EPP ADEPT Program Evaluation and Assurances Initial Teacher Preparation 2023-24

Please note:

A separate Program Evaluation and Assurances plan is required for *each* Program Type offered at the below-named EPP. (This is not a change in requirements.) You can find the templates for these plans here: https://ed.sc.gov/educators/educator-effectiveness/education-preparation-providers-epps/adept-plan-templates/

Upload the completed Program Evaluation and Assurances in your EPP portal on sclead.org. The deadline for submission is *July 1, 2023*.

Educator Preparation Program (EPP)	Winthrop University__
Date of submission of ADEPT report/plan	_June 30, 2023_
Name of person completing report/plan	_Kristin B. Culbreath_____
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The above-named educator preparation program (EPP) submits the following 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 current South Carolina ADEPT Support and Evaluation System Guidelines are available online at Education Professions Committee Synopsis Expanded Assisting, Developing, and Evaluating Professional Teaching Support and Evaluation System Guidelines for Classroom-based Teachers

The current Policy Guidelines for South Carolina Educator Preparation Units are available online at Education Professions Committee Attachment for South Carolina Educator Preparation Guidelines

SECTION I: Statement of Assurances

By submitting this assurances form, and unless otherwise noted, the EPP agrees to implement the ADEPT requirements listed below. Additionally, the EPP agrees to maintain supporting documentation verifying that the institution has met these requirements and to make this documentation available at the request of the South Carolina Department of Education (SCDE) or during an onsite visit.

- **Assurance #1: SCTS 4.0 Domains**. The EPP will integrate the SCTS 4.0 Domains throughout each candidate's course work, field experiences, and clinical practice so that candidates understand and are able to apply these standards.

- **Assurance #2: Clinical Practice (Student Teaching)**. Prior to the beginning of the clinical practice—the capstone ADEPT experience—the EPP will provide candidates with a comprehensive orientation to the practicum so that the candidates understand what they have to do in order to achieve success. At a minimum, the orientation will include both oral and written explanations of the assistance and evaluation processes, the ADEPT-related expectations, the *Standards of Conduct for South Carolina Educators*, and the EPP's requirements for successful completion of the clinical practice. Additionally, the EPP will design and implement the clinical practice according to all applicable policy guidelines to ensure that candidates receive full opportunities to develop their professional knowledge and skills.

- **Assurance #3: Supervision of Candidates**. The EPP will provide candidates with effective guidance and support during the clinical practice. The EPP ensures that each candidate is supervised (1) by one or more EPP clinical faculty members who have preparation both in the supervision of education and in the candidate's teaching major and who are ADEPT trained (2) by one or more school-based clinical faculty (cooperating teachers), each of whom is ADEPT trained. All EPP supervisors and cooperating teachers will hold certification as an ADEPT evaluator or trainer, <u>or</u> they will have successfully completed an ADEPT seminar that follows the SCDE-recommended structure and format. Additionally, the EPP will provide all supervisors and cooperating teachers with training related to the institution's requirements and procedures for evaluating and supporting candidates.

- **Assurance #4: Feedback to Candidates**. The EPP will ensure that, throughout the clinical experience, supervisors provide each candidate with accurate, appropriate, and ongoing formative feedback that enables the candidate to improve his or her teaching performance and effectiveness. Additionally, the EPP will assign ratings and grades aligned with the EPP's stated policies and that truly represent the quality of each candidate's teaching performance and effectiveness.

- **Assurance #5: Continuous ADEPT Program Improvement**. The EPP will gather **qualitative and quantitative** data to determine the impact of the program on the teaching performance and effectiveness of the institution's candidates and graduates relative to the SCTS 4.0 Domains and will use these data to guide future program planning.

SECTION II: EPP ADEPT Program Evaluation and Improvement

By submitting this program evaluation and improvement plan, and unless otherwise noted, the EPP agrees to maintain supporting documentation verifying that the institution has gathered **qualitative and quantitative data** on the effectiveness of its ADEPT Program implementation and to make this documentation available at the request of the SCDE or during an onsite visit.

Instructions to the EPP: Please respond to each of the following questions.

1. **Based on 2022-23 qualitative and quantitative data, what are the EPP's strengths in terms of promoting the teaching performance and effectiveness of its candidates and graduates relative to the SCTS 4.0 Domains?** *In this response, please indicate how faculty and staff identified these particular strengths. Attach any supporting data.*

   - Winthrop University's partnership with local schools to place our teacher candidates in early field experiences (beginning the freshman year), field experiences, and the year-long internship continues to be a strength in our program. Teacher candidates spend up to 336 hours in the field for Internship I (program dependent) and over 600 hours in the field for Internship II applying teaching performance expectations in the four domains of SCTS 4.0. Teacher candidates begin practicing the SCTS 4.0 indicators from their freshman year throughout their internship year (undergraduates) or from the beginning of their master's degree program through the Internship year (MAT teacher candidates).

   - Our EPP values our teacher candidate supervisors. Current supervisors of internship teacher candidates have completed the teacher evaluator training for SCTS 4.0 and completed the South Carolina/NIET testing requirement. As of June, 2023, our EPP has 46 trained supervisors.

