IHE ADEPT Program Evaluation and Assurances
2015-2016

Please note:

A separate Program Evaluation and Assurances must be submitted for each Program Type offered at the below-named IHE. (This is not a change in requirements.)

Send the completed Program Evaluation and Assurances as an email attachment(s) to Roxanne Sims, Administrative Assistant in the Office of Teacher Evaluation, at RLSims@ed.sc.gov. The deadline for submission is July 1, 2015.

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<tr>
<th>Institution of Higher Education (IHE)</th>
<th>Coastal Carolina University</th>
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<td>Program Type</td>
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<td>June 25, 2015</td>
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<td>Name of person completing report/plan</td>
<td>Tonya Kram</td>
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<td>Title of person completing report/plan</td>
<td>Director, Clinical Experiences and Educator Licensure</td>
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<td>(843) 349-6958</td>
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<td>E-mail address</td>
<td><a href="mailto:tkram@coastal.edu">tkram@coastal.edu</a></td>
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The above-named institution of higher education (IHE) 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 Policy Guidelines for South Carolina Educator Preparation Units are available online at http://ed.sc.gov/agency/programs-services/50/adeptihe.cfm.
SECTION I: Statement of Assurances

By submitting this assurances form, and unless otherwise noted, the IHE agrees to implement the Expanded ADEPT requirements listed below. Additionally, the IHE 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.** The IHE will integrate the applicable ADEPT Performance Standards 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 IHE 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 Expanded ADEPT-related expectations, the Standards of Conduct for South Carolina Educators, and the IHE's requirements for successful completion of the clinical practice. Additionally, the IHE 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 IHE will provide candidates with effective guidance and support during the clinical practice by ensuring that each candidate is supervised (1) by one or more IHE clinical faculty members who have preparation both in the supervision of education and in the candidate's teaching major and (2) by one or more school-based cooperating teachers, each of whom has three or more years of successful teaching experience, is qualified in the candidate's content or certification area, and has been recommended as a cooperating teacher by a school or district administrator and/or by an IHE faculty member. All IHE supervisors and cooperating teachers will hold certification as an Expanded ADEPT evaluator or trainer, or they will have successfully completed an Expanded ADEPT seminar that follows the SCDE-recommended structure and format. Additionally, the IHE 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 IHE 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 IHE will assign ratings and grades that are aligned with the IHE's stated policies and that truly represent the quality of each candidate's teaching performance and effectiveness.

- **Assurance #5: Continuous ADEPT Program Improvement.** The IHE 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 and will use these data to guide future program planning.
SECTION II: IHE ADEPT Program Evaluation and Improvement

By submitting this program evaluation and improvement plan, and unless otherwise noted, the IHE 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 IHE: Please respond to each of the following questions.*

1. Based on 2014-2015 qualitative and quantitative data, what are the IHE’s strengths in terms of *promoting* the teaching performance and effectiveness of its candidates and graduates relative to the ADEPT Performance Standards? *In this response, please indicate how faculty and staff identified these particular strengths.*

**Strength #1:**
Candidate preparation in ADEPT prior to Internship Experience

The ADEPT Performance Standards (APS) are introduced to the teacher education candidates in coursework throughout the various programs as demonstrated in the ADEPT **Performance Standards Matrix**, which is updated annually. The first course (EDUC 111) is offered to all incoming freshmen who have either declared education as a major or are considering it. The courses and field experiences build understanding and application of the standards reaching an ultimate combination of both in the student teaching experience. Course syllabi indicate various approaches and usage of the APS including creating long range and short range plans (Domain 1), planning and implementation of varied classroom instruction (Domain 2), creating a positive learning environment and development of an effective classroom management plan (Domain 3) and emphasizing and modeling professionalism (Domain 4). Candidate progress is tracked and stored in the online data system utilized by the Spadoni College of Education (SCOE). Course syllabi, written evaluations, recorded feedback and assessments indicate that the APS are woven into the fabric of the Professional Education Program.

The **SCOE 2014-2015 Initial Programs Exit Survey** indicates that 89% of Interns were satisfied with the knowledge, skills, and dispositions acquired to integrate ADEPT in classroom instruction during the internship experience. Data also demonstrates that 97% were satisfied with the overall quality of their individual educational program at Coastal Carolina University.

**Strength #2:**
Interns’ successful demonstration of the ADEPT Performance Standards (SAFE-T) at completion of the Internship

Each semester, prior to the start of the internship, a formal one day Internship Orientation is held. Attendance is mandatory and a one hour segment is devoted to the review, explanation, and discussion of requirements related to ADEPT. Various handouts and information from the State Department are shared and reviewed. The alignment of
standards between the Spadoni College of Education Conceptual Framework, SPA Assessments, and ADEPT help strengthen the understanding of the congruence of the assessment process for the candidates. The Standards of Conduct for South Carolina Educators is delivered in both oral and printed form. All information including the ET1, ET3 forms, and other supporting documentation is accessible online for usage by candidates, university supervisors, and faculty during the internship experience. Cooperating teachers also have access to applicable documents and information via the password protected blog on the College’s website.

