EPP ADEPT Program Evaluation and Assurances Initial Teacher Preparation 2023-24

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, 2023.*

Educator Preparation Program (EPP)	_Newberry College_____
Date of submission of ADEPT report/plan	_June 12, 2023_____
Name of person completing report/plan	_Dr. Susan Fernandez_____
Title/position of person completing report/plan	Dean of Teacher Education_____
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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, <u>or</u> 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 2022-23 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.*

   One of the many strengths of our program is the integration of field experiences within the major courses of our programs of study. The chart listed below provides the courses in which field experiences are required. The number/s in parenthesis in the chart on the next page indicate the minimum number of field experience hours in a school that is required for that course. Students are provided the opportunity to experience the SCTS 4.0 Domains early in their studies and field experiences with a continuation of scaffolded experiences from freshmen year to their final semester of student teaching. Students are introduced to the SCTS 4.0 rubric in their EDU 224 course of *Foundations of Teaching and Learning* (in the module of *Becoming a Teacher – Your Pathway and Expectations*).

   Teacher education majors are introduced to the Expanded ADEPT process during their freshman year in the courses of EDU 224 *Foundations of Teaching and Learning* (required course for all teacher education majors). The elements of this evaluation process are scaffolded throughout our entire curriculum through the field experiences that are integrated in our professional program courses (note chart of field experiences by major). By early and consistent usage, and an approach of continuous improvement in utilizing the components of the Expanded ADEPT system (to include the SCTS 4.0 rubric and aligned observation forms), the EPP ensures that students are well-prepared for their induction year and ADEPT evaluation in their future as exemplary teachers.

   The rubric and observation form (aligned to the SCTS 4.0 rubric) are reviewed with students (teacher candidates) and college supervisors. All college supervisors are trained as SCTS 4.0 evaluators. Training is offered through Newberry College's teacher education department in August of each school year (and January if needed).

Newberry College
Field Experience Requirements by Major

	ECE	ELE	EMD	PHE	MUS	ENG	HIS	MAT	BIO	CHE
Field experience begins	EDU 230 (4)	EDU 230 (4)	EDU 230 (4)	EDU 230 (4)	EDU 230 (4)	EDU 230 (4)	EDU 230 (4)	EDU 230 (4)	EDU 230 (4)	EDU 230 (4)
	EDU 300 (10)	EDU 300 (10)	EDU 300 (10)	EDU 300 (10)	---	EDU 300 (10)	EDU 300 (10)	EDU 300 (10)	EDU 300 (10)	EDU 300 (10)
	EDU 350 (5)	EDU 350 (5)	EDU 350 (5)	EDU 350 (5)	—-	EDU 350 (5)	EDU 350 (5)	EDU 350 (5)	EDU 350 (5)	EDU 350 (5)
	EDU 232(12-15)	EDU 232(12-15)	EDU 232(12-15)	EDU 232(12-15)	EDU 232(12-15)	EDU 232(12-15)	EDU 232(12-15)	EDU 232(12-15)	EDU 232(12-15)	EDU 232(12-15)
Major courses requiring field experience	ECE 221 (10) ECE 352 (10) ECE 435 (10) ECE 436 (10) ECE 437 ECE 457 (10) ECE 438 (4)	ELE 221 (10) ELE 353 (10) ELE 445 (10) ELE 446 (10) ELE 457 (10) ELE 448 (4)	EMD 335 (8) EMD 336 (8) *All EMD take 335 &336AWA* Choose 1 or 2 below for content area(s) EMD 436 (12) ELA EMD 437 (12) Science EMD 438 (12) Social Studies EMD 439 (12) Mathematics	PHE 255 (8) PHE 302 (10) PHE 440 (12)	MUA 105 (4) MUA 207 (4) MUA 210 (4) MUA 213 (4) MUS 102 (8) MUS 281 (12) MUS 290 (4) MUS 371 (4) MUS 381 (12) MUS 471 (4) MUS 472 (12) MUS 473 (8)	ENG 335 (28)* *Must have at least 4 hours connected directly to using technology in the classroom	HIS 305 (28)* *Must have at least 4 hours connected directly to using technology in the classroom	MAT 336(28)* *Must have at least 4 hours connected directly to using technology in the classroom	SCI 321 (28)* *Must have at least 4 hours connected directly to using technology in the classroom	SCI 321 (28)* *Must have at least 4 hours connected directly to using technology in the classroom
	---	---	EDU 455 (16)	EDU 455 (16)	EDU 455 (16)	EDU 455 (16)	EDU 455 (16)	EDU 455 (16)	EDU 455 (16)	EDU 455 (16)
	EDU 341 (15)	EDU 341 (15)	EDU 342 (24)	PHE 305 (12)	---	EDU 342 (24)	EDU 342 (24)	EDU 342 (24)	EDU 342 (24)	EDU 342 (24)
	EDU 382 (12)	EDU 382 (12)	EDU 382 (12)	EDU 382 (12)	---	EDU 382 (12)	EDU 382 (12)	EDU 382 (12)	EDU 382 (12)	EDU 382 (12)
	EDU 480 EDU 483	EDU 480 EDU 483	EDU 480 EDU 483	EDU 480 EDU 483	EDU 480 EDU 483	EDU 480 EDU 483	EDU 480 EDU 483	EDU 480 EDU 483	EDU 480 EDU 483	EDU 480 EDU 483
Program Total	**112 hours**	**116 hours**	**1 content area = 111 2 123**	**100 hours**	*	**111 hours**	**111 hours**	**111 hours**	**111 hours**	**111 hours**