   - As stated in the 2021-2022 ADEPT Program Evaluation, Winthrop received a Center of Excellence grant from the Center for Higher Education, through which our ASPIRE (Addressing Shortages through Partnership Internship Residences in Education) Center was put into place. This program focuses on identifying the needs of our partnership schools/districts in relation to implementation of the Internship Certificate, available through the South Carolina Department of Education for undergraduate and MAT teacher education candidates. This past year, 2022-2023, data from spring 2022 were analyzed, and necessary program revisions for moving forward were completed, based upon this data. Spring 2023 marked the second full implementation of the ASPIRE Internship Certificate program. Six ASPIRE candidates (1 Early Childhood, 1 Elementary, 1 Physical Education, 1 Math, 1 Theatre, and 1 Middle Level) went into the classrooms in 4 partnership districts (Fairfield, Fort Mill, Lancaster, and Rock Hill) as the teacher of record. All 6 candidates were successful, and 3 of the 6 candidates have been hired to teach in the same schools where they were placed during the Internship Certificate semester (Internship II). Two candidates took positions in other districts and the other candidate will begin a graduate program in the upcoming year. For the 2023-2024 year, we had 11 teacher candidates recommended/nominated by their program areas as outstanding candidates for the ASPIRE program, six of whom decided to participate in the screening interview. Screening interviews were conducted by the Director in the Office of Field and Clinical Experiences, and representatives from partnership districts/schools. Based upon screening interview feedback, <u>6 candidates are eligible to continue pursuing this opportunity for the upcoming school year</u>.

- The NetSERVE (Network for Sustained Educational Residencies that Value Equity) Teacher Quality grant continues to be a successful grant program for Winthrop University in expanding our ability to prepare teachers to meet SC's growing teacher shortage. MAT students are selected to serve as "teacher residents" during their year-long internship and then continue as a first-year teacher in the high-needs school district where they completed their residency program. Entering Year 5, NetSERVE has its largest recruitment class of candidates since the start of the grant (approximately 15). Sixteen past participants are currently teaching in partner districts. For 2022-2023, six NetSERVE teacher candidates (2 Early Childhood, 1 Elementary, 1 Middle Level, 1 Special Education and 1 Mathematics) successfully completed the requirements of their program areas. One Special Education candidate was not successful. One student who was not successful from the previous cohort, completed the requirements of the elementary program in spring 2023. For the upcoming year, 2023-2024, there are 11 candidates in the NetSERVE program who have applied for internship I (2 Early Childhood, 1 Elementary, 1 Special Education, 1 Art, 1 Social Studies, 5 Middle Level) and 1 candidate who applied for internship II (Special Education). At this time, this office has confirmed internship placement for 11 teacher candidates and is awaiting confirmation for one. The NetSERVE Professional Development Library maintains 43 modules for partner teachers and residents to engage in development directly related to the professional standards for teaching (SCTS 4.0). NetSERVE supported three districts with personalized learning in working with students in poverty. NetSERVE's success has landed Winthrop in a position to collaborate on statewide projects related to teacher residencies including an upcoming grant proposal through the Education Innovation and Research program.

- The SC PALMETTO (SC Partners Advocating for Learners who are Multi-Lingual through Education That Targets Opportunity) project cohorts remain strong for teachers pursuing the SC endorsement as well as certification in ESOL (37 completers from Cohort 1). A full cohort of pre-service candidates (15) are also enrolled in endorsement courses at no cost during the 2023 summer. Fifteen school administrators are engaging in online professional development (some in a Winthrop Partnership District Cohort) to support their roles in working with multi-lingual learners and their families. This professional development will be adapted in the coming year for access by school counselors.

- The College of Education's Core Department continues to serve all educator preparation programs by providing the foundational and diverse experiences that candidates will need for the environments in which they will work. These courses are intentionally integrated in various points in the Educator Preparation Program to support candidate understanding and application for the SCTS 4.0 standards. Focus group input (consisting of department/course instructors, partnership administration, and teaching faculty) is continually in place for improvement of Core courses. Information on each Core course, field-related assessments, and resources are at https://www.winthrop.edu/coe/rex/education-core.aspx .

As stated in past ADEPT reports, the following chart shows the SCTS 4.0 standards addressed in our Early Clinical Courses, Field courses, and Internship courses.

Early Clinical Courses
Instruction: Knowledge of Students
Environment: Respectful Culture, Expectations
Growing and Developing Professionally 1: The educator is prompt, prepared, and participated in professional development meetings, bringing student artifacts when requested.
Growing and Developing Professionally 3: The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.

Field Courses
Planning: Assessment, Instructional Plans
Instruction: Lesson Structure and Pacing, Academic Feedback, Activities and Materials, Motivating Students, Presenting Instructional Content, Standards and Objectives, Teacher Knowledge of Students
Environment: Expectations, Managing Student Behavior, Respectful Culture
Professionalism: Growing and Developing Professionally, Reflecting on Teaching
Growing and Developing Professionally 1: The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts when requested.
Reflecting on Teaching 5: The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.
Reflecting on Teaching 6: The educator offers specific actions to improve his/her teaching.
Reflecting on Teaching 8: The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.