During the Preliminary Conference, the cooperating teacher, university supervisor and intern discuss the ADEPT (SAFE-T) process, forms and procedures. A minimum of four observations take place throughout the internship, and the third observation is designated as the formal ADEPT Evaluation. At the midpoint of the internship, a formative conference is held. The ET3 is completed by the university supervisor and the cooperating teacher. A consensus is reached with the intern’s input. Following the conference, the university supervisor and cooperating teacher address the Preliminary APS that are rated “Not Met” and a plan for successful completion is implemented. The formative evaluation correlates to the Preliminary ratings. An Improvement Plan will be filed with the Office of Clinical Experiences if the “Not Met” ratings makeup 20% or more of the overall total. This decision is made by the university supervisor and cooperating teacher. Ongoing communication and mentoring throughout the internship between the university supervisor, cooperating teacher, intern and Director of Clinical Experiences and Educator Licensure is documented and resides in the intern’s permanent file.

At the end of the internship a summative conference is held. The cooperating teacher and university supervisor reach a consensus for the final summative ratings with the input from the intern. All interns must successfully complete the ADEPT final evaluation to pass the internship and receive recommendation for graduation.

The ADEPT Initial Programs Data Summary Table indicates the number of interns for each indicator who scored “Met.” All candidates scored above the 80% overall score required to pass the internship. Data are reviewed by the Assessment Committee, program faculty, and the Director of Clinical Experiences and Educator Licensure to identify strengths and weaknesses, and analyze and discuss areas for change.

**Strength #3:**
ADEPT Training: Preparation of Faculty, University Supervisors and Cooperating Teachers

All faculty and staff are provided online access to current ADEPT (SAFE-T) resources and data throughout the year. These resources are updated every semester prior to the start of the internship. Each fall the SCOE holds an Assessment Day and ADEPT data is presented and discussed in an open forum. New supervising faculty are required to meet with the Director of Clinical Experiences and Educator Licensure to be trained in ADEPT (SAFE-T) at the beginning of each semester.
University Supervisors are credentialed by the Director of Clinical Experiences and Educator Licensure as required by SACS (on file in the College of Education as well as the Office of the Provost for the University). All university supervisors are certified in the content in which they supervise, and many have credentials in administration and experience serving in administrative positions. New university supervisors are required to meet with the Director of Clinical Experiences and Educator Licensure for a minimum four hour training session that includes the ADEPT Performance Standards, evaluation tools, and data collection processes. Training for usage in the college’s electronic assessment system is provided by the Assessment Data Coordinator. The Director of Clinical Experiences and Educator Licensure assists with the preliminary conference for university supervisors each semester and maintains communication with them throughout the semester.

Because prior data has indicated that cooperating teachers prefer individualized training, university supervisors are responsible for ensuring that they thoroughly review ADEPT (SAFE-T), with cooperating teachers as required. An ADEPT Training Confirmation sheet is kept on file in the Office of Clinical Experiences for every cooperating teacher and verifies that training has been completed. Additionally, the provision of ADEPT Mentor Training by the districts in which most of our placements are located has contributed to minimizing the need for large group training.

The ADEPT Cooperating Teacher and University Supervisor Training Survey data for 2015 indicates that 96% (a 3% increase from the prior year) of cooperating teachers felt prepared to guide candidates through ADEPT during the internship, while 99% felt prepared to support and 97% felt prepared to evaluate the candidates, respectively. Similarly to the prior year, 92% of cooperating teachers indicated they felt adequately trained in ADEPT for their role.

With regard to the university supervisors, 93% (an increase of 5%) felt prepared to guide candidates through the internship. Similar to last year, 100% of university supervisors felt prepared to support and evaluate candidates, respectively.

Strength #4:
Success rate of graduates completing formal ADEPT evaluation in South Carolina Schools as indicated in formal reporting.

The total passing rate on ADEPT by teachers who graduated from Coastal Carolina University for 2014-2015 is 100%. This is above the required score set by the State and provides strong evidence that the Spalding College of Education prepares their graduates to be successful in meeting the rigor of ADEPT. The passing rate indicates that of the 92 classroom teachers who graduated from CCU, 92 passed the formal ADEPT evaluations in their first two years of teaching. Faculty and staff are committed to maintaining this exceptional passing rate.
Strength #5:
Faculty and Staff Involvement

The SCOE’s Assessment Committee, consisting of faculty and staff representatives from both undergraduate and graduate programs meets monthly to review data for all program assessments in the College of Education. Their work is outlined in the Professional Education Unit Assessment Handbook. Annual reports are written by each program for the university and Specialized Professional Associations (when applicable) and include strengths and weaknesses within programs following review of all assessments including ADEPT Performance Standards and State data when posted. State Department data is distributed to all programs along with college data to be analyzed and ideas formed for changes/additions to courses and/or instruction for upcoming semesters. The Program Coordinators for the SCOE meet on a regular basis and discuss data as it applies to specific programs. Coursework is analyzed and necessary changes made to strengthen weaknesses as identified analyzing unit and program data including ADEPT.

