

EPP ADEPT Program Evaluation and Assurances Initial Teacher Preparation 2021-2022

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/teacher-preparation-ihes/ihe-expanded-adept-templates/>

Upload the completed Program Evaluation and Assurances in your EPP portal on scllead.org. The deadline for submission is *July 1, 2021*.

Educator Preparation Program (EPP)	<u>Winthrop University</u>
Date of submission of ADEPT report/plan	<u>June 28, 2021</u>
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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 <https://ed.sc.gov/educators/educator-effectiveness/expanded-adept-resources/https-ed-sc-gov-educators-educator-effectiveness-expanded-adept-resources-educator-evaluation-guidance-2018-19/2018-19-expanded-adept-guidelines-april-2018/>

The current Policy Guidelines for South Carolina Educator Preparation Units are available online at [http://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards_Policies_Procedures_Board_Approved_2015\(1\).pdf](http://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards_Policies_Procedures_Board_Approved_2015(1).pdf).

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 2020-21 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.

- Winthrop's Educator Preparation Program continues to use an apprenticeship model in the schools throughout the internship in order to facilitate teacher candidate growth over the course of the year. Fortunately, with the support of our surrounding partnership districts, Winthrop was able to continue during the pandemic year (2020-2021) with our year-long internships in the schools. Of the 170 Internship II candidates this previous year, 162 were either face-to-face/hybrid and 8 were totally virtual. Teacher candidates continued to spend up to 336 hours in the field for Internship I (program dependent) and over 600 hours in the field for Internship II. Candidates actively practiced the domains and indicators of SCTS 4.0 throughout this rigorous experience, under the guidance of their school mentors and university supervisors.
- Courses focusing on early clinical and field experiences in the schools (freshman, sophomore, and junior year for undergraduates, first and second semesters for graduates) found alternative resources for 2020-2021, due to school restrictions surrounding the pandemic. In order to equip teacher candidates with crucial experiences (SCTS 4.0), program area faculty and Core faculty provided virtual field experiences for these early clinical and field candidates, with the assistance of The Rex Institute/Office of Field and Clinical Experiences. Several examples of those virtual field experiences are listed below:
 - Field courses utilized recorded lessons in ATLAS (an online repository for National Board Certification materials).
 - Junior students enrolled in early childhood and elementary methods virtually participated in a spring field experience with Colegio Dominicano, a school in the Dominican Republic that normally hosts Winthrop teacher candidates in the summer.
 - Sophomore elementary majors worked virtually with recent elementary graduates across the state of South Carolina.
 - Some students in EDCO 200 (Developmental Sciences in the Context of Poverty) worked with a specific teacher to provide individual virtual support to elementary-age students.
 - Art Education majors worked with a variety of art educators across the country to virtually participate in art classes.
- In January, 2021, the College of Education was awarded a Center of Excellence grant from the Center for Higher Education. We created the ASPIRE Center (*Addressing Shortages through Partnership Internship Residences in Education*) to specifically focus on how to successfully implement the Internship Certificate available through the South Carolina Department of Education for undergraduate teacher education candidates. This included identifying the needs of the partnership schools/districts; establishing clear processes and procedures for implementation that will support both the teacher candidates and the partnership schools/districts; and selecting and training master teachers. Beginning in March 2021, we had 7 interns participate in the pilot study. They became primary classroom teachers in classrooms throughout three partnership districts during their Internship II experience. Data were collected from master teachers and participating interns in this pilot study and will be used for implementation improvement.

Interviews have been conducted with program identified teacher candidates for the spring 22 term and the ASPIRE leadership team will be working with partnership schools to identify position needs.