Internship I and Internship II
Designing and Planning Instruction: Instructional Plans, Student Work, Assessment
The Learning Environment: Expectations, Managing Student Behavior, Environment, Respectful Culture
Instruction: Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, Problem Solving
Professionalism: School Responsibilities, Reflecting on Teaching, Community Involvement, Growing and Developing Professionally

As we work with both host and mentor teachers in our partnership schools, our EPP continues to grow our mentoring database. All early field and field placements are intentional and are in our partner schools that meet the specific criteria for course content. For example, our EDCO 200 course (*Developmental Sciences and the Context of Poverty*) teacher candidates are placed in partner schools where there are a high percentage of students meeting the definition of "living in poverty," and our EDCO 201 course (*Supporting the English as a Second Language Student in the General Education*

Classroom) teacher candidates are placed in partner schools where there are a high percentage of ESL students. Our goal is to assign all internship teacher candidates to partner schools that demonstrate a strong commitment from both administration and faculty to work with our candidates. These schools provide an immersive environment for our teacher candidates, aligning with the SCTS 4.0 standards and engaging in professional development activities to support their growth as well as that of the candidates. However, in certain cases, such as for educator programs like Theatre, Art, Dance, and various secondary programs, non-partnership schools are used as qualified mentors may not be available within our partner schools. Additionally, NetSERVE teacher candidates are often placed in non-partnership schools due to specific grant requirements. Data from fall 2022 indicate that 113 of 157 (78%) of teacher candidates were placed in partner schools, while 91 of 129 (71%) teacher candidates were in partner schools for spring of 2023.

- All teacher candidates in their Internship II experience complete an externally evaluated edTPA (Education Teacher Performance Assessment) portfolio in their program area to meet the pedagogy assessment requirement for certification. These portfolios focus on areas critical to effective instruction and are related to ADEPT 4.0 standards. In 2022-2023, 127 candidates were externally assessed using edTPA. We had a first-time submission pass rate of 96%. Of the 5 candidates that were not successful, five remain without a passing score at the time of this report. On the 15 common rubrics, the average rubric scores for first time submission ranged from a low of 2.79 on Rubric 13: Use of Feedback to a high average of 3.3 on Rubric 12: Providing Feedback to Guide Learning. The data show an increase on Rubric 12 from the previous two years. The data also shows an increase in the mean score on Rubric 13 from last year. Fourteen rubric scores were at or above the most recent national averages and one rubric score was within 0.02 points of the national average. (Rubric scores can range from 1 to 5 with 3 being the goal score.) Using only first-time submissions and the 15 common rubrics, the average score was 45.7, which is an 0.55 increase from the previous year's average score. This is above the national goal score of 45 (a three on each rubric), and well above the state cut score of 37. The range of scores was 29 to 61. The two candidates that scored 29 have since resubmitted and passed. The total possible score on the 15 common rubric is 75. The following is a summary by program area. This includes all attempts for the program as of May 2023. The EPP noticed an increase in ten of the overall rubric mean scores and an increase in our overall mean. Although a 93% first time pass rate and overall pass rate of 96% is exceptionally high, we are continuing to consider needed supports that can address some of the issues we saw this year. Further, we are monitoring the rubric scores by program to continue to address any program level needs.

edTPA Pass Rates 2022 Fall and 2023 Spring

Certification Area	Required Score	Overall Pass Rate	Average Score	Notes
Early Childhood (*n* =33)	37	97.0%	43.21	One student has not yet passed the assessment.
Elementary (*n*=20)	44	85.0%	50.25	Three students have not yet passed the assessment.
Languages (*n* = 1)	32	100.0%	34.00	
Middle Level (*n* = 11)	37	100.0%	44.91	
Music (*n* = 8)	37	87.5%	41.38	One student has not yet passed the assessment.
Physical Education (*n* = 6)	37	100.0%	41.17	
Secondary English (*n* = 10)	37	100.0%	47.70	
Secondary Mathematics (*n* =4)	37	100.0%	39.00	
Secondary Science (*n* = 5)	37	100.0%	43.80	
Secondary Social Studies (*n*=6)	37	100.0%	44.17	
Special Education (*n* = 14)	37	100.0%	49.00	
Theatre and Dance (*n* = 6)	37	100.0%	51.50	
Visual Art (*n* = 3)	37	100.0%	49.00	
Total		**96.1%**	**45.64**	

- The EPP has permission to implement a locally designed Internship II (student teaching) instrument. The instrument is aligned with the SCTS 4.0 rubric and undergoes regular validity and reliability reviews. Further, all field assessments in the EPP were developed using a backward design model so that candidates are allowed to develop to what is expected of a completer within a developmental sequence of experiences and evaluations. The Internship experience for the 2022-2023 academic year had a consistent pattern. University supervisors and mentor teachers collaborated to provide scaffolded supports to help candidates develop professional and instructional practices in order to fully meet expectations. Performance on the final evaluation met expectations. The following chart provides results across all items and all programs. There were no items in which more than one student scored "below expectations". There were 9 items that did received one "below expectations" (highlighted in red) and those items include:
  - 1.1 Standards based lesson,
  - 1.5 Plans differentiated instruction for diverse learning needs,
  - 2.1 Effectively communicates challenging expectations,
  - 2.4 Demonstrates command of content and ability to address student questions and misconceptions,
  - 2.8 Uses effective questioning strategies,
  - 2.9 Provides academic feedback, and
  - 4.5 Demonstrate effective external written communication
  - 4.7 Preparedness, responsibility, initiative, time management.