2. Based on 2014-2015 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 ADEPT Performance Standards? What changes does the IHE plan to make in order to address those areas of growth? In this response, please indicate how faculty and staff determined the need for these changes.

Area for Growth #1
It was noted during the analysis of the ADEPT Cooperating Teacher and University Supervisor Training Survey that only 90% of cooperating teachers reported satisfaction with the SCOE’s support of ADEPT, demonstrating a decrease from the 99% rating of the prior year. There are several factors that may have impacted this satisfaction rating. First, the hiring of a new university supervisor and other staffing changes within the SCOE may have decreased the effectiveness of our current system of training. Furthermore, the SCOE piloted a new online assessment system which placed an additional learning curve on both the pilot’s university supervisors and cooperating teachers.

To address this area for growth, we have determined the need to modify the current survey. More information is needed from our cooperating teachers to better delineate the ways in which the SCOE could better support them with ADEPT. We will add a question to the survey to inquire as to the areas that they would like to see more support from the college and how they would prefer to receive this support. Additionally, as we enter our second year of the assessment system pilot, our new knowledge and experience will allow us to assist and train our university supervisors more efficiently. This should provide a smoother transition for the university supervisors and their respective cooperating teachers.

Area for Growth #2
Overall, the candidates did very well on the ADEPT Internship Evaluation. After aggregating the means in each domain, the lowest mean was in Domain 1: Planning with 98% of our students having met all areas. APS 1C- Identifying and sequencing appropriate
Instructional units was the area that demonstrated the greatest need. Of 171 interns, two interns did not receive a score of Met in this area. This area of growth has been shared with faculty resulting in the decision that extra support will be provided by the program coordinator and university supervisor for any intern who has not met this requirement by the formative conference. This support will consist of a one-on-one meeting and the submission of plans directly to the coordinator for their review. If growth does not occur, an Improvement Plan may be put into place for the intern at the discretion of the program coordinator.

SECTION III: IHE’s ADEPT Program Documentation
By submitting this list of documents supporting the IHE’s implementation of its ADEPT program, and unless otherwise noted, the IHE agrees to make this documentation available at the request of the SCDE or during an onsite visit.

Please provide a list of the names and dates/versions of the most current documents that the IHE has in place to support the implementation of its ADEPT program. These documents might include specific course syllabi, agendas, candidate handbooks, cooperating teacher handbooks, program evaluations, etc. If these documents are available online, please include the link(s).

Supporting Evidence

- SCOE AY 2014-2015 Professional Education Unit Assessment Handbook
- SCOE Spring 2015 Internship Documents and Internship Handbook
- SCOE ADEPT Performance Standards Matrix
- SCOE ADEPT Spring 2015 Cooperating Teacher and University Supervisor Training Data
- SCOE Spring 2015 Initial Programs Exit Survey Data
- SCOE AY 2014-2015 ADEPT Initial Programs Evaluation Data

Syllabi:
- EDUC 111 Syllabus - Spring 2015
- EDUC 215 Syllabus - Spring 2015
- EDSC 500 Syllabus - Fall 2014

SECTION IV

Additional comments or remarks about the IHE’s ADEPT program:
SECTION V: IHE Feedback

1. How does the IHE plan to prepare candidates to collect, measure, and use student growth measures? The SCDE understands that IHEs will be on a continuum of development with regard to student growth data. Responding to this question will help us develop a system of support for IHEs in this area. Indicate any discussion, training, and planning related to this measure.

All of the interns complete a Teacher Work Sample in which they conduct both pre- and post-assessments of their students. The interns analyze this assessment data and use the pretest data to plan for instruction during the internship and the post test data to reflect on future instruction. This data is collected by the University’s Office of Institutional Research during Paperwork Day at the end of the internship. The data is then disaggregated by program and analyzed by program faculty to determine the P-12 student impact of our candidates.

The Early Childhood Program will be piloting edTPA beginning fall 2015. Approximately 32 candidates will participate in this pilot. edTPA gives teacher preparation programs access to a multiple-measure assessment system aligned to state and national standards – including State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) – that can guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement. This pilot will provide valuable information on the effectiveness of this assessment and will guide the SCOE’s decision to use this assessment across all program areas.

2. What training or information sessions should the state offer to IHE colleagues?

SCOE would like to see continual training on the Expanded ADEPT system in order to better prepare our interns and our faculty. In addition, communication on the choices LEA’s have made on ADEPT instruments and assessments they will be using. More training and experience in using the EVASS system would also be beneficial.