

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

Please note:

A separate Program Evaluation and Assurances plan is required for *each* Program Type offered at the below-named EPP. (This is not a change in requirements.) You can find the templates for these plans here: <https://ed.sc.gov/educators/educator-effectiveness/education-preparation-providers-epps/adept-plan-templates/>

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

Educator Preparation Program (EPP)	<u>Winthrop University</u>
Date of submission of ADEPT report/plan	<u>June 30, 2022</u>
Name of person completing report/plan	<u>Carolyn G. Grant</u>
Title/position of person completing report/plan	<u>Director, Office of Field and Clinical Experiences</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 [Education Professions Committee Synopsis Expanded Assisting, Developing, and Evaluating Professional Teaching Support and Evaluation System Guidelines for Classroom-based Teachers](#)

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

SECTION I: Statement of Assurances

By submitting this assurances form, and unless otherwise noted, the EPP agrees to implement the ADEPT requirements listed below. Additionally, the EPP agrees to maintain supporting documentation verifying that the institution has met these requirements and to make this documentation available at the request of the South Carolina Department of Education (SCDE) or during an onsite visit.

- **Assurance #1: SCTS 4.0 Domains.** The EPP will integrate the SCTS 4.0 Domains throughout each candidate's course work, field experiences, and clinical practice so that candidates understand and are able to apply these standards.
- **Assurance #2: Clinical Practice (Student Teaching).** Prior to the beginning of the clinical practice—the capstone ADEPT experience—the EPP will provide candidates with a comprehensive orientation to the practicum so that the candidates understand what they have to do in order to achieve success. At a minimum, the orientation will include both oral and written explanations of the assistance and evaluation processes, the ADEPT-related expectations, the *Standards of Conduct for South Carolina Educators*, and the EPP's requirements for successful completion of the clinical practice. Additionally, the EPP will design and implement the clinical practice according to all applicable policy guidelines to ensure that candidates receive full opportunities to develop their professional knowledge and skills.
- **Assurance #3: Supervision of Candidates.** The EPP will provide candidates with effective guidance and support during the clinical practice. The EPP ensures that each candidate is supervised (1) by one or more EPP clinical faculty members who have preparation both in the supervision of education and in the candidate's teaching major and who are ADEPT trained (2) by one or more school-based clinical faculty (cooperating teachers), each of whom is ADEPT trained. All EPP supervisors and cooperating teachers will hold certification as an ADEPT evaluator or trainer, or they will have successfully completed an ADEPT seminar that follows the SCDE-recommended structure and format. Additionally, the EPP will provide all supervisors and cooperating teachers with training related to the institution's requirements and procedures for evaluating and supporting candidates.
- **Assurance #4: Feedback to Candidates.** The EPP will ensure that, throughout the clinical experience, supervisors provide each candidate with accurate, appropriate, and ongoing formative feedback that enables the candidate to improve his or her teaching performance and effectiveness. Additionally, the EPP will assign ratings and grades aligned with the EPP's stated policies and that truly represent the quality of each candidate's teaching performance and effectiveness.
- **Assurance #5: Continuous ADEPT Program Improvement.** The EPP will gather **qualitative and quantitative** data to determine the impact of the program on the teaching performance and effectiveness of the institution's candidates and graduates relative to the SCTS 4.0 Domains and will use these data to guide future program planning.

SECTION II: EPP ADEPT Program Evaluation and Improvement

By submitting this program evaluation and improvement plan, and unless otherwise noted, the EPP agrees to maintain supporting documentation verifying that the institution has gathered **qualitative and quantitative data** on the effectiveness of its ADEPT Program implementation and to make this documentation available at the request of the SCDE or during an onsite visit.

Instructions to the EPP: Please respond to each of the following questions.

1. Based on 2021-22 qualitative and quantitative data, what are the EPP's strengths in terms of promoting the teaching performance and effectiveness of its candidates and graduates relative to the SCTS 4.0 Domains? In this response, please indicate how faculty and staff identified these particular strengths. Attach any supporting data.

