IHE ADEPT Program Evaluation and Assurances  
Initial Teacher Preparation  
2017-2018

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 Tria Grant in the Office of Teacher Evaluation, at tgrant@ed.sc.gov. The deadline for submission is July 1, 2017.

<table>
<thead>
<tr>
<th>Institution of Higher Education (IHE)</th>
<th>Coastal Carolina University</th>
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<tbody>
<tr>
<td>Date of submission of ADEPT report/plan</td>
<td>06/27/2017</td>
</tr>
<tr>
<td>Name of person completing report/plan</td>
<td>Kelly Jackson Charles, PhD</td>
</tr>
<tr>
<td>Title/position of person completing report/plan</td>
<td>Director, Program Evaluation and Accreditation</td>
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<tr>
<td>Phone number</td>
<td>843.349.6960</td>
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<tr>
<td>E-mail address</td>
<td><a href="mailto:kcharles@coastal.edu">kcharles@coastal.edu</a></td>
</tr>
</tbody>
</table>

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.


SECTION I: Evaluation Instrument

For the 2017-2018, school year, the IHE will use the following to evaluate and promote teacher performance and effectiveness:

<table>
<thead>
<tr>
<th>ADEPT Performance Standards</th>
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<tbody>
<tr>
<td>South Carolina Teaching Standards (SCTS) 4.0</td>
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SECTION II: Statement of Assurances

By submitting this assurances form, and unless otherwise noted, the IHE agrees to implement the 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/SCTS 4.0 Domains.** The IHE will integrate the applicable ADEPT Performance Standards/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 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 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 ADEPT evaluator or trainer, or they will have successfully completed an 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/SCTS 4.0 Domains and will use these data to guide future program planning.

**SECTION III: 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 2016-2017 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/SCTS 4.0 Domains? *In this response, please indicate how faculty and staff identified these particular strengths.*

According to the *Summative ADEPT Evaluation/South Carolina Teaching Standards 4.0 Rubric*, the mean score for our undergraduate programs for Fall 2016 was 3.13, and the mean score for Spring 2017 was 3.0. One hundred percent (100%) of our teacher candidates passed the required score set by the South Carolina Department of Education, and provides strong evidence that our candidates are well prepared to meet the rigorous standards assessed by the ADEPT evaluation. Overall, during the 2016-17 academic year, there were 111 teacher candidates rated at the proficient level. The Master of Art in Teaching program candidates’ mean score for Spring 2017 was 3.20. Professionalism was an overall strength for our teacher candidates. According to Summative ADEPT data, teacher candidates were rated at 3.24 (Fall 2016) and 3.23 (Spring 2017). Professionalism is introduced as a concept during *The First Year Experience* course (UNIV 110E) throughout the preparation program. The South Carolina Standards of Conduct are provided in writing to candidates, along with an overview of the expectations for professional dispositions. Based on spring 2017 *Midpoint Intern Survey* data, 95 candidates indicated that they either “strongly agree or agree” they were provided both specific oral and written feedback using the South Carolina Teaching Standards 4.0 Rubric. The results from the Fall 2016 *Intern Assessment of Cooperating Teachers* also indicate that 97.37% of those surveyed responded they either strongly agree or agree with the statement that their cooperating teacher provided specific oral and written feedback. University Supervisors, in the 2016-2017 academic year, were provided a full day of training on the new South Carolina Teaching Standards 4.0 Rubric. The results from the Fall 2016 *Intern Assessment of Cooperating Teachers* also indicate that 97.37% of those surveyed responded they either strongly agree or agree with the statement that their cooperating teacher provided specific oral and written feedback. University Supervisors felt prepared to both implement and evaluate candidates using this new instrument. Furthermore, University Supervisors felt prepared to support and evaluate candidates by on the feedback they provided through the survey.
2. Based on 2016-2017 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/SCTS 4.0 Domains? 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.

