

Educator Preparation Provider (EPP) Assisting, Developing, Evaluating, Professional Teaching (ADEPT) Initial Teacher Preparation 2022-23

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/education-preparation-providers-epps/adept-plan-templates/>

Upload the completed Program Evaluation and Assurances in your EPP portal on sclead.org. The deadline for submission is *July 1, 2022*.

Educator Preparation Program (EPP)	_____
Date of submission of ADEPT report/plan	_____
Name of person completing report/plan	_____
Title/position of person completing report/plan	_____
Phone number	_____
E-mail address	_____

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 [Education Professions Committee Synopsis Expanded Assisting, Developing, and Evaluating Professional Teaching Support and Evaluation System Guidelines for Classroom-based Teachers](#)

The current Policy Guidelines for South Carolina Educator Preparation Units are available online at [Education Professions Committee Attachment for South Carolina Educator Preparation Guidelines](#)

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: 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 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 2021-22 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.**
- 2. Based on 2021-22 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.**
- 3. What changes has the EPP made in preparation and partnerships with neighboring districts for using Expanded ADEPT and the SCTS 4.0?**

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 4.0 Domain</i>	<i>Course Introduced</i>	<i>Evidence Provided</i>	<i>Change from 2021-22?</i>
<i>Instruction</i>			
<i>Planning</i>			
<i>Environment</i>			
<i>Professionalism</i>			

SECTION IV: EPP Feedback

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

2. For the 2022-23 academic year, NIET has updated the Environment Domain of the South Carolina Teaching Standards based on their research to update some of the indicators and descriptors to better reflect an emphasis on student engagement, safe and positive environment, and equitable access to learning. Implementation of these revisions was required for districts in the 2021-2022 AY, and for EPPs in the 2022-2023 AY. Your responses to these questions inform how we can best assist and support you and the pipeline.
 - What have been your successes in recruiting underrepresented teacher candidates (men for elementary, candidates of color)? What obstacles have you encountered?

 - How has your program addressed CAEP and state standards reflecting culturally responsive teaching and cultural diversity in your recruitment practices? How does your program address culturally responsive and inclusive teaching practices?

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