- Winthrop is very fortunate to have 53 partnership schools that we work with to place our teacher candidates in early field experiences (beginning the freshman year), field experiences, and the year-long internship and will welcome an additional high school to our partnership beginning fall 2022. Interns have continued to be welcomed in our partnership schools throughout the COVID pandemic and interned up to 336 hours in Internship I and at least 600 hours in Internship II. We were thrilled to be able to work with our 9 partnership school districts to again place our early field/field students in the schools in the 2021-2022 academic year since the pandemic hindered early field/field placements in the past couple of years. Teacher candidates begin practicing the SCTS 4.0 indicators from their freshman year throughout their Internship year (undergraduates) or from the beginning of their master's degree program through the Internship year (MAT teacher candidates). Instructors of our early field courses also continue to utilize recorded lessons in ATLAS as a supplement to their time in the field.
- Our EPP values our teacher candidate supervisors. All current supervisors of internship teacher candidates have completed the teacher evaluator training for SCTS 4.0 and completed the South Carolina/NIET testing requirement. As of June, 2022, our EPP has 46 trained supervisors.
- As stated in the 2021-2022 ADEPT Program Evaluation, Winthrop received a Center of Excellence grant from the Center for Higher Education, through which our ASPIRE (*Addressing Shortages through Partnership Internship Residences in Education*) Center was put into place. This program focuses on identifying the needs of our partnership schools/districts in relation to implementation of the Internship Certificate, available through the South Carolina Department of Education for undergraduate and MAT teacher education candidates. This past year, 2021-2022, pilot study data from spring 2021 were analyzed, and necessary program revisions for moving forward were completed, based upon this data. Professional development in Cognitive Coaching and a Diversity, Equity, and Inclusion training was hosted for ASPIRE master teachers.

Spring 2022 marked the full implementation of the ASPIRE Internship Certificate program. Five ASPIRE candidates (1 Elementary, 1 Physical Education, 1 Spanish, 1 Theatre, and 1 Middle Level) went into the classrooms in 3 partnership districts (Clover, Fairfield, and Rock Hill) as the teacher of record. All 5 candidates were successful, and 4 of the 5 candidates have been hired to teach in the same schools where they were placed during the Internship Certificate semester (Internship II). The fifth candidate took a position as director of an outdoor camp for the upcoming year.

For the upcoming year, 2022-2023, we had 21 teacher candidates recommended/nominated by their program areas as outstanding candidates for the ASPIRE program, 15 of whom decided to participate in the screening interview. Screening interviews were conducted by the Director in the Office of Field and Clinical Experiences, Winthrop faculty, and representatives from partnership districts/schools. Based upon screening interview feedback, 10 of the 15 candidates are continuing to pursue this opportunity for the upcoming school year.

- The NetSERVE (*Network for Sustained Educational Residencies that Value Equity*) Teacher Quality grant continues to be a successful grant program for Winthrop University in expanding our ability to prepare teachers to meet SC’s growing teacher shortage. MAT students are selected to serve as “teacher residents” during their year-long internship and then continue as a first-year teacher in the high-needs school district where they completed their residency program. During 2021-2022, professional development modules were created by Winthrop faculty and teachers from our partnership districts (NetSERVE influencers) to assist in the development of these MAT candidates in professional standards for teaching (SCTS 4.0). For 2021-2022, we had 9 NetSERVE teacher candidates (2 Early Childhood, 4 Elementary, 2 Middle Level, and 1 Special Education) and 8/9 were successful in completing the requirements of their program area (1 Elementary candidate was not successful). For the upcoming year, 2022-2023, there are 6 candidates in the NetSERVE program who have applied for internship I (2 Early Childhood, 2 Special Education, 1 Math, 1 Middle Level Math) and 1 candidate who applied for internship II (Elementary). At this time, this office is awaiting confirmation that all 7 have met the requirements for internship placement.
- During the 2021-2022 school year, a five-year US Department of Education grant was awarded to Winthrop that extends the current NExT LEVEL project, which focuses on partnerships and professional learning related to English language learning. This grant is SC PALMETTO (*SC Partners Advocating for Learners who are Multi-Lingual through Education That Targets Opportunity*). This program will provide access to information and development of research-based skills for teachers, administrators, support personnel and families. SC Palmetto will continue collaboration with Fort Mill and Rock Hill school districts while extending outreach to Charleston and Greenville County schools.
- 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 at <https://www.winthrop.edu/coe/rex/education-core.aspx>

As stated in past ADEPT reports, 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.

