11 academic year (a) how did the IHE evaluate the quality of its ADEPT program relative to the six evaluation criteria above, and (b) what were the findings?

### **Evaluation Criterion 1: Candidate ADEPT Preparation Prior to Student Teaching**

Through course work and field experiences prior to student teaching, candidates gain an understanding of and an ability to apply the ADEPT Performance Standards. *We infuse ADEPT into all classes, but we do not specifically evaluate candidate preparation prior to student teaching.*

### **Evaluation Criterion 2: Supervising Faculty and Cooperating Teacher ADEPT Preparation, Knowledge, and Skills**

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. *Evaluated through Mentor Teacher and Candidate evaluations of college supervisors.*

### **Evaluation Criterion 3: Teacher Candidate Orientation**

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*. *We do provide this orientation each semester. The internship is front loaded by 2 days to allow for the orientation to student teaching.*

### **Evaluation Criterion 4: Formative Feedback Provided to Candidates**

Throughout the clinical practice (i.e., student teaching) experience, supervising faculty and cooperating teachers will provide candidates with appropriate and effective formative feedback in order to enhance candidates' professional knowledge and skills. *Evidence can be found by reviewing observations records and feedback given on the Unit Work Sample.*

### **Evaluation Criterion 5: Summative ADEPT Evaluation Results for Teacher Candidates**

At the end of the clinical practice (i.e., student teaching) experience, IHEs will provide each participating candidate with an accurate, valid overall ADEPT performance evaluation. *Evaluated using the Internship Mid-Term and Final Evaluation.*

### **Evaluation Criterion 6: Program Completer Knowledge and Skills**

The IHE will determine the extent to which their graduates are effective after they enter professional practice. *Evaluated using the data from the state department on ADEPT pass rates.*

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 in depth. After the internship, completers are scheduled for an 1) interview with program faculty where they are asked questions about overall strengths and weaknesses of the program. In addition, 2) post graduate surveys and 3) employer surveys are collected and analyzed. We also rely heavily on 4) ADEPT data from the state department. All data is reviewed at our annual Data Day and is used to inform program improvement.

## **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?**

The following changes have been recommended by faculty and public school partners based on a review of the data:

- Add a Program Learning Outcome related to Diversity
- Revise the lesson plan template(s) and rubric (developmental, specific to content areas).
- Redesign when and how to teach the fundamentals of lesson planning.
- Provide information and opportunities to students and faculty regarding PRAXIS content and test design.
- Study alignment of PLOs across syllabi and key assessments.

- Add content questions to principal and post-graduate surveys.
- Expand assessment of Dispositions (developmental, consistent, self-assessed).
- Establish a system where teacher education faculty examine PRAXIS sub-scores to determine areas of weakness.

**3. During the 2011–12 academic year, how will the IHE ensure that all supervising faculty and cooperating teachers have a strong, current working knowledge of the ADEPT system?**

We will continue to offer SAFE-T training and Foundations of Mentoring training for mentors and college supervisors.

**4. During the 2011–12 academic year, how will the IHE evaluate the overall effectiveness of its ADEPT program?**

The Unit will continue the same evaluations that are in place as they are currently giving us the data we need. We will also seek input from the members of our state team at the Sept 18-20, 2011 NCATE visit.

### **SECTION III: IHE’s ADEPT Documentation**

*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 list of the names and dates of the most current documents. If these documents are available online, please include the link(s).*

*(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 - <http://newberryncate.pbworks.com/w/page/35425797/Overview%20and%20Conceptual%20Framework>
- Internship Handbook - <http://newberryinternship.pbworks.com/w/page/34681405/Internship%20Resources>
- Observation records - <http://newberryinternship.pbworks.com/w/page/34681405/Internship%20Resources>
- All evaluations of the internship - <http://newberryinternship.pbworks.com/w/page/34380629/Newberry%20College%20Internship>

- Power point presentations - <http://newberryinternship.pbworks.com/w/page/34681418/ADEPT>
- ADEPT video produced by the state department
- ADEPT website maintained by the state department
- Data posted on NCATE/State Standards Wiki at <http://newberryncate.pbworks.com/w/page/34951031/Newberry-College-Teacher-Education-Program>

#### **SECTION IV** *(Optional)*

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

The changes suggested above are being implemented this year after approval from the teacher education governing bodies at Newberry College.