

CAEP Group Interview Information ~ General Introduction ~

Section 1: Overview

The Council for Accreditation of Educator Preparation (CAEP) and the South Carolina Department of Education (SCDE) will conduct a joint review of educator preparation programs at Winthrop November 30 to December 3.

Initial Teacher Preparation Programs (undergraduate and graduate [MAT])

- ★ COE Programs: Early Childhood (PK-3); Elementary (2-6); Middle Level (6-8); Physical Education* (PK-12); and Special Education (PK-12)
- ★ CAS Programs: Secondary (9-12): Biology*, Chemistry (MAT only), English*, Mathematics, and Social Studies; Languages* (French and Spanish, PK-12)
- ★ CVPA Programs: PK-12 Certifications: Dance*; Music* (Instrumental and Voice); Theatre*; and Visual Art*
**includes both undergraduate and MAT options*

Advanced Programs

- ★ COE Programs: Educational Leadership (MEd)
- ★ CAS Programs: School Psychology (MS plus SSP)

The Administrator Meeting with the team (likely two members): **Withers 320A; Monday, December 2 from 3 to 3:45**

Section 2: Key Components

Initial Preparation Programs:

- Strong **University-School Partnership** that supports program curriculum and mentoring of our candidates.
- **Clinically-based program** that includes rich experiences with diverse students in diverse settings.
- Year-long **Internship** providing candidates an opportunity to see all parts of a P-12 school year.
- **Dispositions** (*Commitment, Integrity, Communication, and Fairness*) tracked across the program with targeted supports.
- Strong sequence of **common coursework** (Education Core) that builds foundation for content specific experiences such as methods courses.
- Access and use of **appropriate technology** on campus and in the field.
- **100%** of our programs are nationally **accredited** (in Arts), nationally recognized (SPAs – Specialized Program Associations), or state recognized (programs with low enrollments in the cycle examined: BS Biology and languages).
Note they will likely ask status of dance review as it was still pending when we submitted response and there is an inconsistency in School Psychology that may be addressed.
- **Collaborative processes** across colleges and with schools
 - CAS and CVPA representation on all teacher education related committees (Field and Clinical; Unit Assessment; Diversity; Dispositions)
 - P-12 School Representation on all committees
 - Role of Robert and Wanda (with Beth and Lisa at CVPA and CAS meetings)
 - Educator Preparation Committee
- General attention to the use of **data for program improvement** and the systems we have at Winthrop that support this annual process.
- The Master of Arts in Teaching (MAT) is a **single degree program** with two pathways (traditional two-year and accelerated for Educational Studies Minors)

Advanced Programs:

- Still in **phase-in** that allows us to have some plans for work without having completed everything (e.g., validity and reliability studies, three cycles of data, etc.)
- Strong **partnerships** through the Olde English Consortium and School Psychology sites in other local districts.
- **Cohort tuition** rates for Educational Leadership
- **Paid Internships** for School Psychology
- General attention to the use of **data for program improvement** and the systems we have at Winthrop that support this annual process.

Initial Prep: ~ Standard 1: Candidate Knowledge, Skills, and Professional Dispositions ~

- 1.1 – *Understanding of InTASC standards* (the learner and learning; content; instructional practice; and professional responsibility)
- 1.2 – *Use research and evidence* (understand teaching profession; measure student progress; explore individual professional growth)
- 1.3 – *Content Expertise* (program recognition; appropriate content knowledge)
- 1.4 – *Content Expertise with eye on equity* (knowledge of appropriate p12 standards; commitment to rigorous expectations)
- 1.5 – *Technology* (model and apply technology standards; design, implement and assess learning; use technology to improve learning and enrich practice)

Initial Prep: ~ Standard 2: Clinical Partnerships and Practice ~

- 2.1 – *Partnerships for Clinical Preparation* (co-construct partnerships; focus on continuous improvement)
- 2.2 – *Clinical Educators* (co-select/prepare/evaluate school and university educators who positively impact candidate development)
- 2.3 – *Clinical Experiences* (collaboratively design experiences to impact diverse student learners; multiple assessments)