- The five-year *Network for Sustained Educational Residencies that Value Equity* (NetSERVE) Teacher Quality grant obtained in fall of 2019 for working with three “high-needs districts” in our partnership, began implementation in the schools during the 2020-2021 school term and was most successful for year one. As outlined in the 2020-2021 ADEPT Program Evaluation and Assurances Plan, MAT candidates are selected to serve as “teacher residents” as part of their teacher preparation internship year and then they continue as a first-year teacher in the school district where they completed the residency program. For the 2020-2021 school year, Winthrop had 3 teacher residents: 2 in biology and 1 in math. All were successful in program completion. Currently, we have 9 MAT candidates who applied and have been accepted into this residency internship for the 2021-2022 term: 1 middle-level education MAT, 1 special education MAT, 2 early childhood education MATs, and 5 elementary education MATs. The increased interest in this grant opportunity will expand our ability to prepare teachers to meet SC’s growing teacher shortage.
- The College of Education’s Core Department continues to serve all educator preparation programs by providing the foundational and diverse experiences that candidates will need for the environments in which they will work. These courses are intentionally integrated in various points in the Educator Preparation Program to support candidate understanding and application for the SCTS 4.0 standards. Focus group input (consisting of department/course instructors, partnership administration and teaching faculty) is continually in place for improvement of Core courses. Information on each Core course, field-related assessments, and resources are found at http://www2.winthrop.edu/rex/rex/core_module.html
- As stated in the 2020-2021 ADEPT report, the following chart shows the SCTS 4.0 standards addressed in our Early Clinical Courses, Field courses, and Internship courses.

Early Clinical Courses
Instruction: Knowledge of Students
Environment: Respectful Culture, Expectations
Growing and Developing Professionally 1: The educator is prompt, prepared, and participated in professional development meetings, bringing student artifacts when requested.
Growing and Developing Professionally 3: The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.

Field Courses
Planning: Assessment, Instructional Plans
Instruction: Lesson Structure and Pacing, Academic Feedback, Activities and Materials, Motivating Students, Presenting Instructional Content, Standards and Objectives, Teacher Knowledge of Students
Environment: Expectations, Managing Student Behavior, Respectful Culture
Professionalism: Growing and Developing Professionally, Reflecting on Teaching
Growing and Developing Professionally 1: The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts when requested
Reflecting on Teaching 5: The educator makes thoughtful and accurate assessments of his/her lessons’ effectiveness as evidenced by the self-reflection after each observation.
Reflecting on Teaching 6: The educator offers specific actions to improve his/her teaching.
Reflecting on Teaching 8: The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.

Internship I and Internship II
Designing and Planning Instruction: Instructional Plans, Student Work, Assessment
The Learning Environment: Expectations, Managing Student Behavior, Environment, Respectful Culture
Instruction: Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, Problem Solving
Professionalism: School Responsibilities, Reflecting on Teaching, Community Involvement, Growing and Developing Professionally

Data gathered from the EPP CAEP self-study, available upon request.

- Teacher candidates, from early clinical/field to internships are placed in schools within our partnership districts with qualified host and mentor teachers. Internship data show that in fall 2020, 144/190 internship teacher candidates (76%) and in spring 2021, 125/165 (76%) were placed in our 52 partnership schools where a high level of commitment to teaching and learning is made on the part of the administration and the faculty. These schools are dedicated to mentoring our candidates, immersing our candidates in the SCTS 4.0 standards, and committing to professional development opportunities in partnering with our university. Five partnership schools (3 elementary schools, 1 middle school, and 1 high school) had a Winthrop Faculty-in-Residence to work with administration, teachers, teacher candidates, and students to facilitate professional growth.
No placement data from early clinical/field experiences is provided in this report due to schools restricting early clinical/field candidate visits during the pandemic.
- All teacher candidates in their Internship II experience complete an externally evaluated edTPA (Education Teacher Performance Assessment) portfolio in their program area to meet the pedagogy assessment requirement for certification. These portfolios focus on areas critical to effective instruction and are related to ADEPT 4.0 standards. In 2020-2021, 164 candidates were externally assessed using edTPA. We had a first-time submission pass rate of 94%.

Of the nine candidates that were not successful:

- Four have resubmitted and were successful on the second submission.
- One candidate resubmitted twice to be successful.
- One candidate needs to resubmit two tasks to meet the cut score. She has resubmitted one and raised her score within two points. The next submission window is July 8.
- One candidate has resubmitted and was not successful on the second attempt.
- Two have yet to resubmit.

On the 15 common rubrics, the average rubric scores for first time submission ranged from a low of 2.78 on Rubric 10: Planning for Assessments to a high average of 3.15 on Rubric 12: Planning Varied Supports. All rubric scores were at or above the most recent national averages. (Rubric scores can range from 1 to 5 with 3 being the goal score.) Using only first-time submissions and the 15 common rubrics, the average score was a 44.4. This is slight below the national the goal score of 45 (a three on each rubric), but well above the state cut score of 37. The range of scores was a 32 to a 60. The candidate that scored 32 was the individual that resubmitted and was not successful. The total possible scores on the 15 common rubric is a 75. Following, is a summary by program area. This includes all attempts for the program.