It is evident that these data do not represent a trend but the EPP will note the results for future investigation. The EPP would be remiss to assume the 9 "below expectations" ratings are isolated to one candidate's needs. The EPP also noted that the number items in the "below expectations" rating reported here increased this year, but only one item was a duplication from the previous report (4.7). This same item had the greatest number for that rating in the previous report. Items that appeared to be strongest, as determined by the largest percentage of students "exceeding expectations" (highlighted in green) were:

- 3.1 Safe educational environment,
- 3.2 Caring, fair, and inclusive environment,

- 4.2 Professional relationships with school personnel and students,
- 4.8 Receives and uses constructive feedback.

Again, these cannot be introduced as themes, but do represent areas the EPP has been working to address. Item 4.2 was also listed as an item "exceeding expectations" in the past two ADEPT reports and item 3.2 in last year's report.

Domain		Element Description Short	Exceeds Expectations		Meets Expectations		Below Expectations	
			#	%	#	%	#	%
Planning	1.1	Standards-based lessons	36	29.3%	86	69.9%	1	0.8%
	1.2	Plans Multiple methods of assessment	32	26.0%	91	74.0%		0.0%
	1.3	Uses data from formative, diagnostic, and summative assessments to guide planning	32	26.0%	91	74.0%		0.0%
	1.4	Plans learner use of digital tools	30	24.4%	93	75.6%		0.0%
	1.5	Plans differentiated instruction for diverse learning needs	36	30.8%	80	68.4%	1	0.9%
Instruction	2.1	Effectively communicates challenging expectations	53	37.6%	87	61.7%	1	0.7%
	2.2	Helps learners assume responsibility for their own learning.	37	30.1%	86	69.9%		0.0%
	2.3	Differentiates instruction for diverse learning needs	39	31.7%	84	68.3%		0.0%
	2.4	Demonstrates command of content and ability to address student questions and misconceptions	52	42.3%	70	56.9%	1	0.8%
	2.5	Links new concepts to prior knowledge	51	41.5%	72	58.5%		0.0%
	2.6	Uses variety of assessment strategies during instruction	33	26.8%	90	73.2%		0.0%
	2.7	Uses variety of summative assessment strategies	24	19.5%	99	80.5%		0.0%
	2.8	Uses effective questioning strategies	37	31.6%	79	67.5%	1	0.9%
	2.9	Provides academic feedback	42	35.9%	74	63.2%	1	0.9%
	2.10	Facilitates student use of digital tools	23	20.7%	88	79.3%		0.0%
	2.11	Demonstrates appropriate communication skills	52	46.8%	59	53.2%		0.0%
	2.12	Address diverse cultural needs	24	23.1%	79	76.0%	1	1.0%
Environment	3.1	Safe educational environment	60	48.8%	63	51.2%		0.0%
	3.2	Caring, fair, and inclusive environment	66	53.7%	57	46.3%		0.0%
	3.3	Environment promotes positive social interaction and collaboration	56	45.5%	67	54.5%		0.0%
	3.4	Promotes positive behaviors and active engagement	49	39.8%	74	60.2%		0.0%
Professionalism	4.1	Collaborates with caregivers and school professionals	42	34.4%	80	65.6%		0.0%
	4.2	Professional relationships with school personnel and students	59	48.0%	64	52.0%		0.0%
	4.3	Participant in school initiatives, organizations and activities	47	38.2%	76	61.8%		0.0%
	4.4	Demonstrates effective verbal communication	48	39.0%	75	61.0%		0.0%
	4.5	Demonstrates effective external written communication	44	35.8%	78	63.4%	1	0.8%
	4.6	Adheres to rules and legal requirements (FERPA)	38	30.9%	85	69.1%		0.0%
	4.7	Preparedness, responsibility, initiative, time management	55	44.7%	67	54.5%	1	0.8%
	4.8	Receives and uses constructive feedback	64	52.0%	59	48.0%		0.0%
	4.9	Uses self-reflection	49	41.9%	68	58.1%		0.0%

- Data from the 2023 South Carolina Teacher Preparation Intern Survey, which embodies SCTS 4.0, show that 87.4% of our graduate and undergraduate teacher candidates feel prepared for teaching in the areas of assessment, diverse needs of learners, instruction and

learner engagement, the learning environment, literacy, professional learning/ethical practice, and technology (44.4% strongly agree, 43.0% agree).

Students felt most prepared in:

- engaging in continual reflection and refinement of their teaching at 98.6% (63.8% strongly agree, 34.8% agree)
- understanding the rights and responsibilities of students, teachers, and parents 97.1% (58.0% strongly agree, 39.1% agree)
- communicating effectively and working collaboratively with other professionals at 95.6% (50.7% strongly agree, 44.9 % agree)
- understanding and teaching their content at 94.2% (55.1% strongly agree, 39.1% agree)
- integrating research-based practices into their teaching at 94.2% (50.7% strongly agree, 43.5% agree)
- planning lessons that are appropriate for their subject and grade level at 92.8% (60.9% strongly agree, 31.9% agree)
- Creating diagnostic, formative, and summative assessments, effectively teaching students who live in poverty, effectively employing positive behavioral interventions and supports, using literacy strategies in content areas, and using technology to promote student learning were all at or above 88.4% for teacher candidate perception of teacher readiness.