During student-teaching, the teacher candidate is evaluated by the college supervisor (CS) and the cooperating teacher (CT) through the utilization of the SCTS 4.0 Domains' rubric. The candidate also completes a self-evaluation of their competencies in all domains of the rubric and these scores are triangulated with the candidate, CT, and CS. For each scored lesson and observation of teacher evaluation, reinforcement objective (specific area of strength) for each rubric evaluation and a refinement objective (specific area of needed improvement) is indicated and documented to ensure continuous improvement.

During student-teaching (EDU 480), college supervisors evaluate candidates six times utilizing the SCTS 4.0 rubric. (For candidates with two placements, this consists of three evaluations in each setting.) The cooperating teaching completes eight evaluations. The evaluation process consists of a pre-planning observation, the in-class observation, and the post-evaluation conference. Observation feedback and rubric scores are discussed during meetings with all three parties: candidate, college supervisor, and cooperating teacher.

Teacher education majors are introduced to the Expanded ADEPT process during their freshman year in the courses of EDU 224 *Foundations of Teaching and Learning* (required course for all teacher education majors). The elements of this evaluation process are scaffolded throughout our entire curriculum through the field experiences that are integrated in our professional program courses (note chart of field experiences by major).

Data from SCTS 4.0 observations (labeled as observations # 1-4) for the 22-23 school year indicated strengths on the 4-point rubric in the domains of questioning (2.98), academic feedback (2.91), environment (2.97), and teacher content knowledge (3.01).

SCTS 4.0 SCDE Rubric 2022-2023							
Standards and objectives	**480 A**	**480B**	**480 C**	**480 D**	**480 F**	**480 I**	
spring 4.0 #1	2.667	2.8	3.5	2.5		2	
spring 4.0 #2	3	2.8	3	3		3	
spring 4.0 #3	2.667	2.8	3	3		2	
spring 4.0 #4	3	2.8	2	3		2	
Fall 4.0 #1				3	3		
Fall 4.0 #2				2.5	2.667		
Fall 4.0 #3				2.75	2.333		
Fall 4.0 #4				3	3		
	2.8335	**2.8**	**2.875**	**2.84375**	**2.75**	**2.25**	**2.725375**
Motivating Students	**480 A**	**480B**	**480 C**	**480 D**	**480 F**	**480 I**	
spring 4.0 #1	2	2.6	3.5	2.5		2	
spring 4.0 #2	3	2.6	3	2.5		2	
spring 4.0 #3	3	2.4	2.5	3		2	
spring 4.0 #4	3	3	2	3		2	
Fall 4.0 #1				3	3		
Fall 4.0 #2				3	3		
Fall 4.0 #3				3	2.667		
Fall 4.0 #4				3	3		
	2.75	**2.65**	**2.75**	**2.875**	**2.91675**	**2**	**2.656958**

