



South Carolina  
Department of Education  

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*Together, we can.*



# ADEPT

## Training Module for Cooperating Teachers and Supervising Faculty



# Note to participants



- This ADEPT seminar is intended to provide cooperating teachers and supervising faculty with the knowledge and skills to assist and assess teacher candidates relative to the ADEPT System requirements.
- This seminar will not qualify participants to serve as ADEPT evaluators of practicing teachers.



# ADEPT Retrospective



- 1998: The ADEPT System went into effect statewide.
- The **system** was not then—nor is it now—consistently understood throughout the state.



# ADEPT System Functions



The ADEPT System has three **functions**:

- **Assisting**
- **Developing**
- **Evaluating**



# ADEPT Processes



The ADEPT System has five processes:

- Preservice
- Induction
- Formal (Summative) Evaluation
- Diagnostic Assistance
- Informal (Formative) Evaluation: Goals-Based Evaluation (GBE)



# ADEPT Process + Function



Each ADEPT process has a primary **function**:

- Preservice -- **Developing**
- Induction -- **Assisting**
- Formal (Summative) Evaluation -- **Evaluating**
- Diagnostic Assistance -- **Assisting**
- Informal (Formative) Evaluation: Goals-Based Evaluation (GBE) -- **Developing**



**ADEPT**



# **Career Development for Practicing Teachers**



# Certificate



- The teaching certificate is the educator's "license" to teach. Certificates are issued by the State Department of Education, and they are valid in all school districts in South Carolina.
- Two "levels" of certificates:
  1. Initial
  2. Professional



# Contract



- A contract is an employment agreement with the local school district.
- Three “levels” of contracts:
  1. Induction
  2. Annual
  3. Continuing