Overall, as in the past, assessment was the category in which teacher candidates felt less prepared for the teaching profession, with an average score 75.3% strongly agree/agree. This is down from last year's data, which was at 79.9%. Also, as with past data, interpreting and using large-scale assessment data was lowest at 50.7%, down from the previous year's data of 58.7%. In contrast from years past, teacher candidates felt less prepared in effectively teaching students who are English learners 82.7% (30.8% strongly agree, 51.9% agree) and gifted learners at 84.6 (32.7% strongly agree, 51.9% agree). Another area in which teacher candidates felt less prepared was communicating effectively with caregivers and families at 82.7% (38.5% strongly agree, 44.2% agree). All down from at or above 91.4% in the previous year's data. Data were compiled by the Director of Assessment and Research in the College of Education and will be shared with the Unit Assessment Committee moving forward. Additionally, professional development in the area of assessment and teaching diverse learners will be a focus for the 2023-2024 school term.

- Student Graduate Evaluation Results (ADEPT-SCTS 4.0) report data show that our Winthrop graduates did well on this assessment. Winthrop graduates performed extremely well in the professionalism domain and performed as well as or above on all other indicators, with the exception of nine (highlighted in red). The indicators that are below the statewide results range from 0.01 to 0.06-point difference. The data below is based on availability from SC Leads as of June 28, 2023.

SCTS 4.0 Indicator 2022-2023 Evaluation Results for Formal Evaluation	Winthrop University	Statewide Results
Instructional Plans	3.14	3.19
Student Work	3.05	3.06
Assessment	3.01	2.99
Standards and Objectives	3.15	3.20
Motivating Students	3.24	3.22
Presenting Instructional Content	3.24	3.20

Lesson Structure and Pacing	3.16	3.12
Activities and Materials	3.16	3.16
Questioning	3.01	2.98
Academic Feedback	3.05	3.06
Grouping Students	3.05	3.01
Teacher Content Knowledge	3.39	3.37
Teacher Knowledge of Students	3.25	3.28
Thinking	3.02	2.98
Problem Solving	3.01	3.00
Expectations	3.26	3.29
Engaging Students and Managing Behavior	3.23	3.29
Environment	3.40	3.46
Respectful Culture	3.50	3.52
The educator is prompt, prepared, and participates in professional development meetings, brings student artifacts when requested.	3.62	3.09
The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.56	3.09
The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	3.44	3.06
The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.49	3.06
The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	3.54	3.09
The educator offers specific actions to improve his/her teaching.	3.51	3.06
The educator accepts responsibilities contributing to school improvement.	3.52	3.06
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.42	3.03
The educator actively supports school activities and events.	3.53	3.16
The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.49	3.12

- The Director, in the Office of Field and Clinical Experiences continues to provide Expanded ADEPT/SCTS 4.0 sessions for teacher candidates in the internship and candidates in EDCO 350 each semester. Our EPP follows a logical, developmental progression throughout the education courses in terms of ADEPT/SCTS 4.0. The yearlong internship is the culmination of university preparation with the standards, where candidates have the opportunity to consistently use their knowledge/skills as they build up to full-time teaching.

- As stated earlier in this report, our institution values our university supervisors, both adjunct and full-time faculty. All supervisors are supported in their supervisory roles by the Office of Field and Clinical Experiences. Each semester, all supervisors participate in an informational/review session and new supervisors are trained in the model of supervision implemented by the EPP. All current supervisors are trained in SCTS 4.0 teacher evaluator training. Every semester, our supervisors are rated by teacher candidates as to the effectiveness of their support/knowledge. Data from fall 2022 and spring 2023 show the following in relation to SCTS 4.0:

Evaluation of Supervisor by Teacher Candidate

Statement	Fall 2022- Internship I Strongly Agree and Agree Responses	Spring 2023- Internship II Strongly Agree and Agree Responses
The university supervisor communicated College of Education requirements to the teacher candidate.	93%	98%
The university supervisor guided the teacher candidate's theoretical and pedagogical knowledge in the discipline. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	94%	93%
The feedback received on the observation records provided specific feedback aligned with the performance indicators on the form. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	100%	100% Up from spring 2022 by 2%
The university supervisor conveyed specific teaching strengths to the teacher candidate. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	95%	100% Same percentage as spring 2022
The mid-term and final evaluations were conducted in a way that provided sufficient data for growth.	98%	96%
The university supervisor conveyed specific areas of improvement to the teacher candidate. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	98%	100% Up from spring 2022 by 3%
	All six ratings were down from the fall 2021 ratings	Three of the six ratings were down from spring 2022

Data are available through the Placement Coordinator in the Office of Field and Clinical Experiences.

