

EPP ADEPT Program Evaluation and Assurances Initial Teacher Preparation 2019-2020

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/teacher-preparation-ihes/ihe-expanded-adept-templates/>

Upload the completed Program Evaluation and Assurances in your EPP portal on scllead.org. The deadline for submission is *July 1, 2019*.

Educator Preparation Program (EPP)	<u>Winthrop University</u>
Date of submission of ADEPT report/plan	<u>July 1, 2019</u>
Name of person completing report/plan	<u>Carolyn G. Grant</u>
Title/position of person completing report/plan	<u>Director, Office of Field and Clinical Experiences</u>
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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 <https://ed.sc.gov/educators/educator-effectiveness/expanded-adept-resources/https-ed-sc-gov-educators-educator-effectiveness-expanded-adept-resources-educator-evaluation-guidance-2018-19/2018-19-expanded-adept-guidelines-april-2018/>

The current Policy Guidelines for South Carolina Educator Preparation Units are available online at [http://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards Policies Procedures Board Approved 2015\(1\).pdf](http://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards Policies Procedures Board Approved 2015(1).pdf).

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: ADEPT Performance Standards/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, or 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 ADEPT Performance Standards/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.

I. Based on 2018-2019 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 year-long internship continues to be a key strength of our education 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. The EPP uses an apprenticeship model throughout Internship experiences to facilitate our teacher candidate growth over the course of the year.
- During 2018-2019, the College of Education created a new department for serving the Education Core courses. This academic department serves all initial educator preparation programs by providing foundational experiences that prepare future teachers for the diverse and inclusive environments in which they will work. Course content and clinical rotations (freshman-senior year/Graduate equivalent courses) are intentionally integrated at multiple points in the program to support candidate understanding and application of SCTS 4.0 standards. An on-line module, covering content taught in our preparation program Core courses, is made available to teacher candidates, host/mentor teachers, EPP faculty, and university supervisors at http://www2.winthrop.edu/rex/rex/core_module.html
- As reported in Winthrop’s CAEP self-study, the following chart shows 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

Data gathered from the EPP CAEP self-study, available upon request.

- Early Clinical, Field, and Internship placements are placed with qualified host and mentor teachers. In fall 2018, 127/163 internship teacher candidates (78%) and in spring 2019, 96/134 internship teacher candidates (72%) were placed in one of our 51 professional development and partner schools where there is an extremely high level of school involvement, commitment to mentoring, and commitment to professional development. Four of the professional development schools hosted a Winthrop Faculty-In-Residence to facilitate administration, faculty, and teacher candidate growth.
- All teacher candidates in their Internship II experience complete an externally evaluated edTPA (Education Teacher Performance Assessment) portfolio in their program area as a consequential assessment for certification in place of the PLT. These portfolios focus on areas critical to effective instruction and are related to ADEPT 4.0 standards. South Carolina set acceptable cut scores on this assessment as 32, 37, and 44 for the 13, 15, and 18 rubric handbooks. Data show 95% of our teacher candidates had a first time pass rate on this assessment. The first time submission average score on the common 15 rubrics as 46.63. All resubmission scores show passing rates on the second attempt. For complete data breakdown by NIET indicator and program area see [edTPA Data and Connections to NIET Indicators](#)
- Winthrop’s Internship I and Internship II Evaluations are aligned with SCTS 4.0 rubric indicators. Evaluation data from spring 2018 teacher candidate is attached to this report with our performance averages by program and EPP combined averages on each indicator. Teacher candidates are evaluated on a 1-3 scale, with “meets expectations” at level 2. [Internship II Rubric to NIET Rubric](#)
- 2018-2019 data on Internship II show a pass rate of 130/134 (97%). Two candidates were classified as “withdraw-passing” (both medical withdrawals) and two were classified as “fail”. All four students plan to return to Internship II in fall 2019. Data for candidate pass/fail can be found in the SC Lead portal for Winthrop University. Data are available with the Field Placement Coordinator in the Office of Field and Clinical Experience.
- Based on 2019 South Carolina Teacher Preparation Intern Survey data, 90.5% of our EPP teacher candidates strongly agreed/agreed with the effectiveness of their preparation in assessment, meeting the diverse needs of learners, instruction and learner engagement, learning environment, literacy, professional learning and ethical practice, and technology. Of these categories, Professional Learning and Ethical Practice (96.9% strongly agreed/agreed), Instruction and Learner Engagement (96.4% strongly agreed/agreed), and the Learning Environment (96.0% strongly agreed/agreed) held the highest percentages. The overall area of assessment held the lowest percentage with 79% strongly agree/agree responses. Data were compiled by the Director of Assessment and Research in the College of Education and are available in the Office of Field and Clinical Experiences.
- Expanded ADEPT/SCTS 4.0 sessions are conducted each semester by the Director in the Office of Field and Clinical Experiences with teacher candidates in their internship and teacher candidates in early clinical/field courses (EDCO 200/EDUC 601 and EDCO 350). Work with the