The EPP would be remiss if we did not acknowledge that our pass rate did drop this year. We know that our teacher candidates struggled to balance the added demands of teaching during a pandemic, and we noted a drop in the number of candidates that remained on the recommended timeline for completion. Although a 94% first time pass rate and current pass

rate of 96% is exceptionally high, we are investigating needed changes for the 2021-2022 academic year that can address some of the issues we saw this year. Further, we are monitoring by program the rubric scores to continue to address any program level needs.

Summary By Program Area

Certification Area	Required Score	Overall Pass Rate	Average Score	Notes
Early Childhood (n=38)	37	97%	42.79	One candidate resubmitted and passed on the second attempt.
Elementary (n=34)	44	82%	50.55	One candidate that resubmitted twice to be successful. Two additional candidates were successful on second attempt. One candidate needs to resubmit two tasks to meet the cut score. She has resubmitted one and raised her score within two points. The next submission window is July 8. One candidate has resubmitted and was not successful on the second attempt.
Languages (n=0)	32			
Middle Level (n=19)	37	95%	46.42	One candidate resubmitted and passed on the second attempt.
Music (n=17)	37	88%	41.00	Two candidates have not resubmitted.
Physical Education (n=5)	37	100%	40.80	
Secondary English (n=7)	37	100%	46.43	
Secondary Mathematics (n=2)	37	100%	45.00	
Secondary Science (n=4)	37	100%	48.75	
Secondary Social Studies (n=13)	37	100%	47.54	
Special Education (n=11)	37	91%	46.55	One candidate resubmitted and passed on the second attempt.
Theatre and Dance (n=11)	37	100%	43.18	
Visual Art (n=7)	37	100%	51.29	

- 2020-2021 Internship data reported to the state show an Internship II pass rate of 9/10 (90%) for fall 2020 and 159/164 (97%) for spring 2021. Data are recorded from the overall rating of the “meets expectations” indicators for our Internship II rubric and Mentor, supervisor, and intern all meet to discuss ratings, areas for growth, and goals for moving into first year teaching positions. Of the six students not completing the internship, five were unsuccessful and one withdrew early in the Internship II experience. Based upon conversations with program area program directors, one teacher candidate will re-do the Internship II in fall 21, three candidates have changed majors, one withdrew from the university, and one is still undecided about moving forward at this time. Data for candidate pass/fail can be found in the SC Lead portal for Winthrop University. Data are also available with the Field Placement Coordinator in the Office of Field and Clinical Experiences.
- The EPP has permission to implement a locally designed Internship II (a.k.a. student teaching) instrument. The instrument is aligned with the SCTS 4.0 rubric and undergoes regular validity and reliability reviews. Further, all field assessments in the program were developed using a backward design model so that candidates are allowed to develop to what is expected of a completer within a developmental sequence of experiences and evaluations. The Internship experience for the 2020-2021 academic year was impacted by various shifts in modality seen at the P12 level in our partner districts. The modalities in which teacher candidates

completed the final experience ranged from virtual for the entire year to situations that began virtual and shifted to face-to-face. As this was a difficult year for teachers, it was also difficult for teacher candidates. However, their performance on the final evaluation met expectations. The following chart provides results across all items and all programs. There were three items in which more than one student scored “below expectations.” These included: 2.3 Differentiates instruction for diverse learning needs; 4.5 Demonstrates effective external written communication; and 4.7 Preparedness, responsibility, initiative, time management. The EPP does not feel that any of these represent a trend but will note for future investigation. Items that appeared to be strongest, as determined by the largest percentage of students “exceeding expectations” were: 3.2 Caring, fair, and inclusive environment; 4.2 Professional relationships with school personnel and students; and 4.8 Receives and uses constructive feedback. Again, these cannot be introduced as themes, but do represent areas in which the EPP has been working to address. Specifically, item 3.2, through attention to cultural competence embedded in Core courses and program area courses, and 4.2 and 4.8, through work in early field experiences. Through an examination of areas with high concentration of candidates at the “meets expectations” category, the EPP notes several items throughout the domains related to assessment. The EPP continues to work on this challenging theme.

