

EPP ADEPT Program Evaluation and Assurances Initial Teacher Preparation 2020-2021

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 slead.org. The deadline for submission is *July 1, 2020*.

 X *The EPP is continuing to thoroughly implement the same plan as last year as it is written and has no changes at this time. The ADEPT coordinator for the EPP will reach out to the OEELD contact at bflythe@ed.sc.gov to make any updates or changes to the ADEPT plan.*

 *The EPP has made the changes **highlighted in yellow** to its ADEPT Plan for 2020-2021 in order to more thoroughly and effectively integrate the SCTS 4.0 Rubric and SLO into the coursework and student teaching experience for candidates.*

Educator Preparation Program (EPP)	<u>University of South Carolina - Aiken</u>
Date of submission of ADEPT report/plan	<u>June 24, 2020</u>
Name of person completing report/plan	<u>Judith Collazo</u>
Title/position of person completing report/plan	<u>Assistant Professor and Accreditation Coordinator, SoE</u>
Phone number	<u>803-641-3240</u>
E-mail address	<u>judvc@usca.edu</u>

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.

- 1. Based on 2019-2020 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.**

Prior to responding to the questions set forth in this ADEPT Assurances Report, we must acknowledge that due to the Covid-19 pandemic our EPP will only be reporting on Rubric 4.0 and Student Learning Objective (SLO) data for the fall 2019 semester. With the spring 2020 semester moving to remote teaching for our K12 partners, our SLO and SCTS Rubric 4.0 data is incomplete at this time. We are still collecting hard copies of the internship evaluations from the university supervisors and cooperating teachers.

Upon review and analyses of the SCTS 4.0 and the SLO Fall 2019 data, our EPP found that USC Aiken teacher candidates are strongest in the domains of *Professionalism* and *Learning Environment*. The candidates scored highest in the two domains overall (average of 3.23/4.0 in *Environment* and a mean of 3.27/4.0 for *Professionalism*), as well as the highest average score for a number of individual programs in both semesters as noted in the Early Childhood, Elementary, and Special Education programs with scores in both domains that ranged from 3.32 to 3.69 out of a perfect score of 4.0. This data evidence is consistent with the 2018-19 data that demonstrated *Professionalism* as our candidates' area of strength (*Fall 2018 = 3.1/4.0, Spring 2019 = 3.59/4.0*). Digging deeper into the subcategories showed highest scores for most programs (both AY 2018-19 and 2019-20) in *Growing & Developing Professionally* (2019-20 EPP mean of 3.57/4.0) with many of the highest program area scores also falling into this domain's subcategory. The data evidence reflects the CAEP site visit interview responses of our Teacher Education Advisory Council members (principals, district office personnel, teachers, alums) when asked about the greatest strengths of the EPP completers and the consistent response was professionalism. Additionally, SLO data (scored on a 3-point scale) indicated that our candidates have strengths in the domains of *Instruction* and *Planning*, as the candidates averaged perfect scores (3/3 points) in pre and post assessments and alignment of standards. USCA completers earned near perfect scores (ranging from 2.75 – 2.91) in learning goals, growth targets, and historical trend data. Clearly our fall 2019 completers demonstrate strengths across all four SCTS 4.0 domains (*Instruction, Planning, Environment, and Professionalism*).

A small group of faculty reviewed the available data at the conclusion of the 2019-20 academic year. Part of this review also focused on how we could analyze the data to give us the best information for program improvement. Over the 2019-20 academic year, the EPP faculty met as a whole and by program area to set goals based on the emerging data. The goal setting evidence is available upon request. We will use the 2019-20 data to re-assess our 2020-21 program and EPP-wide goals during the full faculty Fall 2020 retreat.

SCTS Rubric 4.0 Results

	Instruction	Planning	Environment	Professionalism	Composite
Fall 2019					
ECE	3.28	3.17	3.58	3.57	3.35
Elem Aiken	3.23	3.25	3.69	3.65	3.37
Elem Salk	2.99	2.78	3.13	2.98	2.97
Elem All	3.11	3.01	3.41	3.32	3.17
Middle Level	3.08	2.67	3.00	3.20	3
Secondary	2.69	2.67	3.17	3.07	2.82
SpEd	3.29	3.50	3.50	3.55	3.4
Music	2.58	3.00	2.75	2.90	2.73
All	3.01	3.00	3.23	3.27	3.08