Initial Prep: ~ Standard 3: Candidate Quality, Recruitment, and Selectivity ~

- 3.1 – *Plan for Recruitment of Diverse Candidates who Meet Employment Needs* (focusing on area school needs)
- 3.2 – *Candidates Demonstrate Academic Achievement* (Admission to Teacher Education Program)
 - Undergraduate Candidates and MAT Accelerated Pathway must have: 2.75 GPA; at least C or better in early EDCO coursework; meet testing requirement (ACT, SAT, or Praxis Core) in reading, writing, and mathematics; reflect on dispositions
 - Graduate Candidates must have: 3.0 GPA; at least C or better in early EDCO coursework; reflect on dispositions
- 3.3 – *Additional Selectivity Factors* (monitor and assess non-academic or dispositional qualifications)
- 3.4 – *Selectivity During Preparation* (maintain admission GPA listed above in 3.2; successfully complete EDCO and program coursework with minimum stated grade; acceptable field evaluations; passing Praxis Subject Assessment before Internship II)
- 3.5 – *Selection At Completion—Content* (Praxis Subject Assessment; acceptable internship evaluation; edTPA for certification)
- 3.6 – *Selection At Completion—Professional Standards* (understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies)

Initial Prep: ~ Standard 4: Program Impact ~

- 4.1 – *Impact on P-12 Student Learning and Development* (partner districts are providing unidentifiable data on student growth such as MAP, EOC, and SLOs; individuals have shared SLO data; action research)
- 4.2 – *Indicators of Teaching Effectiveness* (Used ADEPT evaluations; case-study observations of some completers)
- 4.3 – *Satisfaction of Employers* (employer surveys and interviews)
- 4.4 – *Satisfaction of Completers* (completer surveys and interviews)

Advanced Programs: ~ Standard A.1: Content and Pedagogical Knowledge~

- A.1.1 – *Candidate Knowledge, Skills, and Professional Dispositions* – Areas of focus: Applications of data literacy
 - Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
 - Employment of data analysis and evidence to develop supportive school environments
 - Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
 - Supporting appropriate applications of technology for their field of specialization
 - Application of professional dispositions, laws & policies, codes of ethics and professional standards appropriate to their field of specialization
- A.1.2 – *Provider Responsibilities* (opportunities for application in discipline; recognition of program nationally)

Advanced Programs: ~ Standard A.2: Clinical Partnerships and Practice ~

- A.2.1 – *Partnerships for Clinical Preparation* (co-construct partnerships; focus on continuous improvement; link theory and practice)
- A.2.2 – *Clinical Educators* (co-design varied, developmental experiences; problem-based task or research)

Advanced Programs: ~ Standard A.3: Candidate Quality and Selectivity ~

- A.3.1 – *Admission of Diverse Candidates who Meet Employment Needs* (focusing on area school needs and appropriate pools)
- A.3.2 – *Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully* (Admission expectations: 3.0 GPA OR group average on GRE/MAT is top 50 percent nationally)
- A.3.3 – *Additional Selectivity Factors* (monitor candidate progress at key points)
- A.3.4 – *Selection At Completion* (content; data literacy & research-driven decision making; collaborative skills; technology; laws, disposition, ethics, & professional standards)

Advanced Programs: ~ Standard A.4: Program Impact ~

- A.4.1 – *Satisfaction of Employers* (employer surveys and interviews)
- A.4.2 – *Satisfaction of Completers* (completer surveys)

Initial Pre and Advanced Programs: ~ Standard 5 and A.5: Provider Quality, Continuous Improvement, and Capacity ~

- (A.)5.1 – *Quality and Strategic Evaluation – Multiple Measures* (Winthrop has a set of assessments that are common to all programs and this was the focus of data used)
- (A.)5.2 – *Quality and Strategic Evaluation – Quality of Measures* (relevant, verifiable, representative, cumulative and actionable measures, and interpretations of data are valid and consistent)
- (A.)5.3 – *Continuous Improvement – System* (compares to goals & standards, tracks results over time, tests innovations, & uses results to improve program)
- (A.)5.4 – *Continuous Improvement – Completer data* (used and shared)
- (A.)5.5 – *Continuous Improvement – Involvement of stakeholders* (appropriate groups are involved in program evaluation, improvement, and identification of models of excellence)