Presenting instructional Content							
spring 4.0 #1	2.667	2.2	3	2.5		3	
spring 4.0 #2	3.333	2.6	3	3		3	
spring 4.0 #3	3	2.4	3	2.5		3	
spring 4.0 #4	3.333	2	2	2.5		2	
Fall 4.0 #1				2.75	2.667		
Fall 4.0 #2				3	3		
Fall 4.0 #3				3	2.333		
Fall 4.0 #4				2.75	3		
	3.08325	2.3	2.75	2.75	2.75	2.75	2.730542
Lesson Structure and Pacing							
spring 4.0 #1	2.667	2.8	3.5	3		3	
spring 4.0 #2	3	3.2	3	3		2	
spring 4.0 #3	3.333	3	3.5	3		3	
spring 4.0 #4	3	3	3	3		4	
Fall 4.0 #1				3.25	3		
Fall 4.0 #2				3.25	2.667		
Fall 4.0 #3				3.25	2.667		
Fall 4.0 #4				3	2.667		
	3	3	3.25	3.09375	2.75025	3	3.015667
Activities and Materials	480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1	2.333	2.6	3	3		2	
spring 4.0 #2	2.667	3.2	2	3		2	
spring 4.0 #3	2.667	2.8	3	3		2	
spring 4.0 #4	3	3.2	3	3		3	
Fall 4.0 #1				3	2.667		
Fall 4.0 #2				3	2.667		
Fall 4.0 #3				3	2.333		
Fall 4.0 #4				3.25	2.667		
	2.66675	2.95	2.75	3.03125	2.5835	2.25	2.70525
Questioning	480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1	2.333	3.2	3.5	3.5		2	
spring 4.0 #2	2.667	3	3	3		3	
spring 4.0 #3	3	3	3.5	3		3	
spring 4.0 #4	3	3.2	3	4		2	
Fall 4.0 #1				3.5	3		
Fall 4.0 #2				3.25	3		
Fall 4.0 #3				3	3		
Fall 4.0 #4				3.75	2.667		

	2.75	3.1	3.25	3.375	2.91675	2.5	2.981958
Academic Feed Back	**480 A**	**480B**	**480 C**	**480 D**	**480 F**	**480 I**	
spring 4.0 #1	2.333	3	3.5	3.5		2	
spring 4.0 #2	2.667	3.2	3	3		3	
spring 4.0 #3	2.333	3	3.5	3.5		2	
spring 4.0 #4	2.667	3.2	3	3.5		2	
Fall 4.0 #1				3.5	3		
Fall 4.0 #2				3.5	3		
Fall 4.0 #3				3.25	3		
Fall 4.0 #4				3.25	3		
	2.5	**3.1**	**3.25**	**3.375**	**3**	**2.25**	**2.9125**
Grouping Students	**480 A**	**480B**	**480 C**	**480 D**	**480 F**	**480 I**	
spring 4.0 #1	1.667	2.2	3	2.5		2	
spring 4.0 #2	2.333	2.8	3	3		3	
spring 4.0 #3	2.667	2.8	3	3		2	
spring 4.0 #4	2.333	2.6	3	3		4	
Fall 4.0 #1				3	3		
Fall 4.0 #2				2.667	3		
Fall 4.0 #3				3	2.667		
Fall 4.0 #4				3	3		
	2.25	**2.6**	**3**	**2.895875**	**2.91675**	**2.75**	**2.735438**
Teacher content knowledge							
spring 4.0 #1	2.667	2.8	3.5	3.5		3	
spring 4.0 #2	3.333	3	3	3		3	
spring 4.0 #3	3	3	3	3		2	
spring 4.0 #4	3.333	3	3	3		3	
Fall 4.0 #1				3.25	3.333		
Fall 4.0 #2				3.25	3		
Fall 4.0 #3				2.75	3		
Fall 4.0 #4				3	3		
	3.08325	**2.95**	**3.125**	**3.09375**	**3.08325**	**2.75**	**3.014208**
Teacher Knowledge of Students	**480 A**	**480B**	**480 C**	**480 D**	**480 F**	**480 I**	
spring 4.0 #1	2.667	3	3	2.5		3	
spring 4.0 #2	3.333	3	2	3		2	
spring 4.0 #3	3	2.8	3	3		2	
spring 4.0 #4	3	3.2	2	3.5		2	
Fall 4.0 #1				2.75	2.667		
Fall 4.0 #2				2.5	2.667		
Fall 4.0 #3				2.75	2.333		
Fall 4.0 #4				3	3		