- Our EPP continues to grow our mentoring database as we work with both host and mentor teachers in our partnership schools. All early field and field placements are intentional and are in our partner schools that meet the specific criteria for course content. For example, our EDCO 200 course (*Developmental Sciences and the Context of Poverty*) teacher candidates are placed in partner schools where there are a high percentage of students meeting the definition of “living in poverty,” and our EDCO 201 course (*Supporting the English as a Second Language Student in the General Education Classroom*) teacher candidates are placed in partner schools where there are a high percentage of ESL students.

We strive to place all internship teacher candidates in partner schools where there is a high level of commitment, from both administration and faculty, in working with our teacher candidates; immersing them in the SCTS 4.0 standards and participating in professional development to support both their growth and teacher candidate growth. However, due to lack of mentor availability, some educator programs (i.e.: Theatre, Art, Dance, various secondary programs, etc.) sometimes have to use non-partnership schools for qualified mentors. Also, NetSERVE teacher candidates are often in non-partnership schools due to specific grant stipulations. Data show, for fall 2021, 113/157 (80%) of our teacher candidates and spring 2022, 88/132 (67%) of teacher candidates were in partner schools.

- 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 2021-2022, 139 candidates were externally assessed using edTPA. We had a first-time submission pass rate of 89%.

Of the 15 candidates that were not successful:

- Six were marked as failing due to a score not meeting the state minimum and nine received a condition code indicating there was an aspect of the portfolio that was not scored, but could be edited and resubmitted.
- Four remain without a passing score at the time of this report.

On the 15 common rubrics, the average rubric scores for first time submission ranged from a low of 2.71 on Rubric 10: Planning for Assessments to a high average of 3.17 on Rubric 12: Planning Varied Supports. These rubrics were the approximately the same in the previous reporting cycle. 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 42.9. This is below the national goal score of 45 (a three on each rubric), but well above the state cut score of 37. The range of scores was a 31 to a 65. The candidate that scored 31 has since resubmitted and passed. 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 as of May 2022.

The EPP would be remiss if we did not acknowledge that our pass rate did drop this year. We know that our teacher candidates continued to struggle 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 an 89% first time pass rate and overall pass rate of 96% is exceptionally high, we are continuing to consider needed supports that can address some of the issues we saw this year. Further, we are monitoring the rubric scores by program to continue to address any program level needs.

edTPA Pass Rates for 2021 Fall and 2022 Spring

Certification Area	Required Score	Overall Pass Rate	Average Score	Notes
Early Childhood (<i>n</i> = 31)	37	100.0%	43.71	
Elementary (<i>n</i> = 18)	44	77.8%	47.17	Since data were developed another student passed raising percent passed to 94%
Languages (<i>n</i> = 2)	32	50.0%	32.00	Since data were developed another student passed raising percent passed to 100%
Middle Level (<i>n</i> = 7)	37	100.0%	52.29	
Music (<i>n</i> = 9)	37	88.9%	41.33	The candidate has not resubmitted.
Physical Education (<i>n</i> = 8)	37	87.5%	40.50	The candidate has not yet been successful.
Secondary English (<i>n</i> = 12)	37	100.0%	47.92	
Secondary Mathematics (<i>n</i> = 1)	37	0.0%	33.00	The candidate has not yet been successful.
Secondary Science (<i>n</i> = 2)	37	100.0%	43.50	
Secondary Social Studies (<i>n</i> = 6)	37	100.0%	46.33	
Special Education (<i>n</i> = 22)	37	95.5%	46.00	The candidate has not yet been successful.
Theatre and Dance (<i>n</i> = 14)	37	100.0%	47.71	
Visual Art (<i>n</i> = 7)	37	100.0%	44.43	

- The EPP has permission to implement a locally designed Internship II (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 EPP 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 2021-2022 academic year returned to a more consistent pattern, but some residual impacts due to the pandemic were inevitable. It is also worth noting that the students completing Internship in 2021-2022 were the most impacted during earlier field experiences and many found the shift to Internship I and II experiences more difficult than is traditionally the case. University supervisors and mentor teachers collaborated to provide scaffolded supports to help candidates develop professional and instructional practices in order to fully meet expectations.