ADEPT standards follows a logical, developmental progress through the program culminating with the teacher candidates exhibiting practiced skills in planning, instruction, the learning environment and professionalism, along with mastery of specific content material.

- Full-time Winthrop supervisors are hired through a collaborative process that includes input from our partner schools/districts. Adjunct supervisors are selected and assigned by our program areas. All supervisors are supported by the Office of Field and Clinical Experiences and participate in supervision trainings. Each semester, a four-hour modified ADEPT training is conducted for supervisors not previously trained through a South Carolina school district. Supervisors are rated each semester by the teacher candidate in categories that relate to ADEPT expectations. Data from fall 2018 and spring 2019 show the following ratings: (Spring 2019 ratings were up from the spring 2018 data percentages.)

Evaluation of Supervisor by Teacher Candidate

Statement	Fall 2018 Strongly Agree and Agree Responses	Spring 2019 Strongly Agree and Agree Responses
The university supervisor communicated College of Education requirements to the teacher candidate. <i>(which included evaluation criteria based upon SCTS 4.0 standards-Winthrop evaluation instrument)</i>	98%	97% <i>(Spring 18 percentage was 95%)</i>
The university supervisor guided the teacher candidate’s theoretical and pedagogical knowledge in the discipline. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	94%	96% <i>(up significantly from spring 18 percentage of 87%)</i>
**The feedback received on the observation records provided specific feedback aligned with the performance indicators on the form. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	97%	99%
The university supervisor conveyed specific teaching strengths to the teacher candidate. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	96%	98% <i>(Spring 18 percentage was 95%)</i>
**The mid-term and final evaluations were conducted in a way that provided sufficient data for growth.	97%	98%
The university supervisor conveyed specific areas of improvement to the teacher candidate. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	98%	98% <i>(Spring 18 percentage was 94%)</i>
**new survey question for 2018-2019		

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

- Mentor Teachers for our teacher candidates, not previously mentor trained, receive two days of training in South Carolina Mentor Training. 2018-2019 training was conducted in September 2018 with 23 mentors attending. Mentors not trained through the SC Mentor Training, where the ADEPT/SCTS 4.0 process is covered, attend a modified ADEPT training on campus. Mentors are rated each semester by the teacher candidate in categories that relate to ADEPT expectations. Data from fall 2018 and spring 2019 show the following ratings: (Spring 2019 ratings were up from the spring 2018 data percentages.)