		3	3	2.5	2.875	2.66675	2.25	2.715292
Thinking		480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1		2.333	2.8	3	2.5		2	
spring 4.0 #2		3	2.8	2	3		3	
spring 4.0 #3		2.333	3	2.5	3		2	
spring 4.0 #4		3.333	2.8	2	3		3	
Fall 4.0 #1					3	2.667		
Fall 4.0 #2					3	3		
Fall 4.0 #3					3	2.333		
Fall 4.0 #4					3.25	3		
		2.74975	**2.85**	**2.375**	**2.96875**	**2.75**	**2.5**	**2.698917**
Problem Solving		480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1		2.333	2.6	3.5	3.5		2	
spring 4.0 #2		3	3	3	3		3	
spring 4.0 #3		2.667	2.6	3.5	3		3	
spring 4.0 #4		3	2.8	3	3.5		2	
Fall 4.0 #1					2.75	3		
Fall 4.0 #2					3.25	3		
Fall 4.0 #3					3	2.667		
Fall 4.0 #4					3	3		
		2.75	**2.75**	**3.25**	**3.125**	**2.91675**	**2.5**	**2.881958**
Instructional Plans		480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1		2.333	3	3.5	2.5		3	
spring 4.0 #2		3.333	3.2	3	2.5		3	
spring 4.0 #3		3	2.6	3	3		3	
spring 4.0 #4		3	2.8	3	3.5		3	
Fall 4.0 #1					3	3		
Fall 4.0 #2					3.25	2.333		
Fall 4.0 #3					2.75	2.667		
Fall 4.0 #4					3	3		
		2.9165	**2.9**	**3.125**	**2.9375**	**2.75**	**3**	**2.938167**
Student Work		480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1		2.333	2.2	3.5	2.5		2	
spring 4.0 #2		2.667	2.8	3	2.5		3	
spring 4.0 #3		2.667	2.2	3	2.5		2	
spring 4.0 #4		2.667	2.4	2	2.5		2	
Fall 4.0 #1					3	2.333	2.25	
Fall 4.0 #2					3	2.667		
Fall 4.0 #3					2.75	2.667		
Fall 4.0 #4					2.75	3		
		2.5835	**2.4**	**2.875**	**2.6875**	**2.66675**	**2.25**	**2.577125**