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 six items in which more than one student scored “below expectations” (highlighted in green). These included:

- 1.4 Plans learner use of digital tools,
- 2.2 Helps learners assume responsibility for their own learning,
- 2.3 Differentiates instruction for diverse learning needs,
- 3.4 Environment promotes positive social interaction and collaboration,
- 4.1 Collaborates with caregivers and school professionals, 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. The EPP also noted that the number items reported here this year increased, but only one item was a duplication from the previous report (2.3). There was an expectation that candidates would struggle more due to decreased exposure to in classroom work in previous academic years, but with only one item (4.7) having more than two candidates at “below expectations” there seems to be isolated candidate needs, which is expected.

Items that appeared to be strongest, as determined by the largest percentage of students “exceeding expectations” (highlighted in red) were:

- 3.2 Caring, fair, and inclusive environment,
- 3.3 Environment promotes positive social interaction and collaboration, and
- 4.2 Professional relationships with school personnel and students.

Again, these cannot be introduced as themes, but do represent areas the EPP has been working to address. Item 4.2 was also listed as an item “exceeding expectations” in last year’s ADEPT report.

Internship II Evaluations From VIA (2021 Fall and 2022 Spring)

Domain	Element Description Short	Exceeds Expectations		Meets Expectations		Below Expectations	
		#	%	#	%	#	%
Planning	1.1 Standards-based lessons	32	28.3%	80	70.8%	1	0.9%
	1.2 Plans Multiple methods of assessment	31	27.4%	81	71.7%	1	0.9%
	1.3 Uses data from formative, diagnostic, and summative assessments to guide planning	22	19.5%	90	79.6%	1	0.9%
	1.4 Plans learner use of digital tools	33	29.2%	78	69.0%	2	1.8%
	1.5 Plans differentiated instruction for diverse learning needs	33	31.1%	72	67.9%	1	0.9%
Instruction	2.1 Effectively communicates challenging expectations	37	33.0%	75	67.0%		0.0%
	2.2 Helps learners assume responsibility for their own learning.	26	23.0%	85	75.2%	2	1.8%

Domain	Element Description Short	Exceeds Expectations		Meets Expectations		Below Expectations		
		#	%	#	%	#	%	
Instruction	2.3	Differentiates instruction for diverse learning needs	38	33.6%	73	64.6%	2	1.8%
	2.4	Demonstrates command of content and ability to address student questions and misconceptions	48	42.9%	63	56.3%	1	0.9%
	2.5	Links new concepts to prior knowledge	45	39.8%	67	59.3%	1	0.9%
	2.6	Uses variety of assessment strategies during instruction	24	21.2%	88	77.9%	1	0.9%
	2.7	Uses variety of summative assessment strategies	19	17.0%	92	82.1%	1	0.9%
	2.8	Uses effective questioning strategies	29	27.4%	76	71.7%	1	0.9%
	2.9	Provides academic feedback	35	33.0%	70	66.0%	1	0.9%
	2.10	Facilitates student use of digital tools	25	23.6%	81	76.4%		0.0%
	2.11	Demonstrates appropriate communication skills	36	34.0%	69	65.1%	1	0.9%
	2.12	Address diverse cultural needs	24	23.1%	79	76.0%	1	1.0%
Environment	3.1	Safe educational environment	48	42.5%	65	57.5%		0.0%
	3.2	Caring, fair, and inclusive environment	60	53.1%	53	46.9%		0.0%
	3.3	Environment promotes positive social interaction and collaboration	52	46.0%	61	54.0%		0.0%
	3.4	Promotes positive behaviors and active engagement	47	41.6%	64	56.6%	2	1.8%
Professionalism	4.1	Collaborates with caregivers and school professionals	38	33.9%	72	64.3%	2	1.8%
	4.2	Professional relationships with school personnel and students	52	46.0%	60	53.1%	1	0.9%
	4.3	Participant in school initiatives, organizations and activities	39	34.5%	74	65.5%		0.0%
	4.4	Demonstrates effective verbal communication	40	35.7%	71	63.4%	1	0.9%
	4.5	Demonstrates effective external written communication	33	29.5%	78	69.6%	1	0.9%
	4.6	Adheres to rules and legal requirements (FERPA)	31	27.9%	80	72.1%		0.0%
	4.7	Preparedness, responsibility, initiative, time management	44	38.9%	66	58.4%	3	2.7%
	4.8	Receives and uses constructive feedback	51	45.1%	61	54.0%	1	0.9%
	4.9	Uses self-reflection	40	37.7%	65	61.3%	1	0.9%