			Exceeds Expectations		Meets Expectations		Below Expectations	
Domain	Element	Element Description (Short)	#	%	#	%	#	%
Planning	1.1	Standards-based lessons	67	45.3%	81	54.7%	0	0.0%
	1.2	Plans Multiple methods of assessment	50	33.8%	98	66.2%	0	0.0%
	1.3	Uses data from formative, diagnostic, and summative assessments to guide planning	44	30.1%	102	69.9%	0	0.0%
	1.4	Plans learner use of digital tools	62	41.9%	85	57.4%	1	0.7%
	1.5	Plans differentiated instruction for diverse learning needs	53	35.8%	94	63.5%	1	0.7%
Instruction	2.1	Effectively communicates challenging expectations	70	47.3%	78	52.7%	0	0.0%
	2.2	Helps learners assume responsibility for their own learning.	52	35.1%	95	64.2%	1	0.7%
	2.3	Differentiates instruction for diverse learning needs	62	41.9%	84	56.8%	2	1.4%
	2.4	Demonstrates command of content and ability to address student questions and misconceptions	70	47.3%	77	52.0%	1	0.7%
	2.5	Links new concepts to prior knowledge	67	45.3%	80	54.1%	1	0.7%
	2.6	Uses variety of assessment strategies during instruction	50	33.8%	97	65.5%	1	0.7%
	2.7	Uses variety of summative assessment strategies	31	21.5%	112	77.8%	1	0.7%
	2.8	Uses effective questioning strategies	54	36.5%	94	63.5%		0.0%
	2.9	Provides academic feedback	62	41.9%	85	57.4%	1	0.7%
	2.10	Facilitates student use of digital tools	54	36.5%	93	62.8%	1	0.7%
	2.11	Demonstrates appropriate communication skills	73	49.3%	74	50.0%	1	0.7%
	2.12	Address diverse cultural needs	34	23.6%	110	76.4%		0.0%
Environment	3.1	Safe educational environment	83	56.1%	64	43.2%	1	0.7%
	3.2	Caring, fair, and inclusive environment	88	59.5%	60	40.5%	0	0.0%
	3.3	Environment promotes positive social interaction and collaboration	80	54.1%	68	45.9%	0	0.0%
	3.4	Promotes positive behaviors and active engagement	64	43.2%	83	56.1%	1	0.7%

			Exceeds Expectations		Meets Expectations		Below Expectations	
Domain	Element	Element Description (Short)	#	%	#	%	#	%
Professionalism	4.1	Collaborates with caregivers and school professionals	67	46.2%	78	53.8%	0	0.0%
	4.2	Professional relationships with school personnel and students	86	58.1%	61	41.2%	1	0.7%
	4.3	Participant in school initiatives, organizations and activities	57	40.4%	84	59.6%	0	0.0%
	4.4	Demonstrates effective verbal communication	74	50.0%	73	49.3%	1	0.7%
	4.5	Demonstrates effective external written communication	66	44.6%	80	54.1%	2	1.4%
	4.6	Adheres to rules and legal requirements (FERPA)	55	37.2%	92	62.2%	1	0.7%
	4.7	Preparedness, responsibility, initiative, time management	82	55.4%	63	42.6%	3	2.0%
	4.8	Receives and uses constructive feedback	96	64.9%	51	34.5%	1	0.7%
	4.9	Uses self-reflection	73	49.3%	74	50.0%	1	0.7%

- Data from the 2021 South Carolina Teacher Preparation Intern Survey, which encompasses SCTS 4.0 preparation, show that an average of 94.4% of our teacher candidates, (undergraduate and graduate data compiled together) felt prepared in the areas of assessment, diverse needs of learners, instruction and learner engagement, the learning environment, literacy, professional learning/ethical practice, and technology. They felt the most prepared for the workplace, with a 95% and above strongly agree/agree rating in the following areas: engaging in continual reflection and refinement of teaching (100%), communicating effectively and working collaboratively with other professionals (99.3%), effectively employing positive behavioral intervention and supports (99.2%), understanding and teaching academic content, planning lessons that are appropriate for subject and grade level, integrating research-based practices into teaching, and understanding the rights and responsibilities of students, teachers and parents (all at 98.6%), having a well-managed classroom (97.2%), teaching students in poverty (97.1%), and creating diagnostic, formative and summative assessments (95.0%).