Assessment	480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1	2	2.6	3.5	2.5		2	
spring 4.0 #2	2.667	3	2	3		3	
spring 4.0 #3	2.333	3	2	3		2	
spring 4.0 #4	2.667	2.4	2	3		2	
Fall 4.0 #1				2.75	2.667		
Fall 4.0 #2				2.75	2.667		
Fall 4.0 #3				3	3		
Fall 4.0 #4				3.25	3.333		
	2.41675	2.75	2.375	2.90625	2.91675	2.25	2.602458
Expectations	480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1	2.333	2.8	3.5	3		3	
spring 4.0 #2	3.333	3	3	3		3	
spring 4.0 #3	3	2.6	3	3.5		2	
spring 4.0 #4	3	3	2	3		3	
Fall 4.0 #1				3.25	2.667		
Fall 4.0 #2				3	2.667		
Fall 4.0 #3				3.25	2.667		
Fall 4.0 #4				3	3.333		
	2.9165	2.85	2.875	3.125	2.8335	2.75	2.891667
Engaging Students and Managing Behavior	480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1	2	2.8	3.5	3		1	
spring 4.0 #2	3	3	3	3		2	
spring 4.0 #3	3	3	3.5	3		2	
spring 4.0 #4	3.333	2.8	2	3		4	
Fall 4.0 #1				3	2.667		
Fall 4.0 #2				3	2.667		
Fall 4.0 #3				3	3		
Fall 4.0 #4				3	3		
	2.83325	2.9	3	3	2.8335	2.25	2.802792
Environment	480 A	480B	480 C	480 D	480 F	480 I	
spring 4.0 #1	2.333	2.2	3.5	2.5		4	
spring 4.0 #2	3	2.8	3	3.5		4	
spring 4.0 #3	2.333	2.6	3	3		3	
spring 4.0 #4	3.333	2.6	2	3		4	
Fall 4.0 #1				3	3		
Fall 4.0 #2				3	3		
Fall 4.0 #3				3	3		
Fall 4.0 #4				3	2.667		
	2.74975	2.55	2.875	3	2.91675	3.75	2.973583
Respectful Culture	480 A	480B	480 C	480 D	480 F	480 I	

spring 4.0 #1	2.667	2.2	3.5	2.5		3	
spring 4.0 #2	3	2.4	3	3.5		3	
spring 4.0 #3	2.667	2.25	3	3		3	
spring 4.0 #4	3.333	2.6	2	3		3	
Fall 4.0 #1				2.75	3		
Fall 4.0 #2				3	3		
Fall 4.0 #3				3	3		
Fall 4.0 #4				3	3		
	2.91675	**2.3625**	**2.875**	**2.96875**	**3**	**3**	**2.853833**

Teacher education majors are introduced to the Expanded ADEPT process during their freshman year in the courses of EDU 224 Foundations of Teaching and Learning. The elements of this evaluation process are scaffolded throughout our entire curriculum through the field experiences that are integrated in our professional program courses (note chart of field experiences by major).

Candidates are provided with the opportunity to complete an exit survey at the end of their student-teaching experience. Data from the 2022-23 school year demonstrates that candidates feel well prepared in the following area (with more than 80% indicating the highest rubric rating of 3-well-prepared): ability to build and maintain a positive rapport with students (100%), ability to effectively implement discipline procedure (86%), and set learning goals and implement instruction aligned to standards (86%). In increase in the candidates' attitude toward their competencies in the 'discipline area' is an area in which we have worked to enhance and support (from concerns with data in previous years). Also, our relevant relationships pedagogies is evident in the high score of 'well-prepared to build positive and support relationships/ with students.

Newberry College Candidate Exit Survey Data 2022-2023

Question	InTASC Standard	Graduation Date	Well-Prepared 3	Sufficiently Prepared 2	Not Sufficiently Prepared 1	Not at all Prepared 0	Mean Range: 3.0-0 Target:3.0
To what extent were you prepare to effectively implement discipline-an agreement procedures?	3	Fall 2022	86% [6]	14% [1]			3.29
		Spring 2023	14% [2]	65% [9]	14% [2]	7% [1]	1.86
To what extent were you prepared to provide support to achieve a positive, equitable, and engaging learning environment?	3	Fall 2022	71% [5]	29% [2]			2.71
		Spring 2023	43% [6]	57% [8]			2.43
To what extent were you prepared to build and maintain positive rapport with students?	3	Fall 2022	100% [7]				3.00
		Spring 2023	79% [11]	21% [3]			2.79
To what extent were you prepared to implement varied instruction that integrated critical thinking, inquiry, and problem solving?	8	Fall 2022	57% [4]	43% [3]			2.57
		Spring 2023	21% [3]	65% [9]	7% [1]	7% [1]	2.00
To what extent were you prepared to respond to the needs of students by being flexible in your instructional approach and differentiating	2	Fall 2022	86% [6]	14% [1]			2.86
		Spring 2023	57% [8]	29% [4]	14% [2]		1.86