- Teachers who apply to be mentors in our partner schools go on our list to be SC Mentor trained by their individual districts or by Winthrop trainers of SC Mentor Training. During June 2023, mentor training was provided by Winthrop University (trainers – Ms. Kristin Culbreath and Ms. Lisa Brett). 22 teachers participated in this training and received official mentor certification, along with 12 renewal hours for certificate renewal. Mentors who have not yet had the opportunity to be officially mentor trained, participate in a modified ADEPT/SCTS 4.0 training at Winthrop until the time they can be officially trained. Mentors are rated each semester in areas related to ADEPT expectations. Data from fall 2022 and spring 2023 are below:

Evaluation of Mentor Teacher by Teacher Candidate

Statement	Fall 2022- Internship I Strongly Agree and Agree Responses	Spring 2023- Internship II Strongly Agree and Agree Responses
The mentor teacher showed evidence of having reviewed lesson plans and provided feedback on the teacher candidate's performance. (based upon the SCTS 4.0 standards–Winthrop internship evaluation instrument)	99%	96%
**The feedback received on the observation records provided specific feedback aligned with the performance indicators on the form. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	96%	97%
The mentor teacher identified specific teacher candidate strengths. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	99%	97%
The mentor teacher identified specific behaviors to be modified. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	96%	98%
The mentor teacher collaborated with the teacher candidate to complete the self-assessment to be used for the midterm and final evaluation conferences. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	96%	94%
Assessment data is used in the planning and delivery of instruction at the school. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	97%	96%

Data are available through the Placement Coordinator in the Office of Field and Clinical Experiences

Data will be discussed with partnership liaisons during a REX Council meeting in the upcoming year in order for it to be shared with school mentors.

- The James and Sue Rex Institute for Educational Renewal and Partnership continues to provide professional development activities for teachers in our partnership and for teacher candidates. For example, the Rex Institute co-sponsored the COE Diversity Conference – Toward Belonging: Moving Beyond Diversity Buzzwords which hosted teachers and upcoming teacher candidates, alike. During the conference, Winthrop faculty and students alongside partnership school faculty presented a wealth of knowledge in diversity, inclusion,

and belonging research and best practices. The conference offered a time to disseminate successful strategies, discuss challenging contexts, and engage in creative problem solving.

The Rex Institute hosted a series of sessions on Crucial Conversations, how to approach a crucial, challenging conversation with a mentor or colleague. The sessions focused on three skills: 1) mastering the story, 2) start with the heart, and 3) choose your topic. Several K-12 school partners from a number of districts were brought in to serve as facilitators.

Based on numerous requests from partnership districts, the Rex Institute began working on a certification-only pathway for those who are currently employed in a school district without full certification. We explored competency-based education, as it is vital that this population has flexibility in both their coursework and the time they have to devote to their studies. We submitted a proposal for a competency-based program, NetAPT (Network for Alternative Preparation in Teaching), and hope to enroll the first cohort in August 2023.

During 2022-2023, on-going, online, self-paced professional development modules were offered to assist partnership teachers/teacher candidates in areas related to SCTS 4.0 standards. Modules include supporting diverse learners in virtual environments, building relationships with students and families of poverty, establishing positive classroom environment for students of poverty, integrating technology through UDL, and using Schoology for instruction. A complete list of topics included in each module can be located at: https://www.winthrop.edu/uploadedFiles/coe/rex/table-of-available-professional-development-modules.pdf
Other professional learning opportunities can be found at https://www.winthrop.edu/coe/rex/professional-learning.aspx

- As stated in previous ADEPT reports, as of 2020, our teacher candidates are required to complete three experiences in each of the three categories of Professional Skills, Diverse Learners, and Critical Incidences, over the course of their study, in order to meet program completion requirements. These experiences are referred to as SEE (Supplemental Education Experiences). 2022-2023 SEE session topics on professional skills and diverse learners included, but were not limited to:
  - Crucial Conversations
  - Systematic Instruction: Teaching Students with Extensive Support Needs
  - Flight Ready - Professional Development Writing Workshop
  - Building A Classroom Library
  - Trauma Informed Practices

2. **Based on 2022-23 qualitative and quantitative data, what are the areas of growth in terms of promoting the teaching performance and effectiveness of its candidates and graduates relative to the SCTS 4.0 Domains? List any changes the EPP plans to make in order to address those areas of needed growth.** *In this response, please indicate how faculty and staff determined the need for these changes. Attach any supporting data.*

- As stated previously in this report, the Rex Institute implemented three sessions with interns on how to approach dialogue when in a crucial, challenging conversation with a mentor or colleague. All interns were required to participate in the first session, the second and third sessions were optional. Feedback provided by students participating in at least two sessions was positive.

- For several years, the EPP has used a disposition system that is based on the four disposition categories: communication, commitment, integrity, and fairness. The EPP systematically collected data throughout teacher candidates' program of studies. However, the data were not informative to help target specific skillsets to help the candidates grow. Additionally, the perceived culture of dispositions was negative, as it seemed that the only time candidates received feedback was when it was negative. After learning about the Leadership Alphabet of Disposition Development Engagement and Reflection (LADDER) disposition system, the Rex Institute approached the Disposition Committee about exploring this as an alternative to the current disposition system. The Disposition Committee worked through procedures on how to best implement this new system across the educator preparation curriculum. Faculty participated in a full-day training and decided to adopt this system beginning in fall 2023.

- Beginning in 2023-2024, the Internship Institute will undergo a revision in order to better serve the teacher candidates that are in our EPP. During May, 2023, the Director in the Office of Field and Clinical Experiences revised online modules for "Observation and Evaluation" and "ADEPT: SCTS 4.0 Review" that directly relate to state requirements. Online modules provide candidates the opportunity to go through the content at their own pace, as well as having access to the modules throughout the year, for review and reference. This leaves the face-to-face Internship Institute as an opportunity to address areas of growth from the 2022-2023 feedback data and focus on specific concerns of the group.

- The College of Education will continue the previous year's goal of planning for various ways to address implementing emotional resilience into program area courses for teacher candidates.