- Data from the 2022 South Carolina Teacher Preparation Intern Survey, which embodies SCTS 4.0, show that 92.2% of our graduate and undergraduate teacher candidates feel prepared for teaching in the areas of assessment, diverse needs of learners, instruction and learner engagement, the learning environment, literacy, professional learning/ethical practice, and technology (49.9% strongly agree, 42.3% agree).

Students felt most prepared in:

- engaging in continual reflection and refinement of their teaching at 100% (61.9% strongly agree, 38.1% agree)
- understanding and teaching their content at 99% (49.5% strongly agree, 49.5% agree)
- communicating effectively and working collaboratively with other professionals at 99% (60.0% strongly agree, 39.0 % agree)
- planning lessons that are appropriate for their subject and grade level at 98.1% (61.0% strongly agree, 37.1% agree)
- integrating research-based practices into their teaching at 96.2% (49.5% strongly agree, 46.7% agree), and
- using technology to promote student learning at 96.2% (55.2% strongly agree, 41.0% agree).

Creating diagnostic, formative, and summative assessments, effectively teaching students with disabilities, effectively teaching students who live in poverty, having a well-managed classroom, effectively employing positive behavioral interventions and supports, using literacy strategies in content areas, and communicating effectively with caregivers and families were all at or above 91.4% for teacher candidate perception of teacher readiness.

Overall, as in the past, assessment was the category in which teacher candidates felt less prepared for the teaching profession, with an average score 79.9% strongly agree/agree. This is down from last year’s data, which was at 84.4%. Also, as with past data, interpreting and using large-scale assessment data was lowest at 58.7, down from the previous year’s data of 66.9%. A special session (The Rex Hour) was planned for December 2021 to address using large-scale data, however, it was cancelled due to extremely low registration numbers for this session. This session was scheduled to bring in teaching faculty from our partner schools to discuss large-scale testing for their grade levels/content areas with teacher candidates, and it was felt that the teacher’s time needed to be protected due to very low teacher candidate participation.

Data were compiled by the Director of Assessment and Research in the College of Education and will be shared with the Unit Assessment Committee in moving forward. Additionally, professional development in the area of assessment will continue as a focus for the 2022-2023 school term.

- Student Graduate Evaluation Results (ADEPT-SCTS 4.0) report data show that our Winthrop graduates did very well on this assessment. Winthrop graduates performed as well as or above on all indicators, with the exception of one indicator “Standards and Objectives”. The data below is based on availability from SC Leads as of June 30, 2022.

SCTS 4.0 Indicator 2021-2022 Evaluation Results for Formal Evaluation	Winthrop University	Statewide Results
Instructional Plans	3.16	3.13
Student Work	3.08	3.02
Assessment	3.01	2.96
Standards and Objectives	3.14	3.15
Motivating Students	3.32	3.20
Presenting Instructional Content	3.25	3.14
Lesson Structure and Pacing	3.12	3.09
Activities and Materials	3.20	3.10
Questioning	2.99	2.99
Academic Feedback	3.10	3.03
Grouping Students	3.05	3.01

Teacher Content Knowledge	3.33	3.33
Teacher Knowledge of Students	3.27	3.26
Thinking	3.03	2.97
Problem Solving	3.04	3.00
Expectations	3.29	3.23
Engaging Students and Managing Behavior	3.28	3.27
Environment	3.45	3.44
Respectful Culture	3.51	3.51
The educator is prompt, prepared, and participates in professional development meetings, brings student artifacts when requested.	3.58	3.33
The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	3.45	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.	3.44	3.19
The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.51	3.22
The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	3.46	3.05
The educator offers specific actions to improve his/her teaching.	3.42	3.11
The educator accepts responsibilities contributing to school improvement.	3.48	3.14
The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.47	3.05
The educator actively supports school activities and events.	3.53	3.22
The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.50	3.14