instruction to meet the needs of all students?						
To what extent were you prepared to use the results of formative assessment data to guide instruction?	6	Fall 2022	72% [5]	14% [1]	14% [1]	2.57
		Spring 2023	50% [7]	43% [6]	7% [1]	2.43
To what extent were you prepared to engage and motivate students through learner-centered instruction?	2	Fall 2022	57% [4]	43% [3]		2.57
		Spring 2023	57% [8]	43% [6}		2.57
To what extent were you prepared to integrate effective modeling, questioning, and self-reflection [self-assessment] strategies into instruction?	8	Fall 2022	72% [5]	29% [2]		2.71
		Spring 2023	43% [6]	57% [8]		2.43
To what extent were you prepared to set clear learning goals and align instruction with standards-based content?	7	Fall 2022	86% [6]	14% [1]		2.86
		Spring 2023	36% [5]	64% [9]		2.36

Data from our administrators' survey indicates that our areas of strength are: openness to feedback, knowledgeable in content areas and instructional strategies, and classroom management techniques. Again, this is an improvement over previous years' data in which classroom management was an area of needed improvement.

Principal and Assistant Principal Survey Results 2022-2023							
44 total responses from the survey							
How long have you been in a role with instructional supervision responsibilites at your current location	1-2 years 27.27% [12]	3-5 years 22.73% [10]	More than 5 years 50% [22]				
Do you currently or have you ever supervised faculty wha are graduates of the Newbeyy College Teacher Education Program (NCTEP)?	Yes 38.64% [17]	No 61.36% [27]					
Please estimate the total number of faculty you have had the opportunity to supervise who are graduates of the Newberry College Teacher Education Program (NCTEP).	1-3 68.57% [24]	4-7 22.86% [8]	More than 7 8.57% [3]				
In general, teachers trained in the NCTEP are well-prepared to enter the classroom setting	Strongly Agree 45% [9]	Agree 50% [10]	Neither agree not disagree 5% [1]	Disagree [0]	Strongly disagree [0]		
In general, teachers trained in the NCTEP are open to feedback regarding improvement in their effectiveness as teachers.	Strongly Agree 40% [8]	Agree 55% [11]	Neither agree not disagree 5% [1]	Disagree [0]	Strongly disagree [0]		
In general, teachers trained in the NCTEP are knowledgeable in appropriate content areas.	Strongly Agree 35% [7]	Agree 60% [12]	Neither agree not disagree 5% [1]	Disagree [0]	Strongly disagree [0]		
In general, teachers trained in the NCTEP are knowledgeable in the use of data to improve their effectiveness as teachers.	Strongly Agree 25% [5]	Agree 65% [13]	Neither agree not disagree 5% [1]	Disagree 5% [1]	Strongly disagree [0]		
In general, teachers trained in the NCTEP are knowledgeable in the use of a variety of effective instructional strategies.	Strongly Agree 45% [9]	Agree 50% [10]	Neither agree not disagree 5% [1]	Disagree [0]	Strongly disagree [0]		
In general, teachers trained in the NCTEP are knowledgable in effective classroom management strategies.	Strongly Agree 30% [6]	Agree 60% [12]	Neither agree not disagree 10% [2]	Disagree [0]	Strongly disagree [0]		
Please choose up to three areas where you would judge gradustes of the NCTEP to be most capeable.	Use of feedback for instructional improvement 25% [5]	Knowledge of the content area 50% [10]	Use data for Improved effectibeness 25% [5]	Use of variety of effective instructional strategies 40% [8]	Effective classroom management strategies 35% [7]	Effective use of instructional classroom technology 35% [7]	Effective instruction with diverse populations, including special needs. 10% [2]	Build healthy relationships with parents and the community 55% [11]
Please choose up to three areas where you would judge gradustes of the NCTEP to need additional preparation.	Use of feedback for instructional improvement 10.53% [2]	Knowledge of the content area 10.53% [2]	Use data for Improved effectiveness 68.42% [13]	Use of variety of effective instructional strategies 10.53% [2]	Effective classroom management strategies 36.84% [7]	Effective use of instructional classroom technology 21.05% [4]	Effective instruction with diverse populations, including special needs. 63.16% [12]	Build healthy relationships with parents and the community 21.05% [4]