Evaluation of Mentor Teacher by Teacher Candidate

Statement	Fall 2018 Strongly Agree and Agree Responses	Spring 2019 Strongly Agree and Agree Responses
The mentor teacher showed evidence of having reviewed lesson plans and provided feedback on the teacher candidate's performance. <i>(based upon the SCTS 4.0 standards – Winthrop internship evaluation instrument)</i>	99%	98% <i>(Spring 18 percentage was 95%)</i>
**The feedback received on the observation records provided specific feedback aligned with the performance indicators on the form. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	99%	96%
The mentor teacher identified specific teacher candidate strengths. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	98%	98% <i>(Spring 18 percentage was 97%)</i>
The mentor teacher identified specific behaviors to be modified. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	99%	99% <i>(Spring 18 percentage was 94%)</i>
The mentor teacher collaborated with the teacher candidate to complete the self-assessment to be used for the midterm and final evaluation conferences. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	96%	97% <i>(up significantly from spring 18 percentage of 90%)</i>
**new survey question for 2018-2019		

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

- The vast professional learning opportunities, provided through the James and Susan Rex Institute for Educational Renewal and Partnership in the College of Education, for EPP faculty, school personnel, and teacher candidates are very much a strength of our institution in supporting growth in the SCTS 4.0 standards. EPP faculty and school partners submit requests/needs for professional learning via http://www2.winthrop.edu/rex/rex/professional_learning.html, as well as explore learning opportunities during council and advisory committee meetings throughout the year (see sample agenda, attached). The annual partnership conference, held on the Winthrop campus each year, continually supports the EPP and partnership schools in professional growth. Example sessions during the June 2019 conference

included: *Getting Started with Personalized Learning, How Students Can Use Data to Monitor Their Own Learning, Creating a School Culture of Literacy, and Blended Learning.*

- ADEPT/SCTS 4.0 results for 2018-2019 were not available at the time of submission of this annual report. As soon as data become available, our institution will examine the results for any changes that may need to be made to our EPP.

Data from the Winthrop University EPP are reviewed by the Unit Assessment Committee, the Dean's Council, and the Field and Clinical Experiences Committee for unit and program advancement. Representative faculty and administrators from Winthrop and our partnership districts serve on these various committees.

2. Based on 2018-2019 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.

- Throughout 2018-2019, our Unit assessment Committee, with representation from the College of Education, the College of Arts and Sciences, the College of Visual and Performing Arts, and representatives from our partnership districts, examined data from exit surveys, completer surveys, and employer surveys. From this data, this committee identified topics that appear across groups as growth areas for our candidate preparation. Based on this examination, beginning with the 2019-2020 catalog, the following structure will be included for all teacher education students: Teacher candidates will be 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.
- According to partnership schools and EPP input during the school year, emotional resilience proved an area where professional development is needed for school faculty, university faculty, and teacher candidates. In response to meeting this need, *Cultivating Emotional Resilience in Educators* training (Elena Aguilar) was offered through the Bright Morning Team, on the Winthrop campus in June 2019. Approximately 120 educators, both university and school district, participated. In addition to the two-day training, EPP faculty who participated in this training also consulted with the presenter to explore ways that *Onward* can work within our existing EPP system and discuss structures that would help to navigate this work. In moving forward with this initiative, the consensus is to first conduct *Onward* book study groups in the coming 2019-2020 year so faculty can immerse themselves in the content. EPP immersion will then lead to having a better understanding for designing a way to integrate building emotional resilience into our program with our teacher candidates.
- The need for inter-reliability sessions for mentors on our EPP internship I and II observation forms and evaluation instruments arose as a result of CAEP standard requirements. For 2019-2020, Winthrop will continue with this goal using a hybrid model to conduct these sessions with our mentor teachers.

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

Clinical partners with the Partnership Network co-construct mutually beneficial P-12 school arrangements, clinical preparation, and share responsibilities for continuous improvement of teacher candidate preparation in relation to the SCTS 4.0.