# Career Development



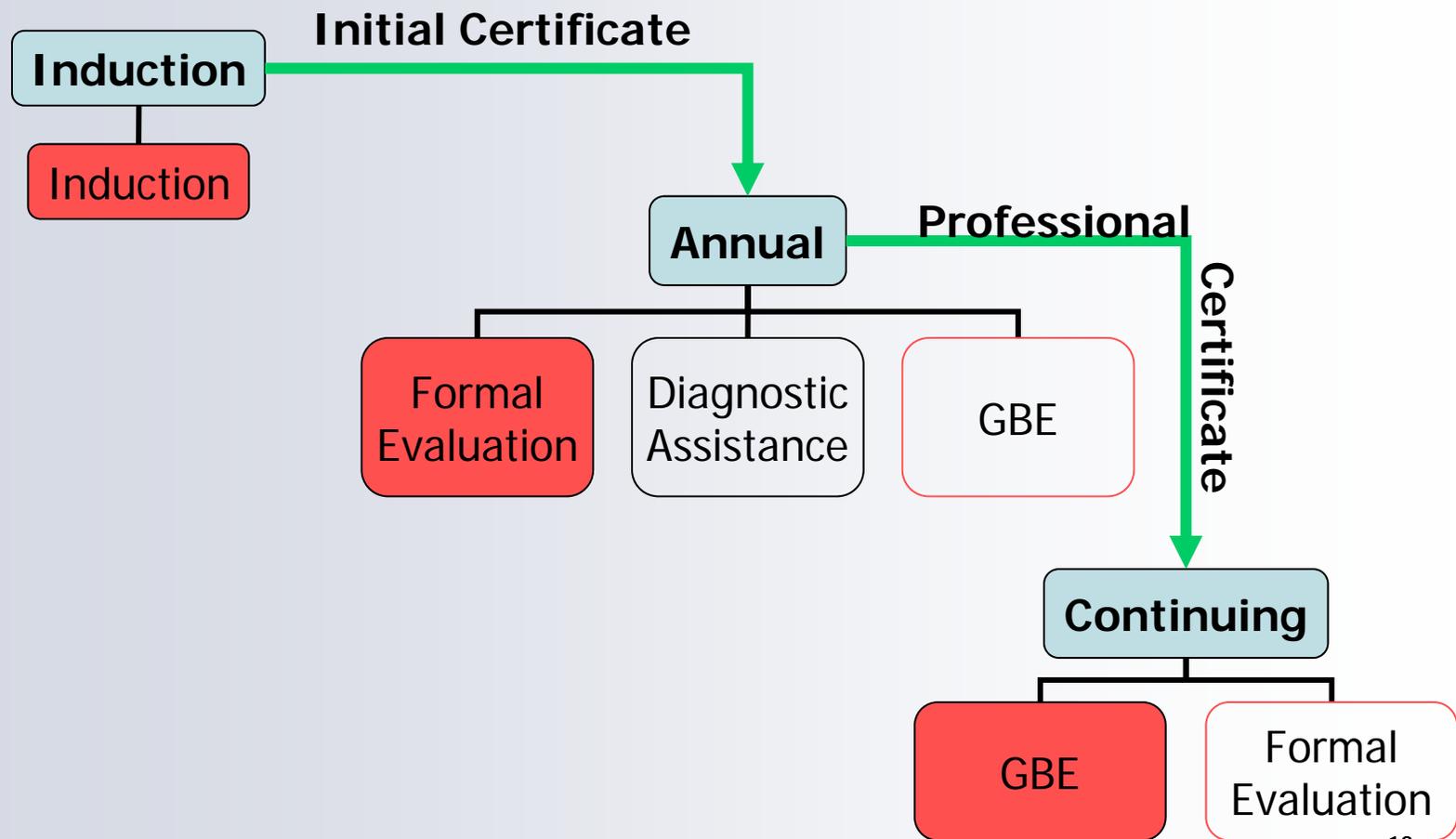
**How it fits together. . .**

	<b>Teaching Certificate</b> (Teaching “license” from the state)	<b>Contract Level</b> (Employment agreement from the school district)	<b>ADEPT Process</b>
<u>Beginning</u> : Year 1 <u>Length</u> : 1 year	<b>Initial</b>	<b>Induction</b>	<ul style="list-style-type: none"> <li>• <b>Induction and Mentoring</b> (Goal: To provide beginning teachers with support and assistance to facilitate their successful transition into the profession.)</li> </ul>
<u>Beginning</u> : Year 2 <u>Length</u> : 1 to 4 years	<b>Initial</b>	<b>Annual</b>	<ul style="list-style-type: none"> <li>• <b>Formal Evaluation</b> (Goal: To provide teacher quality assurance to our stakeholders—the students, their parents, and our taxpayers.)</li> </ul> <p><u>or</u></p> <ul style="list-style-type: none"> <li>• <b>Diagnostic Assistance</b> (Goal: To provide additional support and assistance to teachers in their second or third year of employment.)</li> </ul> <p><u>or</u></p> <ul style="list-style-type: none"> <li>• <b>Goals-based Evaluation</b> (Goal: To support teachers’ ongoing professional development.)</li> </ul>
<u>Beginning</u> : Upon successful completion of the formal evaluation and obtaining a professional certificate <u>Length</u> : Duration of career	<b>Professional</b>	<b>Continuing</b>	<ul style="list-style-type: none"> <li>• <b>Goals-Based Evaluation</b> (Goal: To support teachers’ ongoing professional development.)</li> </ul> <p><u>or</u></p> <ul style="list-style-type: none"> <li>• <b>Formal Evaluation</b> (Goal: To provide teacher quality assurance to our stakeholders—the students, their parents, and our taxpayers.)</li> </ul>





# ADEPT System





# ADEPT Evaluations

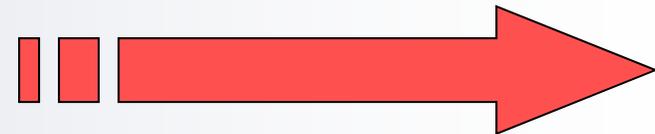


## Informal (Formative)

- Results are used to assist teachers and to develop and enhance teaching performance
  - Preservice
  - Induction
  - Diagnostic Assistance
  - Informal Evaluation (GBE)

## Formal (Summative)

- Results are used for high-stakes, consequential decision-making
  - Formal (Summative Evaluation)





# ADEPT Formal (Summative) Evaluation



Results are used. . .

- at the state level for certificate advancement purposes.
- at the district level to make contract and employment decisions.
- at the state level to determine when sanctions should be taken against a teacher's certificate
- at the higher education level to make decisions regarding a teacher candidate's recommendation for initial certification
- at the higher education level as a part of each institution's report card



# ADEPT Retrospective



- 2003: The SCDE commissioned a comprehensive external evaluation of the ADEPT System (Anderson Research Group).



# ADEPT



- Results of the comprehensive external evaluation of the ADEPT System (Anderson Research Group, 2003) indicate that. . .



# The ADEPT System has many strengths.



The ADEPT System. . .