Overall, assessment was the category in which candidates felt less prepared for the workplace, with an average score of 84.4% strongly agreeing/agreeing. Under this category of assessment, the specific statement addressing the ability to interpret and use large-scale assessment data, had a percentage of 66.9% strongly agreeing/agreeing with the statement. In looking at undergraduate and graduate data separately for this statement, there was a 20.1% difference in the perception level of preparedness between these two groups of candidates: with 70.1 % undergraduate candidates strongly agreeing/agreeing with this statement and 50% of graduate candidates strongly agreeing/agreeing. Data were compiled by the Director of Assessment and Research in the College of Education. This data will be shared with the Unit Assessment Committee, in moving forward. There is also a plan to provide teacher candidates with professional development on using large-scale data, which will occur in fall, 2021.

- Student Graduate Evaluation Results (ADEPT) report data show that Winthrop graduates, formally evaluated during the 2020-2021 school year, performed extremely well on the SCTS 4.0 Evaluation. Winthrop data are compared to statewide data in the following chart: This data is based on availability from SCLeads June 28, 2021.

SCTS 4.0 Indicator 2020-2021 Evaluation Results for Formal Evaluation	Winthrop University	Statewide Results
Instructional Plans	3.17	3.17
Student Work	3.09	3.05

Assessment	3.00	3.02
Standards and Objectives	3.15	3.19
Motivating Students	3.32	3.26
Presenting Instructional Content	3.22	3.22
Lesson Structure and Pacing	3.19	3.12
Activities and Materials	3.15	3.14
Questioning	3.02	3.02
Academic Feedback	3.08	3.08
Grouping Students	3.05	3.02
Teacher Content Knowledge	3.38	3.36
Teacher Knowledge of Students	3.32	3.32
Thinking	3.02	3.01
Problem Solving	3.10	3.00
Managing Student Behavior	3.40	3.45
Expectations	3.29	3.37
Environment	3.47	3.47
Respectful Culture	3.58	3.56
The educator is prompt, prepared, and participates in professional development meetings, brings student artifacts when requested.	3.64	3.29
The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.50	3.31
The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	3.45	3.31
The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.56	3.31
The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	3.55	3.23
The educator offers specific actions to improve his/her teaching.	3.48	3.26
The educator accepts responsibilities contributing to school improvement.	3.45	3.26
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.44	3.23
The educator actively supports school activities and events.	3.51	3.37
The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.45	3.17

As noted in the chart above, assessment was Winthrop's lowest rating for our graduates being formally evaluated with SCTS 4.0. This matches data from the 2021 South Carolina Teacher Preparation Intern Survey, where assessment was the area where interns perceived feeling less prepared.

- Expanded ADEPT/SCTS 4.0 sessions are conducted each semester by the Director in the Office of Field and Clinical Experiences with teacher candidates in their internship and teacher candidates in early clinical/field courses (EDCO 200/EDUC 601 and EDCO 350). Work with the ADEPT standards follows a logical, developmental progress through the program culminating with the teacher

candidates exhibiting practiced skills in planning, instruction, the learning environment, and professionalism, along with mastery of specific content material.

- The EPP uses both full-time and adjunct supervisors in supervising interns in both Internship I and Internship II. All supervisors are supported by the Office of Field and Clinical Experiences and participate in specific supervisor training at the beginning of each semester. In addition, as of June 30, 2021, the EPP will have forty supervisors (both full-time and adjunct) trained in the SCTS 4.0 Rubric Evaluator Training. Evaluator training will continue to take place in order to ensure all EPP supervisors meet state requirements for supervising teacher candidates. Supervisors are rated each semester by the teacher candidate in categories that relate to ADEPT expectations. Data from fall 2020 and spring 2021 show the following ratings:

Evaluation of Supervisor by Teacher Candidate

Statement	Fall 2020 Strongly Agree and Agree Responses	Spring 2021 Strongly Agree and Agree Responses
The university supervisor communicated College of Education requirements to the teacher candidate. <i>(which included evaluation criteria based upon SCTS 4.0 standards- Winthrop evaluation instrument)</i>	96%	96%
The university supervisor guided the teacher candidate's theoretical and pedagogical knowledge in the discipline. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	89%	95%
The feedback received on the observation records provided specific feedback aligned with the performance indicators on the form. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	98%	97%
The university supervisor conveyed specific teaching strengths to the teacher candidate. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	98%	97%
The mid-term and final evaluations were conducted in a way that provided sufficient data for growth.	96%	98%
The university supervisor conveyed specific areas of improvement to the teacher candidate. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	94%	96%