- During 2022-2023, mentor teacher focus groups were conducted to receive feedback on needs to be addressed by the EPP. For 2023-2024, in order to meet host and mentor teacher needs, continuing education sessions will be developed by the Rex Institute Director and the Director in the Office of Field and Clinical Experiences. Coaching and DEI sessions will be included in these continuing education opportunities.

- The College of Education will continue the previous year's goal of planning for various ways to address emotional resilience in program area courses for teacher candidates.

- Opportunities to gather mentors together for Internship I and Internship II inner-reliability sessions on our observation and evaluation instruments are still in the works. Therefore, this goal will be carried over to 2023-2024, in hopes that, mentors will be willing to participate in face-to-face sessions for this purpose.

- Several core courses have been exploring assessment instruments to evaluate cultural competence. During a meeting with EPP faculty and K-12 partners, a different measure that is designed for pre-service teachers was introduced. The Attitude Towards Diversity assessment was implemented in spring 2023. The EPP created a plan to integrate the tool in courses throughout the teacher candidates' programs. The goal is to measure growth in attitudes towards diversity at the beginning of their teacher education experiences starting in their first education core course and the final assessment to be administered after three or four courses focusing on developing cultural competence. The new assessment tool will continue to be piloted this upcoming year.

- In 2023-2024, our EPP will be working with the Partnership Network to obtain feedback on Core courses to ensure these courses are appropriately preparing our teacher candidates to meet the needs of diverse learners.

- In 2022-2023, instructors for EDCO 202 (*Supporting Exceptional and Gifted Learners in the General Education Classroom)* revised the curriculum to better meet the needs of PK-12 partners and our teacher candidates based on past survey data. During 2023-2024, instructors will implement the revised curriculum.

3. **What changes has the EPP made in preparation and partnerships with neighboring districts for using Expanded ADEPT and the SCTS 4.0?**

- During 2022-2023, our Partnership Advisory Council looked at the role of the school liaison and the current partnership agreement to ensure our agreement is active and is still mutually beneficial to both the partnership schools and the university. Additionally, the Partnership Advisory Council provided feedback on our field and clinical experiences as to what is working well, what is not working, and how to best to support mentor teachers. From this discussion came the goal for the upcoming year to provide our school liaisons with training and to provide our mentor teachers with continuing education sessions. Instead of broad professional development topics, schools wanted more individualized professional development for their teachers. We plan to offer three sessions during the summer of 2023. The following topics were requested by the Partnership Advisory Council: Strategies for Increasing Motivation & Student Engagement, Integrating Technology to Support Student Success, and Promoting Schoolwide Positive Behavior.

- The Director of the Rex Institute received training to become a facilitator and will co-facilitate a Cognitive Coaching training series during the 2023-2024 school year. Cognitive Coaching mirrors the mentoring cycles of the pre-conference and the post-conference of ADEPT/SCTS 4.0 and encourages reflection and problem solving in teacher growth.

- The SC Palmetto grant (described under the section of strengths of our EPP), currently has a full cohort of pre-service candidates. School administrators from various districts are engaging in online professional development to support their roles in working with multi-lingual learners and their families. School counselors will be able to access an adapted version of this professional development in the coming year.

- Several College of Education faculty/staff continue to represent Winthrop University as members of various Olde English Consortium Committees where SCTS 4.0 and Expanded ADEPT are frequent topics of discussion in looking at best practice for K-12 teachers and university teacher candidates. The College of Education Dean represents Winthrop on the Superintendent OEC, the Director of the Rex Institute serves on the Curriculum and Instruction OEC Committee, the Director in the Office of Field and Clinical Experiences serves on the OEC Human Resources Committee, and an Associate Professor, from our EPP's Education Core, serves as a member of the ESOL OEC.

SECTION III: EPP's Expanded ADEPT Program Documentation

By submitting this chart of data supporting the EPP's implementation of the SCTS 4.0, and unless otherwise noted, the EPP agrees to make this documentation available at the request of the SCDE or during an onsite visit. *These documents may include specific course syllabi, agendas, candidate* Courses referenced in the following chart:

Core Content Courses

EDCO 101: Developing Observation and Analysis Skills in a Culturally Responsive Context (graduate equivalent – EDCO 600)

EDCO 200: Developmental Sciences and the Context of Poverty (contains field component) (graduate equivalent-EDCO 601)

EDCO 201: Supporting the English as a Second Language Student in the General Education Classroom (contains field component) (graduate equivalent- EDCO 610)

EDCO 202: Supporting Exceptional and Gifted Learners in the General Education Classroom (contains field component) (graduate equivalent – EDCO 610)

EDCO 220: Assessment to Meet Diverse Needs (graduate equivalent – EDCO 605)

EDCO 305: Technology and the Inclusive Classroom (contains field component) (graduate equivalent – EDCO 602)

EDCO 350: Academic and Social Strategies for Establishing an Inclusive Classroom (contains field component) (graduate equivalent – EDCO 660)

EDCO 401: Internship I (graduate equivalent AREA 592) (contains field component*)*

EDCO 402: Internship II (graduate equivalent EDCO 690) (full field component)

EDCO 410: Education in a Democracy – Broadening Professional Perspectives (graduate equivalent – EDCO 695)

