

Evaluating the Effectiveness of IHE ADEPT Programs

**COURSE
WORK**

**FIELD
EXPERIENCES**

**CLINICAL
PRACTICE**



Candidate Preparation Prior To Student Teaching

Evaluation Question (What does the IHE need to know?)	Sources of Information (How can the IHE find out?)	Analysis of Results (What did the IHE discover?)	Use of Data (So, what does the IHE need to do?)
<ul style="list-style-type: none"> ♦ How appropriate and clearly defined are the IHE's expectations for what candidates need to know and be able to do prior to beginning the clinical practice (i.e., student teaching) experience? ♦ How does the IHE ensure that candidates have the requisite knowledge and skills to begin their student teaching? 	<ul style="list-style-type: none"> ♦ Faculty and candidate surveys and interviews ♦ Course content and field experience requirements prior to clinical practice <ul style="list-style-type: none"> ▫ Course syllabi (goals, assessments) ▫ Faculty interviews and surveys ♦ Program/unit requirements <ul style="list-style-type: none"> ▫ Portfolios ▫ Projects ♦ Candidates' final grades in the clinical practice ♦ Candidate surveys and/or interviews (pre/post clinical experience) ♦ Cooperating teacher surveys and/or interviews 	<ul style="list-style-type: none"> ♦ How well do the courses and related field experiences align to ensure that candidates receive comprehensive preparation relative to all ADEPT system requirements? ♦ To what extent do faculty perceptions match candidates' perceptions regarding the adequacy of preparation? ♦ How successful are the candidates during their clinical practice, as judged by <ul style="list-style-type: none"> ▪ final grades in the clinical practice, ▪ cooperating teacher perceptions, ▪ supervising faculty perceptions, and ▪ candidate perceptions? 	<p>What are the implications of these findings in terms of the IHE's . . .</p> <ul style="list-style-type: none"> ♦ course work and field experiences? ♦ methods for identifying struggling candidates prior to their entering student teaching? ♦ methods for assisting struggling candidates prior to their entering student teaching?

Roles and Responsibilities of Supervising Faculty and Cooperating Teachers

Evaluation Question (What does the IHE need to know?)	Sources of Information (How can the IHE find out?)	Analysis of Results (What did the IHE discover?)	Use of Data (So, what does the IHE need to do?)
<ul style="list-style-type: none"> ♦ How appropriate and clearly defined are the roles and responsibilities of supervising faculty and cooperating teachers in terms of supporting, guiding, and evaluating candidates throughout the student teaching experience? ♦ How well do supervising faculty and cooperating teachers understand and carry out these responsibilities? 	<ul style="list-style-type: none"> ♦ IHE documentation regarding roles and responsibilities, including all procedures, grading criteria, and the like. ♦ IHE documentation regarding training for supervising faculty and cooperating teachers. ♦ Test/examination/other measure of understanding ♦ Surveys and interviews <ul style="list-style-type: none"> ▫ Supervising faculty ▫ Cooperating teachers ▫ School administrators ▫ Candidates ▫ IHE's coordinator of clinical experiences 	<ul style="list-style-type: none"> ♦ Has the IHE established clear and appropriate expectations for supervising faculty and cooperating teachers that include formative as well as evaluative roles? ♦ How effectively does the IHE monitor the performance of the supervising faculty and cooperating teachers? 	<p>What are the implications of these findings in terms of the IHE's . . .</p> <ul style="list-style-type: none"> ♦ selection of supervising faculty and cooperating teachers? ♦ preparation of supervising faculty and cooperating teachers? ♦ monitoring the effectiveness of supervising faculty and cooperating teachers?

Student Teaching Requirements and Expectations

Evaluation Question (What does the IHE need to know?)	Sources of Information (How can the IHE find out?)	Analysis of Results (What did the IHE discover?)	Use of Data (So, what does the IHE need to do?)
<ul style="list-style-type: none"> ♦ How appropriate and clearly defined are the IHE's expectations for candidates during the student teaching experience? ♦ How well do candidates understand these expectations? 	<ul style="list-style-type: none"> ♦ IHE documentation describing expectations for the candidates during the student teaching experience. ♦ Test/examination/other measure of understanding ♦ Surveys and interviews <ul style="list-style-type: none"> ▫ Supervising faculty ▫ Cooperating teachers ▫ School administrators ▫ Candidates ▫ IHE's coordinator of clinical experiences 	<ul style="list-style-type: none"> ♦ Has the IHE established appropriate and clear expectations for candidates during the student teaching experience? ♦ Has the IHE communicated these expectations to <u>all</u> candidates (via written documentation, an orientation, and the like) in an effective manner? 	<p>What are the implications of these findings in terms of the IHE's . . .</p> <ul style="list-style-type: none"> ♦ student teaching requirements for the candidates? ♦ written documentation (e.g., Student Teacher Guide)? ♦ orientation to student teaching? ♦ ability to ensure that <u>all</u> candidates understand the student teaching requirements and expectations?