Data are available through the Placement Coordinator in the Office of Field and Clinical Experiences

- Mentor teachers for our teacher candidates, who have not been previously mentor trained, go on our list of mentors to be officially trained in the 2-day SC Mentor Training. During the year 2020-2021, no mentor training was conducted through Winthrop due to the pandemic, however, a mentor training is planned for July 26-27, 2021, which will be a virtual training. Mentors attending will receive a provisional certification after this virtual training and will need to attend a streamlined face-to-face meeting with the trainers in order to receive full certification for the state of South Carolina. Mentors not trained through the SC Mentor Training, where the ADEPT/SCTS 4.0 process is covered, attend a modified ADEPT training on campus and/or virtually. Mentors are rated by the teacher candidate each semester in areas related to ADEPT expectations. Data from fall 2020 and spring 2021 show the following ratings:

Evaluation of Mentor Teacher by Teacher Candidate

Statement	Fall 2020 Strongly Agree and Agree Responses	Spring 2021 Strongly Agree and Agree Responses
The mentor teacher showed evidence of having reviewed lesson plans and provided feedback on the teacher candidate's performance. <i>(based upon the SCTS 4.0 standards – Winthrop internship evaluation instrument)</i>	98%	95%
**The feedback received on the observation records provided specific feedback aligned with the performance indicators on the form. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	98%	96%
The mentor teacher identified specific teacher candidate strengths. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	100%	97%
The mentor teacher identified specific behaviors to be modified. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	97%	96%
The mentor teacher collaborated with the teacher candidate to complete the self-assessment to be used for the midterm and final evaluation conferences. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	97%	96%
Assessment data is used in the planning and delivery of instruction at the school. <i>(based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)</i>	97%	97%

Data are available through the Placement Coordinator in the Office of Field and Clinical Experiences

- The James and Susan Rex Institute for Educational Renewal and Partnership, in the College of Education, provides professional learning opportunities for EPP faculty, school personnel, and teacher candidates that are very much practice/reinforcement of professional growth related to the SCTS 4.0 standards. Professional growth opportunities are discussed during partnership advisory council meetings throughout the year. Agendas from the PAC meetings (held virtually) during 2020-2021 are located at: <https://www2.winthrop.edu/rex/rex/council.html>. Professional Learning opportunities for the year 2020-2021 were down due to the pandemic, which presented a challenge in coordinating professional development needs with partnership schools and EPP faculty. Also, the annual partnership conference had to be cancelled in summer 2020 due to the pandemic. However, in moving forward, the Partnership Conference for Educational Renewal: “*The Power of Us: Embracing Powerful Educational Practices to Impart Change*” is scheduled as a full-day virtual event August 2, 2021.

All data from the Winthrop University EPP are reviewed by the Unit Assessment Committee, the Dean's Council, and the Field and Clinical Experiences Committee for unit and program advancement. Representative faculty and administration from Winthrop and our partnership districts serve on these various committees.

2. Based on 2020-21 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.

- As stated in Winthrop's ADEPT report for 2020-2021, beginning with the 2019-2020 catalog, our teacher candidates are required to complete three experiences in each of the three categories of Professional Skills, Diverse Learners, and Critical Incidences. Many sessions planned for the 2020-2021 term, to offer students options in these three categories, had to be cancelled due to the pandemic, however, the college provided six sessions in the area of Diverse Learners. We plan to continue this goal of offering sessions/series of sessions to teacher candidates during the 2021-2022 term that were already in the works (examples: Mandated Reporter Training, identification of students with special needs and the role of the classroom teacher in teaching students with special needs) and plan for additional sessions based upon input from surveys, faculty in the Core courses, and input from representatives across our 14 teacher education programs.
- Beginning in the fall of 2021, The Rex Institute/Office of Field and Clinical Experiences will offer "The Rex Hour" monthly for our teacher candidates in their internship. Based upon information from exit surveys, internship candidate input, and input from mentor teachers, these hourly sessions will occur after school hours and, excluding the first Rex Hour which is required, the sessions will be optional for our internship candidates. Topics for the sessions, which are still under discussion at this time, include: classroom management tips and strategies; teacher burnout and the phases of teaching; using large-scale assessment data; handling stress; and parent conferencing.
- The College of Education will continue with our goal to explore, and plan for, various ways to address integrating emotional resilience into program area courses for our teacher candidates. We will also be expanding faculty professional development in this area during 2021-2022.
- The Director of Field and Clinical Experiences will continue with SCTS 4.0 evaluator training for supervisors. Discussions on how to get all teaching faculty trained will be pursued during 2021-2022. In addition, Winthrop will be identifying additional faculty/staff to be trained as SCTS 4.0 trainers.
- The need for inner-reliability sessions with mentors on our EPP Internship I and Internship II observation forms and evaluation instruments is a goal that needs to be carried over from last year. This need arose as a result of CAEP standard requirements.