2. **Based on 2022-23 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.*

After reviewing the data from the 2022-23 school year, the areas of needed growth were student work (2.57), motivating students (2.65), thinking (2.69), and assessment (2.60) on the 4-point SCTS 4.0 rubric. This data was obtained from the table in question 1 (on this document) labeled SCTS 4.0 SCDE Rubric 2022-2023. Due to vast changes within the department (a new dean, two new professors, and an upcoming new chair), we are reviewing our preparation experiences for our candidates in relationship to the SCSTS 4.0. We will begin data analysis meetings in the summer of 2023 and discuss best practices in the areas of needed improvement. Action plans will then be created, and each faculty member will be responsible for components within each plan: Implementation, monitoring, and assessing. Exemplars will be shared, and professors (and college supervisors) will be alerted to the need to improve motivational instructional practices, opportunities for the practicing of thinking skills through questioning and instructional activities, how to share student work and administer assessments beyond paper and pencil. Demonstrate of improvements in these components will be reviewed.

A Data Day is planned for each semester in which we will study, analyze, and plan for positive improvements in the indicated areas of our continuous data collection.

We will also continue our professional development activities and book club of information on strong, professional, pedagogical practices: *Small Teaching* by James Lang for spring 2023.

3. **What changes has the EPP made in preparation and partnerships with neighboring districts for using Expanded ADEPT and the SCTS 4.0?**

During the spring semester of 2023, we participated in our first internship certificate agreement with the School District of Newberry County (SDNC). The EPP entered into a Memorandum of Agreement with the SCDE and SCNC and has received a request to continue with future MOA pertaining to Internship Certificates.

We offered a SCTS 4.0 training to new college supervisors, new professors, and teachers from the school district of Newberry County during the fall semester of the 22-23 school year. New professors from Educator Preparation Programs (EPPs) in our region were also invited to participate.

A *Grow Your Own Grant* was written in partnership with Greenwood 50, the School District of Newberry County, and Laurens 56. Although this grant was not funded, Newberry College EPP's partnership would have fulfilled the requirements of valid and reliable usage on Expanded ADEPT and the SCTS 4.0.

Our partnering districts (who hosted student-teachers during the 22-23 school year) listed below, utilizing Expanded ADEPT and the SCTS 4.0:
Lexington School District 1
School District of Newberry County
Spartanburg County School District 2
Lexington Richland County School District 5
Spartanburg County School 6
Saluda County School District
Richland County School District 2
Lexington County School District 2

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.*

SCTS 4.0 Domain	Course Introduced	Evidence Provided	Change from 2022-23?
Instruction	EDU224, EDU230, EDU232, EDU300, EDU350 EDU 480	Syllabi, Lesson Plans, Lesson Observation, Student Teaching Handbook, Key Assessments	No
Planning	EDU300, EDU350, Methods courses, EDU 430	Syllabi, Lesson Plans, Lesson Observation, Student Teaching Handbook, Key Assessments	No
Environment	EDU224, EDU230, EDU 232, EDU 300, EDU350, EDU 430	Syllabi, Lesson Plans, Lesson Observation, Student Teaching Handbook, Key Assessments	No
Professionalism	EDU224, EDU300 EDU483, Methods Courses, EDU 430	Syllabi, Lesson Plans, Lesson Observation, Student Teaching Handbook, Key Assessments	No

SECTION IV: EPP Feedback

1. What additional training and/or resources would best support the EPP's implementation of SCTS 4.0 in a way that best prepares candidates for the classrooms they face upon graduation?