Formative Feedback

Evaluation Question (What does the IHE need to know?)	Sources of Information (How can the IHE find out?)	Analysis of Results (What did the IHE discover?)	Use of Data (So, what does the IHE need to do?)
<ul style="list-style-type: none"> ◆ How appropriate and clearly defined are the IHE's expectations for formative feedback to candidates during student teaching? ◆ How does the IHE ensure that all candidates receive the required formative feedback? ◆ How effective is the formative feedback in terms of enhancing candidates' knowledge and skills? 	<ul style="list-style-type: none"> ◆ IHE documentation regarding formative feedback to candidates ◆ IHE professional development for supervising faculty and cooperating teachers ◆ Text/examination/other measure of understanding (supervising faculty and cooperating teachers) ◆ Feedback documentation ◆ Surveys and interviews <ul style="list-style-type: none"> ▫ Supervising faculty ▫ Cooperating teachers ▫ School administrators ▫ Candidates ▫ IHE's coordinator of clinical experiences 	<ul style="list-style-type: none"> ◆ Has the IHE established appropriate and clear definitions of formative feedback? ◆ Is the formative feedback occurring? ◆ Is the formative feedback effective? 	<p>What are the implications of these findings in terms of the IHE's. . .</p> <ul style="list-style-type: none"> ◆ definitions of formative feedback? ◆ communication with supervising faculty and cooperating teachers regarding formative feedback? ◆ ability to ensure that formative feedback is effective in terms of enhancing candidates' knowledge and skills?

Summative Evaluations

Evaluation Question (What does the IHE need to know?)	Sources of Information (How can the IHE find out?)	Analysis of Results (What did the IHE discover?)	Use of Data (So, what does the IHE need to do?)
<ul style="list-style-type: none"> ◆ How appropriate and clearly defined are the IHE's process and performance criteria for the summative evaluation of candidate performance during student teaching? ◆ How does the IHE ensure that the summative evaluations are conducted in a valid and reliable manner and that judgments are consensus-based? ◆ How does the IHE ensure that all candidates receive written and oral explanations of the results of the summative evaluations? 	<ul style="list-style-type: none"> ◆ IHE documentation regarding the summative evaluations ◆ IHE training for supervising faculty and cooperating teachers ◆ Text/examination/other measure of understanding (supervising faculty and cooperating teachers) ◆ Evaluation documentation ◆ Surveys and interviews <ul style="list-style-type: none"> ▫ Supervising faculty ▫ Cooperating teachers ▫ School administrators ▫ Candidates ▫ IHE's coordinator of clinical experiences 	<ul style="list-style-type: none"> ◆ Has the IHE established a valid and reliable summative evaluation process and corresponding performance criteria ◆ Are the formative evaluations occurring as required? ◆ Are the judgments valid and consensus based? ◆ Do all candidates receive written and oral explanations of the evaluation results? 	<p>What are the implications of these findings in terms of the IHE's. . .</p> <ul style="list-style-type: none"> ◆ summative evaluation results and/or performance criteria? ◆ communication with supervising faculty and cooperating teachers regarding these summative evaluations? ◆ ability to ensure that the summative evaluations are conducted as scheduled and that they yield valid, reliable results? ◆ ability to ensure that all candidates receive meaningful written and oral explanations of the evaluation results?

Overall Evaluation of the IHE's ADEPT Program

Evaluation Question (What does the IHE need to know?)	Sources of Information (How can the IHE find out?)	Analysis of Results (What did the IHE discover?)	Use of Data (So, what does the IHE need to do?)
<ul style="list-style-type: none"> ◆ Overall, how effective is the IHE's ADEPT program? ◆ Overall, how efficient is the IHE's ADEPT program? 	<ul style="list-style-type: none"> ◆ ADEPT results (from the IHE Portal System) ◆ Surveys and interviews <ul style="list-style-type: none"> ▫ Employers ▫ Graduates ▫ Supervising faculty and cooperating teachers 	<ul style="list-style-type: none"> ◆ Do program completers go on to become effective practitioners? What are their strengths? Weaknesses? ◆ Does the IHE's ADEPT Program stress <i>commitment</i> over <i>compliance</i>? ◆ Does the IHE's ADEPT program make maximum use of professional resources? ◆ Does the IHE's ADEPT Program identify and eliminate activities or requirements that are less effective? ◆ Does the IHE's ADEPT Program avoid duplication of effort, excessive paperwork, and administrivia? 	<p>What are the implications of these findings in terms of the IHE's . . .</p> <ul style="list-style-type: none"> ◆ ADEPT program reviews? ◆ use of ADEPT data? ◆ continuous improvement of the ADEPT program? ◆ active and ongoing involvement with school districts, other institutions, and the SCDE in order to enhance statewide efforts?