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

- In 2020-2021, the Partnership Advisory Council (PAC) made up of partnership school liaisons, administrators, and Winthrop faculty/staff was presented with a Core course review and, in turn, provided feedback on the content of the various Core courses for improvement (see Core courses in Section III below). Also, the PAC provided feedback to the college on procedures for supporting students as they prepare to take PRAXIS, and feedback on recruitment/retention of teacher candidates.
- In 2020-2021, the *Network for Leading Education that Values English Learners* (NExT LEVEL) grant transitioned to online coursework for current cohorts due to the pandemic. Two sections of endorsement coursework (55 participants) and two sections of add-on certification coursework (49 participants) were offered. In August 2021, this five-year professional development program grant will end, however, a no-cost extension to complete current cohorts has been accepted. In addition, an application for new programming to include Charleston and Greenville County School Districts has been submitted.
- The Director of Field and Clinical Experiences continues to be a member of the Olde English Consortium (OEC) Human Resources Committee, which is comprised of human resource directors from nine partnership districts. Also, the Director of the Rex Institute is a member of the OEC

Curriculum and Instruction committee. During monthly meetings of both committees, SCTS 4.0 and Expanded ADEPT are frequently discussed in relation to best practice in moving forward for support for Winthrop teacher candidates and school teaching faculty.

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.*

Courses referenced in the following chart:

Core Content Courses

EDCO 101: Developing Observation and Analysis Skills

EDCO 200: Developmental Sciences and the Context of Poverty (contains field component) (graduate equivalent-EDUC 601)

EDCO 201: Supporting the English as a Second Language Student in the General Education Classroom (contains field component) (graduate equivalent- EDUC 610)

EDCO 202: Supporting Exceptional and Gifted Learners in the General Education Classroom (contains field component) (graduate equivalent – EDUC 610)

EDCO 220: Assessment to Meet Diverse Needs (graduate equivalent – EDUC 605)

EDCO 305: Technology and the Inclusive Classroom (contains field component) (graduate equivalent – EDUC 602)

EDCO 350: Academic and Social Strategies for Establishing an Inclusive Classroom (contains field component) (graduate equivalent – EDUC 660)

EDCO 401: Internship I (graduate equivalent AREA 592) (contains field component)

EDCO 401: Internship II (graduate equivalent 690) (full field component)

EDCO 410: Education in a Democracy – Broadening Professional Perspectives (graduate equivalent – EDUC 600)

Individual Program Content Methods Courses

Literacy Core Courses –

READ 370: Reading and Written Expression Methods I (contains field component)

READ 380: Reading and Written Expression Methods II (contains field component)

<i>SCTS 4.0 Domain</i>	<i>Course Introduced</i>	<i>Evidence Provided</i>	<i>Change from 2019-20?</i>