Examples of exemplary teachers in short videos that candidates could view and discuss during student-teaching seminars or other courses of the professional program would be helpful. Students need to see modeling of each of the domains and expectations in a variety of curriculum areas and grade levels. The more examples of exemplary teaching, and the rationale for the grading of the rubric, the better.

2. For the 2022-23 academic year, NIET revised 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 us how we can best assist and support you and the pipeline after your first year of integration with the revised Environment domain.

   o What have been your successes in recruiting underrepresented teacher candidates (men for elementary, candidates of color)? What obstacles have you encountered?

On of the many positives of Newberry College is its diverse student body. In teacher education, we continually seek students from underrepresented populations to pursue education as their major. Changes have been made to our Call Me Mister program. A new campus director has been acquired who is a Newberry College graduate, education major, and a present teacher in a local school. This new CMM director is working collaboratively with the former director for a smooth transition and has brought forth new initiatives and renewed energy and interest in the program. The Call Me Misters were also provided the opportunity to attend and present at a nation conference in Jacksonville, Florida (the Association of Teacher Educators -ATE). This was a recruitment tool as interesting and exciting opportunities were shared on social media, email, and other campus communications.

The Teacher Education Advisor Council also plays a key role in helping with recruitment. Stakeholders from throughout the community serve on this committee and they help to recruit students from a diversity of areas of the public and private sector. We are targeting our large Hispanic population in (and around) Newberry County.

Teacher Cadet Day and the goal of forming ProTEAM programs through two local middle schools are also essential parts of our recruitment plan. Our EPP invited high schools in the area (beyond our specified CERRA Teacher Cadet) high school of Newberry and Mid-Carolina High School to Teacher Cadet Day and it was well attended with schools from Saluda, Laurens 56, and Lexington.

The hiring of a diverse population of professors has also been successful with fifty percent of our teacher education professors identifying their race as African America. This is also serving as a valuable means of recruitment. Our first Diversity, Equity, Inclusion, and Belonging (DEIB) official has been hired by Newberry College (Spring of 2023). The dean of teacher education (and all faculty) will work collaboratively with our DEIB leader to form and support initiatives for recruiting underrepresented teacher candidates.

Teacher education students are highly encouraged to serve as student ambassadors and student workers here on campus. This provides future students (and present students) with the opportunity to interact with others who are culturally, ethnically, and/or racially difference from themselves. It also demonstrates to prospective students the culture of acceptance and belonging of all students.

The obstacle of the requirement of the Praxis Core remains as data indicates that our students from underrepresented population have the most challenges (multiple assessment administration attempts or lack of attainment of passing scores on all sections).

- o 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?

Our EDU 232 course of *Inclusive, Equitable, and Differentiated Instructional Practices* is being taught by a new professor who provides astute insight and experiences pertaining to the objectives of this course and our emphasis on culturally responsive teaching and cultural diversity in recruitment.

A support system has been created to help students who are experiencing challenges in successful completion of the Praxis Core requirements. A special topics course was created for the spring 2023 semester in which students were provided a student mentor, a faculty mentor, and the free usage of an online test preparation and accountability system. This was monitored by the support faculty mentor.

In our initial education course (EDU 224- Foundations of Teaching and Learning), students are provided the opportunity to participate in critical consciousness experience in which they identify, analyze, and provide possible solutions to real-world problems which pertain to the teaching profession.

Students are also provided with a learning environment where they are given a multiplicity of opportunities to affirm and gain appreciation of their cultures while developing fluency and understanding of other cultures. As we revisited key assignments and assessments in each of our professional programs. We have made plans for how culturally responsive teaching and learning opportunities are addressed. Cultural competence strand is being added to our professional program courses.

The dean and two faculty members of teacher education completed a Mental Health First Aid training (summer 2023) to ensure that we are well-prepared to help meet the needs of students.

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