SCTS RUBRIC 4.0

<i>Highest average score =</i> >3.25
<i>Lowest average score =</i> <3.0

SLO Data - Fall 2019

Fall 2019 (Spring 2020 Covid 19–No Data)	STUDENT POP.	CLASSROOM ENVIRON	HISTORICAL AND TREND DATA	BASELINE DATA	POST ASSESS	PROGRESS MONITOR PLAN	LEARNING GOAL	STANDARDS	GROWTH TARGETS	Instr. Strat.	TOTAL AVG.
Early Childhood	2.61	2.54	2.83	3	3	2.22	2.72	3	2.87	2.58	2.69
Elementary Average	2.76	2.64	2.93	3	3	2.6	2.76	3	2.97	2.65	2.81
Middle Level Average	2.33	2.5	3	3	3	2.33	2.67	3	3	3	2.74
Secondary Average	3	2.74	3	3	3	2.67	2.89	3	3	2.84	2.90
Special Education	2.67	2.5	2.5	3	3	2.33	2.67	3	2.9	2.75	2.70
TOTALS	2.72	2.61	2.87	3	3	2.44	2.75	3	2.91	2.69	2.77

SLO

<i>Highest average score =/</i> >2.7	<i>Lowest average score =/</i> < 2.5
---	---

2. **Based on 2019-2020 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.**

A review and analysis of the SCTS 4.0 and SLO data indicate that USC Aiken teacher candidates need the most growth in the domain of *Planning* and *Instruction* (Fall 2019 3.0/4 in both areas). However, our lowest scores are reasonable given that the target for beginning teachers is a 3.0 on the SCTS Rubric 4.0. Further, as we disaggregated the data into the subcategories we found that *Planning*, more specifically, *Progress Monitoring Planning* data evidence demonstrate the lowest scores in both the SCTS 4.0 and the SLO intern evaluations. Similar to our domains of strength data, a trend evolved in our growth area data from the 2018-19 data compared to the 2019-20 evidence. In both academic years, the *Planning Domain* emerged as a growth target.

A small group of faculty reviewed the data at the conclusion of the 2019-20 academic year and compared the data to the program area and EPP-wide goals set for 2020-21 (created based on 2018-19 data). In the fall of 2020, the EPP will meet to revise the program area and SoE goals based on the 2019-20 data. As part of this review the faculty will focus on how we could best analyze the data with an emphasis on continuous program improvement and teacher candidate quality across the 4 domains of the SCTS 4.0 Rubric and the Expanded ADEPT.

In order to focus on *Instruction* and *Planning* areas of growth, the EPP revised its USCA Lesson Plan to better align with the SCTS 4.0 Rubric and conducted inter-rater reliability training with the lesson plan. Beginning in the fall 2019 semester, all professional programs have utilized the USCA lesson plan in their methods courses. The emphasis has been centered on developing the teacher candidates' evolving skills in the domains of planning and implementing instruction. The methods block (Jr, Sr, I-III) teacher candidates design lesson plans and teach the lesson plans while being observed by their methods instructors and cooperating teachers during their practicum assignments.

3. **What changes has the EPP made in preparation and partnerships with neighboring districts for using Expanded ADEPT and the SCTS4.0?**

Over the past two years, multiple faculty were certified as SCTS 4.0 Trainers and all of our University Supervisors have been trained in the 3-day evaluation to use the SCTS 4.0. Faculty in our professional program classes introduced the instrument to our teacher candidates (see chart in Section III) and the Cooperating Teachers received web-based introductory instruction. We continue to work with our School Districts to ensure our cooperating teachers are fully trained in the SCTS Rubric 4.0 by their 5-year contract renewal.

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.*

<i>SCTS Domain</i>	<i>4.0 Introduced</i>	<i>Reinforced</i>	<i>Mastered</i>	<i>Evidence Provided</i>	<i>Change from 2019-20?</i>
<i>Instruction</i>	<i>Block I</i>	<i>Block II Block III (SpEd)</i>	<i>Internship</i>	<i>Course syllabi, major handbook</i>	<i>No</i>
<i>Planning</i>	<i>Block I</i>	<i>Block II Block III (SpEd)</i>	<i>Internship</i>	<i>Course syllabi, major handbook</i>	<i>No</i>
<i>Environment</i>	<i>Block I</i>	<i>Block II Block III (SpEd)</i>	<i>Internship</i>	<i>Course syllabi, major handbook</i>	<i>No</i>
<i>Professionalism</i>	<i>Block I</i>	<i>Block II Block III (SpEd)</i>	<i>Internship</i>	<i>Course syllabi, major handbook</i>	<i>No</i>

SECTION IV: EPP Feedback

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

ONLINE Asynchronous or Virtual Synchronous

- SCDE SCTS EPP 4.0 Trainer Training (3-day training)

ONLINE cooperating teacher SCTS 4.0 training.

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

As the UofSCA went through our CAEP and SC Accreditation site visit in March 2020, we have provided all ADEPT Assurance data in the extensive state evidence offered within our Formative Feedback Report Addendum and during the site visit (evidence available upon request).