- provides a clear and explicit definition of good teaching.
- contains clear expectations for teacher knowledge and performance.
- provides a common language for teachers and administrators to talk about good teaching.



# The ADEPT System has many strengths.



The ADEPT System. . .

- provides a common framework for consensus and collaboration.
- includes multiple observers/evaluators.
- focuses on continued growth and development of teachers.



# The ADEPT System has had positive statewide impact.



The ADEPT System has. . .

- resulted in better prepared recent college graduates.
- helped novice teachers make the transition to classroom teaching.
- improved the effectiveness of classroom teachers.



# The ADEPT System has had positive statewide impact.



The ADEPT System has. . .

- increased teacher professionalism.
- increased shared responsibility for good teaching.
- resulted in more positive administrator-teacher relationships.



# What is the overall structure of ADEPT?



ADEPT is structured around five major concepts:

- Domains
- ADEPT Performance Standards (APSs)
- Key Elements
- Data
- Formative and summative assessments



# What are domains?



- Domains are categories of related performance standards.
- Within the ADEPT system, four domains are used to organize not only the performance standards, but the data that are collected as well. Specifically, domains are used to organize the data in such a way as to facilitate the decision-making process.

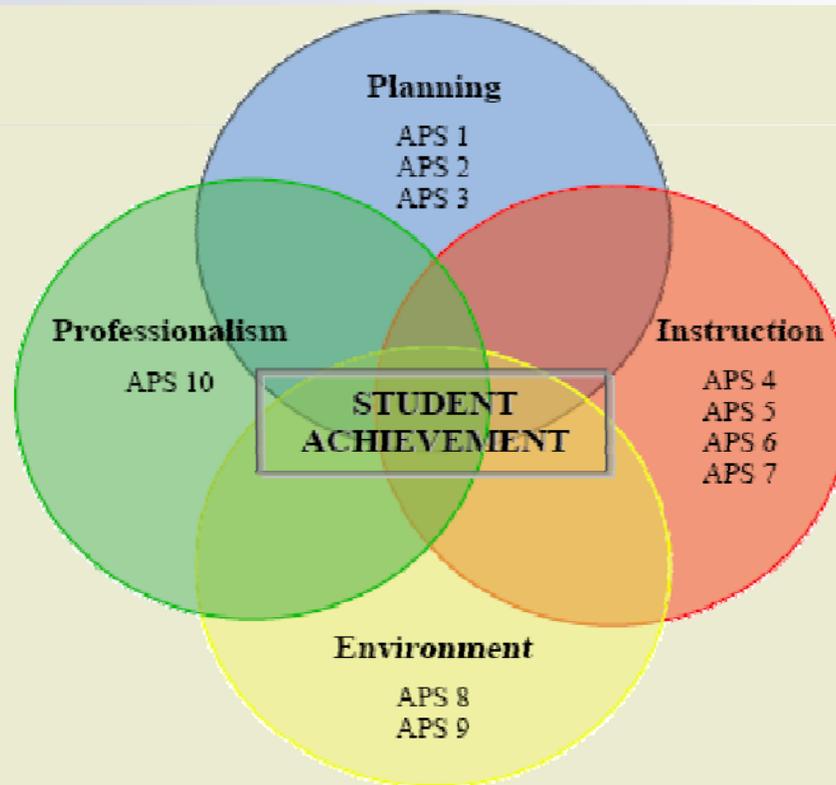


# What are performance standards?



- Performance standards are statements of what teachers should know and be able to do in order to be effective.
- For example, APS 6 states that “An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.”
- For ease of communication, APS 6 is labeled “Providing Content for Learners.”

# What is the relationship between domains and performance standards?





# ADEPT Domains and Performance Standards



## Domain 1: Planning

- APS 1: Long-Range Planning
- APS 2: Short-Range Planning of Instruction
- APS 3: Planning Assessments and Using Data

## Domain 2: Instruction

- APS 4: Establishing & Maintaining High Expectations for Learners
- APS 5: Using Instructional Strategies to Facilitate Learning
- APS 6: Providing Content for Learners
- APS 7: Monitoring, Assessing, and Enhancing Learning



# ADEPT Domains and Performance Standards



## Domain 3: Environment

- APS 8: Maintaining an Environment that Promotes Learning
- APS 9: Managing the Classroom

## Domain 4: Professionalism

- APS 10: Fulfilling Professional Responsibilities



## What are key elements?



- In simplest terms, the key elements give meaning to the performance standards by identifying their most important components.