Individual Program Content Methods Courses

Literacy Core Courses –

READ 370: Reading and Written Expression Methods I (contains field component*)*

READ 380: Reading and Written Expression Methods II (contains field component*)*

SCTS 4.0 Domain	*Course Introduced*	*Evidence Provided*	*Change from 2021-22?*
Instruction	EDCO 101/600, EDCO 200/601, EDCO 201/610, EDCO 202/610, EDCO 220/605, EDCO 305/602, EDCO 350/660, EDCO	Syllabi, Content Key Assessments, Field Key Assessments (applicable courses), Host Teacher Field Guide, Year-Long Internship Handbook, Internship I Evaluation, Internship II Evaluation, Observation forms, Pre-	

	401/AREA 592, EDCO 402/690 Program Specific Content Methods Courses Read 370, Read 380	Observation Conference Guide, Post-Conference Observation Guide, Lesson Plan Templates	
Planning	EDCO 201/610, EDCO 202/610, EDCO 220/605, EDCO 350/660, EDCO 401/AREA 592, EDCO 402/690 Program Specific Content Methods Courses Read 370, Read 380	Syllabi, Content Key Assessments, Field Key Assessments (applicable courses), Host Teacher Field Guide, Year-Long Internship Handbook, Internship I Evaluation, Internship II Evaluation, Observation forms, Pre-Observation Conference Guide, Post-Conference Observation Guide, Lesson Plan Templates	
Environment	EDCO 101/600, EDCO 200/601, EDCO 201/610, EDCO 202/610, EDCO 350/660, EDCO 401/AREA 592, EDCO 402/690 Program Specific Content Methods Courses Read 370, Read 380	Syllabi, Content Key Assessments, Field Key Assessments (applicable courses), Host Teacher Field Guide, Year-Long Internship Handbook, Internship I Evaluation, Internship II Evaluation, Observation forms, Pre-Observation Conference Guide, Post-Conference Observation Guide, Lesson Plan Templates	
Professionalism	EDCO 101/600, EDCO200/ 601, EDCO 201/610, EDCO 202/610, EDCO 305/602, EDCO 350/660, EDCO 401/AREA 592, EDCO 402/690, EDCO 410/695 Program Specific Content Methods Courses Read 370, Read 380	Syllabi, Content Key Assessments, Field Key Assessments (applicable courses), Host Teacher Field Guide, Year-Long Internship Handbook, Internship I Evaluation, Internship II Evaluation, Observation forms, Pre-Observation Conference Guide, Post-Conference Observation Guide, Lesson Plan Templates	

All evidence from the above chart can be located in the dropdown menu – Education Core at:
https://www.winthrop.edu/coe/rex/

SECTION IV: EPP Feedback

1. What additional training and/or resources would best support the EPP's implementation of SCTS 4.0 in a way that best prepares candidates for the classrooms they face upon graduation?

The EPP does not have any request for additional training and/or resources at this time.

2. For the 2022-23 academic year, NIET revised the Environment Domain of the South Carolina Teaching Standards based on their research to update some of the indicators and descriptors to better reflect an emphasis on student engagement, safe and positive environment, and equitable access to learning. Implementation of these revisions was required for districts in the 2021-2022 AY, and for EPPs in the 2022-2023 AY. Your responses to these questions inform how we can best assist and support you and the pipeline after your first year of integration with the revised Environment domain.

   o What have been your successes in recruiting underrepresented teacher candidates (men for elementary, candidates of color)? What obstacles have you encountered?

Recruitment continues to be impacted by lack of motivation to pursue teacher education, global, financial stresses, etc. but Winthrop continues to recruit a diverse freshman class. In fall 2022, 47% of all newly admitted students were (classified as) minority for the university, and 42% of those with a primary major in the College of Education were (classified as) minority. Although there has been a decline in individuals interested in teacher education degree programs, for the college the issue is not recruitment of minority candidates in comparison with the university. Instead, retention of minority students remains an issue. Requirements for a basic skills assessment through a standardized test score remains the primary hurdle for all students, but it is more pronounced among underrepresented groups. The college has put in place a basic skills preparation program for students that have not met the requirement by fall of year two. This program went through a significant revision in the 2021-2022 academic year to include more attention on motivation, study skills, live help sessions, and much more. The addition of multiple instructors for the program was implemented during 2022-2023. A similar approach is being explored for the certification exam. Additionally, the Call Me Mister program has been revised to allow for more student bonding activities throughout the year to increase retention of male candidates of color.

   o How has your program addressed CAEP and state standards reflecting culturally responsive teaching and cultural diversity in your recruitment practices? How does your program address culturally responsive and inclusive teaching practices?

Winthrop's approach to recruitment, retention, and support include some of the support structures discussed in the previous bullet; intentional use of diverse student representation in admissions

processes; and strengthening of the cultural competence strand in the education core coursework. The college continues to offer Supplemental Education Experiences and one strand is specifically focused on diversity in our schools. The college hosted several events during the 2022-2023 academic year around this theme and students could expand these opportunities through cultural events offered at the university. In addition, the College of Education hosted a conference called Toward Belonging: Moving Beyond Diversity Buzzwords in March. Over 250 people attended this conference, which highlighted the power of individual and collective educational endeavors that explore, connect, and move us forward *toward belonging*.

Include any additional feedback about your EPP's ADEPT program in the space below.