- The Director, in the Office of Field and Clinical Experiences continues to provide Expanded ADEPT/SCTS 4.0 sessions for teacher candidates in the internship and candidates in EDCO 350 each semester. Our EPP follows a logical, developmental progression throughout the education courses in terms of ADEPT/SCTS 4.0. The year-long internship is the culmination of university preparation with the standards, where candidates have the opportunity to consistently use their knowledge/skills as they build up to full-time teaching.
- As stated earlier in this report, our institution values our university supervisors, both adjunct and full-time faculty. All supervisors are supported in their supervisory roles by the Office of Field and Clinical Experiences. Each semester, all supervisors participate in an informational/review session and new supervisors are trained in the model of supervision implemented by the EPP. All current supervisors are trained in SCTS 4.0 teacher evaluator training.

Every semester, our supervisors are rated by teacher candidates as to the effectiveness of their support/knowledge. Data from fall 2021 and spring 2022 show the following in relation to SCTS 4.0:

Evaluation of Supervisor by Teacher Candidate

Statement	Fall 2021- Internship I Strongly Agree and Agree Responses	Spring 2022- Internship II 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>)	97%	99%
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>)	96%	94% Down from spring 2021 by 1%
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% Same percentage as fall, 2020	98%
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%	100%
The mid-term and final evaluations were conducted in a way that provided sufficient data for growth.	100%	100%
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>)	99%	97%
	Five of the six ratings were up from the fall 2020 ratings.	Five of the six ratings were up from the spring, 2021 ratings.

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

- Teachers who apply to be mentors in our partner schools go on our list to be SC Mentor trained by their individual districts or by Winthrop trainers of SC Mentor Training. During June 2022, mentor training was provided by Winthrop University (trainers – Dr. Tammy Burnham, Ms. Carolyn Grant). Eighteen teachers participated in this training and received official mentor certification, along with 12 renewal hours for certificate renewal. Mentors who have not yet had the opportunity to be officially mentor trained, participate in a modified ADEPT/SCTS 4.0 training at Winthrop until the time they can be officially trained. Mentors are rated each semester in areas related to ADEPT expectations. Data from fall 2021 and spring 2022 are below:

Evaluation of Mentor Teacher by Teacher Candidate

Statement	Fall 2021- Internship I Strongly Agree and Agree Responses	Spring 2022 – Internship II 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>)	100% Up from fall 2020 by 2%	94% Down from spring 2021 by 1%

**The feedback received on the observation records provided specific feedback aligned with the performance indicators on the form. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	98%	95% Down from spring 2021 by 1%
The mentor teacher identified specific teacher candidate strengths. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	100%	100% Up from spring 2021 by 3%
The mentor teacher identified specific behaviors to be modified. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	100% Up from fall 2020 by 3%	96%
The mentor teacher collaborated with the teacher candidate to complete the self-assessment to be used for the midterm and final evaluation conferences. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	96% Down from fall 2020 by 1%	95% Down from spring 2021 by 1%
Assessment data is used in the planning and delivery of instruction at the school. (based on SCTS 4.0 standards – Winthrop internship observation form and internship evaluation)	97%	96% Down from spring 2021 by 1%

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

Data will be discussed with partnership liaisons during a REX Council meeting in the upcoming year in order for it to be shared with school mentors.

Professional Development for 2021-2022 (related to ADEPT/SCTS 4.0):

- The James and Sue Rex Institute for Educational Renewal and Partnership continues to provide professional development activities for teachers in our partnership and for teacher candidates. For example, the 12th Annual Partnership Conference, titled “Resilient and Ready”, held in June 2022, hosted teachers and upcoming teacher candidates, alike. With the wealth of knowledge that exists in our “own backyard,” the conference always offers a time to disseminate successful strategies, discuss challenging contexts, and engage in creative problem solving.

Cognitive Coaching training was hosted by the Rex Institute for teachers in our partnership, and plans for continuing this training are underway. The Director of the Rex Institute is currently being trained as a Cognitive Coaching trainer and will be able to offer local trainings in the future. Cognitive Coaching mirrors the mentoring cycles of the pre-conference and the post-conference of ADEPT/SCTS 4.0 and encourages reflection and problem solving in teacher growth.