# What is the relationship between performance standards and key elements?



- As mentioned earlier, APS 6 (Providing Content for Learners) states that “An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.”



# What is the relationship between performance standards and key elements?



- APS 6 contains three key elements:
  - A. The teacher demonstrates a thorough command of the discipline that he or she teaches.
  - B. The teacher provides appropriate content.
  - C. The teacher structures the content to promote meaningful learning.



# What is the relationship between performance standards and key elements?



- Within each performance standard, each key element statement is followed by a paragraph that defines and describes the key element.
- The definitions and descriptions are intended to explain the key elements. They are not intended to be all-inclusive or to be used as presence/absence checklists.



# How many key elements are there?



## ■ Domain 1: Planning

- APS 1: LRP 5 key elements
- APS 2: SRP 3 key elements
- APS 3: Assessment 3 key elements

## ■ Domain 2: Instruction

- APS 4: High Expectations 3 key elements
- APS 5: Strategies 3 key elements
- APS 6: Content 3 key elements
- APS 7: Monitor/Enhance 3 key elements



# How many key elements are there?



## ■ Domain 3: Environment

- APS 8: Environment                      3 key elements
- APS 9: Class Management              3 key elements

## ■ Domain 4: Professionalism

- APS 10: Responsibilities                5 key elements



# How many key elements are there?



- |                             |                 |
|-----------------------------|-----------------|
| ■ Domain 1: Planning        | 11 key elements |
| ■ Domain 2: Instruction     | 12 key elements |
| ■ Domain 3: Environment     | 6 key elements  |
| ■ Domain 4: Professionalism | 5 key elements  |
| <br>                        |                 |
| ■ TOTAL                     | 34 key elements |



# What is meant by data?



- Data refer to information that is collected during the ADEPT process that is relatively free from a judgment of value or worth of the teacher based on the information.



## Within the revised ADEPT formal evaluation model there are six sources of data.



1. The **long-range plan** (APS 1)
2. The **unit work sample** (APSs 2 and 3)
3. The **classroom observation records** (APSs 4-9)
4. The teacher's **reflections** on instruction and learning (APSs 4-9)
5. The **professional review** (APS 10)
6. The **professional self-assessment** and the **professional growth and development plan** (APS 10)



# Dossier



- During the ADEPT formal evaluation process, all data are placed in a dossier that is maintained by the chair of the evaluation team.
- All evaluators have access to the teacher's dossier.
- The evaluators analyze the data in the dossier to arrive at their evaluation judgments.



# What is meant by formative assessment?



- Formative assessment refers to the process of analyzing data and using the information to inform and improve practice.
- Formative assessment is an ongoing process that occurs at every level of the ADEPT System (preservice, induction, formal evaluation, diagnostic assistance, GBE).



# What is meant by summative assessment?



- Summative assessment refers to the process of analyzing data and using the results to make high-stakes, consequential decisions (i.e., successful completion of student teaching).
- Summative assessment occurs most often at the preservice and evaluation levels of the ADEPT System.



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# ADEPT Seminar

## Part II

# IHE ADEPT Procedures

## Domain 1: Planning

### APS 1



- [Present and discuss APS 1, including the key elements.]
- [Insert the IHE's expectations regarding the types of instructional support, assistance, and/or evaluation that supervising faculty and cooperating teachers are expected to provide to the teacher candidates in terms of APS 1.]

# IHE ADEPT Procedures

## Domain 1: Planning

### APS 1



- [Insert examples of types of assistance that cooperating teachers and supervising faculty might provide to the candidates in terms of APS 1.]
- [Insert the frequency and timeframe for cooperating teachers and supervising faculty to provide assistance and to conduct assessments of candidates in terms of APS 1.]

# IHE ADEPT Procedures

## Domain 1: Planning

### APS 1



- [Insert the types of documentation that supervising faculty and cooperating teachers are expected to provide to the IHE and to the teacher candidate in terms of APS 1.]

# IHE ADEPT Procedures

## Domain 1: Planning

### APS 1



- [Insert the IHE's system for judging/rating candidate performance relative to APS 1.]

# IHE ADEPT Procedures

## Domain 1: Planning

### APSs 2 and 3



- [Present and discuss APSs 2 and 3, including the key elements.]
- [Insert the IHE's expectations regarding the types of instructional support, assistance, and/or evaluation that supervising faculty and cooperating teachers are expected to provide to the teacher candidates in terms of APSs 2 and 3.]