- In 2018-2019, the Partnership Advisory Council, made up of partnership school liaisons, administrators, and Winthrop staff and faculty, did a content validity analysis (based on three semesters of data from our EDCO 200, 201 and 202 courses) of our Early Clinical Field Rubric resulting in a rubric revision in order to facilitate a more developmental aspect in the early clinical courses.
- Each certification area and the Education Core maintain Program Advisory Committees (program faculty, school partners, and current/former students) that meet to review quantitative and qualitative data to discuss strengths and weaknesses of courses and experiences. Discussion often leads to changes in assessments, field requirements, and course sequencing to ensure our teacher candidates are well-prepared and ready for success in school environments. Some examples of Program Advisory collaborations resulting in change include:
 - Social Studies advisory council members discussed ways to better prepare teacher candidates for working with classroom assessments. As a result, PLCs will be more fully incorporated into the methods courses beginning fall 2019.
 - To address concerns with Special Education teacher candidates having difficulty implementing guided reading, the Special Education Program Advisory Committee suggested a field-based assignment be added to a methods course. It is now included in *READ 370: Instructional Methods and Assessment I: Teaching Emergent, Beginning, and Struggling Readers and Writers*
- August 2019 marks the end of year three of a five-year federally funded *Network for Leading Education that Values English Learners* (NEXt LEVEL) project where teachers and administrators in our partnership receive graduate courses focused on working with English learners and their families.
- The Director in the Office of Field and Clinical Experiences continues to participate on the Olde English Consortium with Human Resource Directors in our nine partnership districts. During these meetings, SCTS 4.0 and Expanded ADEPT are frequently discussed, with plans for moving forward being at the forefront of these discussions.

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 handbooks, cooperating teacher handbooks, program evaluations, etc.*

Courses referenced in the following chart:

CORE Content Courses

EDCO 101: Developing Observation and Analysis Skills

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

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

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

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

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

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

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

EDCO 401: Internship II (graduate equivalent 690) (full field component)

EDCO 410: Education in a Democracy – Broadening Professional Perspectives (graduate equivalent – EDUC 600)

Individual Program Content Methods Courses

Literacy Core Courses – *READ 370: Reading and Written Expression Methods I, READ 380: Reading and Written Expression Methods II*

<i>SCTS 4.0 Domain</i>	<i>Course Introduced</i>	<i>Evidence Provided</i>	<i>Change from 2018-19</i>
<i>Instruction</i>	EDCO 101, EDCO 200, EDUC 601, EDCO 201, EDUC 610, EDCO 202, EDCO 305, EDUC 602, EDCO 350, EDUC 660, EDCO 401, AREA 592, EDCO 402, EDUC 690 Program Specific Content Methods Courses Read 370, Read 380 Internship I and Internship II	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	Early Clinical Field Rubric
<i>Planning</i>	EDCO 201, EDUC 610, EDCO 202, EDCO 220, EDUC 605, EDCO 350, EDUC 660, EDCO 401, AREA 592, EDCO 402, EDUC 690 Program Specific Content Methods Courses Read 370, Read 380 Internship I and Internship II	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	Early Clinical Field Rubric

<i>Environment</i>	EDCO 101, EDCO 200, EDUC 601, EDCO 201, EDUC 610, EDCO 202, EDCO 350, EDUC 660, EDCO 401, AREA 592, EDCO 401, EDUC 690 Program Specific Content Methods Courses Read 370, Read 380 Internship I and Internship II	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	Early Clinical Field Rubric
<i>Professionalism</i>	EDCO 101, EDCO 200, EDUC 601, EDCO 201, EDUC 610, EDCO 202, EDCO 305, EDUC 602, EDCO 350, EDUC 660, EDCO 401, AREA 592, EDCO 402, EDUC 690, EDCO 410, EDUC 600 Program Specific Content Methods Courses Read 370, Read 380 Internship I and Internship II	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	Early Clinical Field Rubric

All evidence can be located at http://www2.winthrop.edu/rex/rex/education_core.html . (dropdown menu under “Education Core”)

SECTION IV: EPP Feedback

What additional training and/or resources would best support the EPP’s implementation of SCTS 4.0?

I always appreciate your availability. Any time I have a question and/or need you are very prompt in responding to and meeting the specified need.

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