<i>Instruction</i>	<p>EDCO 101, EDCO 200, EDUC 601, EDCO 201, EDUC 610, EDCO 202, EDCO 305, EDUC 602, EDCO 350, EDUC 660, EDCO 401, AREA 592, EDCO 402, EDUC 690</p> <p>Program Specific Content Methods Courses</p> <p>Read 370, Read 380</p> <p>Internship I and Internship II</p>	<p>Syllabi, Content Key Assessments, Field Key Assessments (applicable courses), Host Teacher Field Guide, Year-Long Internship Handbook, Internship I Evaluation, Internship II Evaluation, Observation forms, Pre-Observation Conference Guide, Post-Conference Observation Guide, Lesson Plan Templates</p>	
<i>Planning</i>	<p>EDCO 201, EDUC 610, EDCO 202, EDCO 220, EDUC 605, EDCO 350, EDUC 660, EDCO 401, AREA 592, EDCO 402, EDUC 690</p> <p>Program Specific Content Methods Courses</p> <p>Read 370, Read 380</p> <p>Internship I and Internship II</p>	<p>Syllabi, Content Key Assessments, Field Key Assessments (applicable courses), Host Teacher Field Guide, Year-Long Internship Handbook, Internship I Evaluation, Internship II Evaluation, Observation forms, Pre-Observation Conference Guide, Post-Conference Observation Guide, Lesson Plan Templates</p>	
<i>Environment</i>	<p>EDCO 101, EDCO 200, EDUC 601, EDCO 201, EDUC 610, EDCO 202, EDCO 350, EDUC 660, EDCO 401, AREA 592, EDCO 401, EDUC 690</p> <p>Program Specific Content Methods Courses</p> <p>Read 370, Read 380</p> <p>Internship I and Internship II</p>	<p>Syllabi, Content Key Assessments, Field Key Assessments (applicable courses), Host Teacher Field Guide, Year-Long Internship Handbook, Internship I Evaluation, Internship II Evaluation, Observation forms, Pre-Observation Conference Guide, Post-Conference Observation Guide, Lesson Plan Templates</p>	
<i>Professionalism</i>	<p>EDCO 101, EDCO 200, EDUC 601, EDCO 201, EDUC 610, EDCO 202, EDCO 305, EDUC 602, EDCO 350, EDUC 660, EDCO 401, AREA 592, EDCO 402, EDUC 690, EDCO 410, EDUC 600</p> <p>Program Specific Content Methods Courses</p>	<p>Syllabi, Content Key Assessments, Field Key Assessments (applicable courses), Host Teacher Field Guide, Year-Long Internship Handbook, Internship I Evaluation, Internship II Evaluation, Observation forms, Pre-Observation Conference Guide, Post-Conference Observation Guide, Lesson Plan Templates</p>	

	Read 370, Read 380		
	Internship I and Internship II		

All evidence can be located at http://www2.winthrop.edu/rex/rex/education_core.html . (dropdown menu under “Education Core”)

SECTION IV: EPP Feedback

1. What additional training and/or resources would best support the EPP’s implementation of SCTS 4.0? Continuing to host IHE Train the Trainer training throughout the year in order for additional faculty/staff at Winthrop to be trained. At this point, only the Director of Field and Clinical Experiences is a trained SCTS 4.0 trainer.
2. For the 2021-22 academic year, NIET has updated the Environment Domain of the South Carolina Teaching Standards based on their research to maintain the same indicators, but update some of the descriptors to better reflect an emphasis on student engagement, safe and positive environment, and equitable access to learning. Implementation of these revisions will be required for districts in the 2021-2022 AY, and for EPPs in the 2022-2023 AY. We wanted to give you ample opportunity to explore the changes prior to integration, but we want to hear from you regarding your particular experience. 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?

Recruitment for the fall 2020 and fall 2021 incoming classes was significantly impacted by the global pandemic’s impact on health, finances, etc. Winthrop continues to recruit a diverse freshmen class (40% minority population in 2020) and this is mirrored in the College of Education. Although there has been a decline in individuals interested in teacher education degree programs, for the college the issue is not recruitment of minority candidates in comparison with the university and instead it is retention of minority students. Requirements for a basic skills assessment through a standardized test score remains the primary stumbling block for all students and is more pronounced among underrepresented groups. The college has a basic skills preparation program in place for students that have not met the requirement by fall of year two. This program is currently undergoing a review for needed adjustments with the start of a pilot in summer 2021 to include more contact with students individually and consideration of use of mandatory live study sessions. A similar approach is being explored for the certification exam.

- 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?

Through the CAEP review process that ended in full accreditation with no areas for improvement and no stipulations, Winthrop’s approach to recruitment, retention, and support were affirmed. Plans discussed at that time as part of our continuous improvement process are well underway. They include some of the support structures discussed in the previous bullet; intentional use of diverse student representation in admissions processes; and strengthening of the cultural competence strand in the education core coursework. The college continues to offer Supplemental Education Experiences and one strand is specifically focused on diversity in our schools. The college hosted six events in the 2021-2022 around this theme and students could expand these opportunities through cultural events offered at the university.

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