During 2021-2022, on-going, online, self-paced professional development modules were offered to assist partnership teachers/teacher candidates in areas related to SCTS 4.0 standards. Modules include supporting diverse learners in virtual environments, building relationships with students and families of poverty, establishing positive classroom environment for students of poverty, integrating technology through UDL, and using Schoology for instruction. A complete list of topics included in each module can be located at:

<https://www.winthrop.edu/uploadedFiles/coe/rex/table-of-available-professional-development-modules.pdf>

- As stated in in previous ADEPT reports, our teacher candidates are required to complete three

experiences in each of the three categories of Professional Skills, Diverse Learners, and Critical Incidences, over the course of their study, in order to meet program completion requirements. These experiences are referred to as SEE (Supplemental Education Experiences). During 2020-2021, several sessions had to be cancelled due to the pandemic. SEE sessions were able to, again, be offered in 2021-2022. Topics on professional skills and diverse learners included, but are not limited to:

- The Importance of Black Educators
- Beyond Position Statements: Focusing on Equity During Challenging Times
- Creating Opportunities: Empowering Students in Your Classroom
- Religious Diversity in the Classroom
- Demystifying Disability: How to Begin the Shift from Ableism to Allyship

2. Based on 2021-22 qualitative and quantitative data, what are the areas of growth in terms of promoting the teaching performance and effectiveness of its candidates and graduates relative to the SCTS 4.0 Domains? List any changes the EPP plans to make in order to address those areas of needed growth. *In this response, please indicate how faculty and staff determined the need for these changes. Attach any supporting data.*

- As mentioned earlier in this report, the Rex Institute/Office of Field and Clinical Experiences offered “Rex Hour” sessions to address areas showing needed candidate growth (using large-scale assessment, classroom management strategies, etc.) but participation in these events proved to be very low, so several sessions needed to be cancelled. During 2022-2023, the Rex Institute Director and the Director in the Office of Field and Clinical Experiences will explore alternative strategies to increase teacher candidate support and explore additional topics to be addressed, based upon 2021-2022 data.
- For 2022-2023, in order to meet host and mentor teacher needs, continuing education sessions will be developed by the Rex Institute Director and the Director in the Office of Field and Clinical Experiences. DEI sessions will definitely be included in these continuing education opportunities.
- Beginning in 2022-2023, the Internship Institute will undergo a revision in order to better serve the teacher candidates that are in our EPP. During May, 2022, the Director in the Office of Field and Clinical Experiences developed online modules for “Observation and Evaluation” and “ADEPT: SCTS 4.0 Review” that directly relate to state requirements. Having online modules will provide candidates the opportunity to go through the content at their own pace, as well as having access to the modules throughout the year, for review and reference. This leaves the face-to-face Internship Institute as an opportunity to focus on DEI training.
- The College of Education will continue the previous year’s goal of planning for various ways to address implementing emotional resilience into program area courses for teacher candidates.
- Opportunities to gather mentors together for Internship I and Internship II inner-reliability sessions on our observation and evaluation instruments have proven difficult during the pandemic. Therefore, this goal will be carried over to 2022-2023, in hopes that, with the pandemic concerns lessening, mentors will feel comfortable participating in face-to-face sessions for this purpose.
- Several of our core courses are currently working to implement an assessment tool for cultural competence. This year, faculty have been evaluating several assessment instruments and will pilot the selected assessment in the upcoming year.

- In 2022-2023, our EPP will be working with the Partnership Network to obtain feedback on Core courses to ensure these courses are appropriately preparing our teacher candidates to meet the needs of diverse learners.
- Based on past data, in 2022-2023, instructors for EDCO 202 (*Supporting Exceptional and Gifted Learners in the General Education Classroom*) will revise the curriculum to better meet the needs of PK-12 partners and our teacher candidates.
- With the June 2022 retirement of the current Director in the Office of Field and Clinical Experiences, Carolyn Grant, plans for 2022-2023 include SCTS 4.0 train-the-trainer training for the new Director of this office in order to continue training of university supervisors/faculty, as well as train-the-trainer training in South Carolina Mentoring in order to provide our new mentors with necessary skills for effective mentoring.