Based on qualitative data from the Intern Exit Survey, more concentrated time is needed to train candidates on the South Carolina Teaching Standards 4.0 Rubric. To address this need, our plan is to dedicate more time during Internship Orientation explaining the rubric and follow-up will be provided during the mid-point meeting for all interns. To ensure that University Supervisors are certified evaluators for the South Carolina Teaching Standards 4.0 Rubric, all supervisors will go through a refresher half-day training during early Fall 2017. Following this training, which will focus on the assurance that we will have inter-rater reliability, all University Supervisors will be required to pass the state certification module. Verification of completing both the training and assessment will be loaded into the state department portal as completers from the Office of Student Services. According to the Summative ADEPT Evaluation/South Carolina Teaching Standards 4.0 Rubric survey, “Questioning” in AY 2016-2017 data appears to be a weakness for our teacher candidates. On a scale of 0-4, with 3 being proficient, our candidates scored a 2.81 in Fall 2016 and 2.87 in Spring 2017. In order to address this weakness, the Office of Student Services will provide supplement resources specific to questioning during the annual Internship Orientation. In addition, during the first faculty meeting of the Fall 2017 semester, this area of weakness will be shared with our faculty and faculty will be encouraged to incorporate questioning techniques into the methods courses within the professional programs. For the 2017-2018 academic year, course syllabi will reflect questioning strategies. During the 2016-2017 academic year, the College of Education choose to pilot the use of the South Carolina Teaching Standards 4.0 Rubric with our interns. The qualitative feedback on the Intern Exit Survey supports the need to introduce the rubric prior to internship. To address this area of growth, we will ask all program areas to introduce the rubric in a course prior to internship. Previously our College distributed a Cooperating Teacher and University Supervisor ADPET Training Survey which included questions related to how well participants perceived they were prepared to guide, support, and evaluate teacher candidates during the internship. Due to staffing changes during the 2016-2017 academic year, we do not have data from this survey. Moving forward, this survey will be sent out to all Cooperating Teachers and University Supervisors to collect data for analysis and future ADEPT training needs.

SECTION IV: 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).
2. Expanded ADEPT Rubric for Summative Internship Evaluation (2016)
4. Internship Orientation Agenda (Fall 2017)

The web link for the Colleges’ forms is: https://www.livetext.com/doc/9263237#page-42109815

SECTION V: IHE Feedback

What additional training and/or resources would support the transition to the 2018-2019 full implementation of SCTS 4.0?

Check all that apply

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<thead>
<tr>
<th>IHE SCTS 4.0 Trainer Training (3 – day training)</th>
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<tr>
<td>SCTS 4.0 Course Alignment Support</td>
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<tr>
<td>(i.e. collaboration with other SC IHEs, meeting with IHE deans/student teaching coordinators with experience implementing the rubric – Texas Tech University/Arizona State University)</td>
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<tr>
<td>Scripting Resources</td>
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<tr>
<td>Instructional Coaching Resources</td>
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<tr>
<td>Other</td>
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Please list:

Include any additional comments or remarks in the space below about the IHE’s ADEPT program:

The Spadoni College of Education will implement a strategy for systematically verifying that all cooperating teachers meet the minimum state requirements for school-based Cooperating Teachers:

1. Revise the Information Form for Cooperating Teacher Information for ALL Cooperating Teachers (includes acknowledgement of ALL requirements).
2. Incentives which include free coursework vouchers will not be sent out until the verification form is returned to our office of Student Services within the Spadoni College of Education.
3. The Office of Student Services will check within the first 10 days of internship/practicums to verify all Cooperating Teachers of interns meet the requirements:
• 3 year of successful teaching experience
• Certification of areas teaching
• ADEPT training
• South Carolina Mentor Training

4. The College will ensure that ADEPT training is completed through the following:
   • ALL Cooperating Teachers will be required to come on Coastal Carolina University’s campus for an orientation session which will include the following: (1) ADEPT training, (2) required paperwork, and (3) assessment protocol.
   • The Office of Student Services will ensure that Cooperating Teachers receive a handbook during the onset of the 2017-2018 academic year. For those who are unable to attend the ADEPT training on CCU’s campus, a digital format of this training will be provided and all cooperating teachers will sign an ADEPT training verification form at the preliminary conference during internship.

5. The Office of Student Services will emphasize to our partnering school district liaisons at the district office level all qualification requirements for hosting both practicum and interns from Coastal Carolina University.