# IHE ADEPT Procedures

## Domain 1: Planning

### APSS 2 and 3



- [Insert examples of types of assistance that cooperating teachers and supervising faculty might provide to the candidates in terms of APSS 2 and 3.]
- [Insert the frequency and timeframe for cooperating teachers and supervising faculty to provide assistance and to conduct assessments of candidates in terms of APSS 2 and 3.]

# IHE ADEPT Procedures

## Domain 1: Planning

### APSS 2 and 3



- [Insert the types of documentation that supervising faculty and cooperating teachers are expected to provide to the IHE and to the teacher candidate in terms of APSS 2 and 3.]

# IHE ADEPT Procedures

## Domain 1: Planning

### APSS 2 and 3



- [Insert the IHE's system for judging/rating candidate performance relative to APSS 2 and 3.]

# IHE ADEPT Procedures

## Domain 2: Instruction

### APSS 4 - 7



- [Present and discuss APSS 4 - 7, including the key elements.]
- [Insert the IHE's expectations regarding the types of instructional support, assistance, and/or evaluation that supervising faculty and cooperating teachers are expected to provide to the teacher candidates in terms of APSS 4 - 7.]

# IHE ADEPT Procedures

## Domain 2: Instruction

### APSS 4 - 7



- [Insert examples of types of assistance that cooperating teachers and supervising faculty might provide to the candidates in terms of APSS 4 - 7.]
- [Insert the frequency and timeframe for cooperating teachers and supervising faculty to provide assistance and to conduct assessments of candidates in terms of APSS 4 - 7.]

# IHE ADEPT Procedures

## Domain 2: Instruction

### APSS 4 - 7



- [Insert the types of documentation that supervising faculty and cooperating teachers are expected to provide to the IHE and to the teacher candidate in terms of APSS 4 - 7.]

# IHE ADEPT Procedures

## Domain 1: Instruction

### APSS 4 - 7



- [Insert the IHE's system for judging/rating candidate performance relative to APSS 4 - 7.]

# IHE ADEPT Procedures

## Domain 3: Environment

### APSs 8 and 9



- [Present and discuss APSs 8 and 9, including the key elements.]
- [Insert the IHE's expectations regarding the types of instructional support, assistance, and/or evaluation that supervising faculty and cooperating teachers are expected to provide to the teacher candidates in terms of APSs 8 and 9.]

# IHE ADEPT Procedures

## Domain 3: Environment

### APSS 8 and 9



- [Insert examples of types of assistance that cooperating teachers and supervising faculty might provide to the candidates in terms of APSS 8 and 9.]
- [Insert the frequency and timeframe for cooperating teachers and supervising faculty to provide assistance and to conduct assessments of candidates in terms of APSS 8 and 9.]

# IHE ADEPT Procedures

## Domain 3: Environment

### APSS 8 and 9



- [Insert the types of documentation that supervising faculty and cooperating teachers are expected to provide to the IHE and to the teacher candidate in terms of APSS 8 and 9.]



# IHE ADEPT Procedures

## Domain 3: Environment

### APSS 8 and 9



- [Insert the IHE's system for judging/rating candidate performance relative to APSS 8 and 9.]

# IHE ADEPT Procedures

## Domain 4: Professionalism

### APS 10



- [Present and discuss APS 10, including the key elements.]
- [Insert the IHE's expectations regarding the types of instructional support, assistance, and/or evaluation that supervising faculty and cooperating teachers are expected to provide to the teacher candidates in terms of APS 10.]

# IHE ADEPT Procedures

## Domain 4: Professionalism

### APS 10



- [Insert examples of types of assistance that cooperating teachers and supervising faculty might provide to the candidates in terms of APS 10.]
- [Insert the frequency and timeframe for cooperating teachers and supervising faculty to provide assistance and to conduct assessments of candidates in terms of APS 10.]

# IHE ADEPT Procedures

## Domain 4: Professionalism

### APS 10



- [Insert the types of documentation that supervising faculty and cooperating teachers are expected to provide to the IHE and to the teacher candidate in terms of APS 10.]

# IHE ADEPT Procedures

## Domain 4: Professionalism

### APS 10



- [Insert the IHE's system for judging/rating candidate performance relative to APS 10.]



# IHE ADEPT Procedures



- [Insert a description of the respective roles of the supervising faculty and cooperating teachers in the consensus process relative to each APS.]



# IHE ADEPT Procedures



- [Insert the unit's criteria for candidates to successfully complete each APS and the clinical experience.]