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

- During 2021-2022, our Partnership Advisory Council looked at the role of the school liaison and the current partnership agreement to ensure our agreement is active and is still mutually beneficial to both the partnership schools and the university. Additionally, the Partnership Advisory Council provided feedback on our field and clinical experiences as to what is working well, what is not working, and how to best to support mentor teachers. From this discussion came the goal for the upcoming year to provide our mentor teachers with continuing education sessions.
- With the awarding of the SC Palmetto grant (described under the section of strengths of our EPP), we expanded our partnership to work with Greenville and Charleston school districts.
- Several College of Education faculty/staff continue to represent Winthrop University as members of various Olde English Consortium Committees where SCTS 4.0 and Expanded ADEPT are frequent topics of discussion in looking at best practice for K-12 teachers and university teacher candidates. The College of Education Dean represents Winthrop on the Superintendent OEC, the Director of the Rex Institute serves on the Curriculum and Instruction OEC Committee, the Director in the Office of Field and Clinical Experiences serves on the OEC Human Resources Committee, and an Associate Professor, from our EPP's Education Core, serves as a member of the ESOL OEC.

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 in a Culturally Responsive Context (graduate equivalent – EDCO 600)

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

equivalent-EDCO 601)

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

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

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

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

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

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

EDCO 402: Internship II (graduate equivalent EDCO 690) (full field component)

EDCO 410: Education in a Democracy – Broadening Professional Perspectives (graduate equivalent – EDCO 695)

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 Domain</i>	<i>4.0</i>	<i>Course Introduced</i>	<i>Evidence Provided</i>	<i>Change from 2020-21?</i>
<i>Instruction</i>		EDCO 101/600, EDCO 200/601, EDCO 201/610, EDCO 202/610, EDCO 220/605, EDCO 305/602, EDCO 350/660, EDCO 401/AREA 592, EDCO 402/690 Program Specific Content Methods Courses Read 370, Read 380	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	
<i>Planning</i>		EDCO 201/610, EDCO 202/610, EDCO 220/605, EDCO 350/660, EDCO 401/AREA 592, EDCO 402/690	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	

	<p>Program Specific Content Methods Courses</p> <p>Read 370, Read 380</p>	<p>Observation Guide, Lesson Plan Templates</p>	
<i>Environment</i>	<p>EDCO 101/600, EDCO 200/601, EDCO 201/610, EDCO 202/610, EDCO 350/660, EDCO 401/AREA 592, EDCO 402/690</p> <p>Program Specific Content Methods Courses</p> <p>Read 370, Read 380</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 101/600, EDCO200/601, EDCO 201/610, EDCO 202/610, EDCO 305/602, EDCO 350/660, EDCO 401/AREA 592, EDCO 402/690, EDCO 410/695</p> <p>Program Specific Content Methods Courses</p> <p>Read 370, Read 380</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>	

All evidence from the above chart can be located in the dropdown menu – Education Core at:

<https://www.winthrop.edu/coe/rex/>

SECTION IV: EPP Feedback

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

The incoming Director of Field and Clinical Experiences will be contacting you concerning their needs in their new position.

It has been my pleasure to work with you and learn from you throughout the years. Thank you for all you have done for me and our institution. ☺

2. For the 2022-23 academic year, NIET has updated the Environment Domain of the South Carolina Teaching Standards based on their research to update some of the indicators and descriptors to better reflect an emphasis on student engagement, safe and positive environment, and equitable access to learning. Implementation of these revisions was required for districts in the 2021-2022 AY, and for EPPs in the 2022-2023 AY. Your responses to these questions inform how we can best assist and support you and the pipeline.

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

Recruitment for the fall 2021 and fall 2022 continues to feel impact of the global, financial stresses, lack of motivation to pursue teacher education, etc. Winthrop continues to recruit a diverse freshman class (35% minority population in fall 2021) 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 candidate 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 went through a significant revision in the 2021-2022 academic year to include more attention on motivation, study skills, live help sessions, and much more. 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 seven events in the 2021-2022 academic year around this theme and students could expand these opportunities through cultural events offered at the university. In addition, faculty and staff are engaged in a university certificate program exploring DEI topics. Many candidates have completed the series over the past two years and the vast majority of candidates have at least started to engage. Finally, the college offered a book study opportunity around trauma informed practices and is offering Mental Health First Aide training in summer 2022 with additional opportunities for students and partners next year.

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