SC Expanded ADEPT Support & Evaluation System & The Furman Teacher Preparation Program

Orientation for Cooperating Teachers and Supervising Faculty
Changes for SC Teacher Evaluation

ADEPT

Four Domains
• Planning, Instruction, Environment, Professionalism

Performance Standards
• APSs 1-10 (or PAS-T for example in Greenville District)

Expanded ADEPT

Four Domains
• Planning, Instruction, Environment, Professionalism

Standards/ Objectives
• NIET adopted as South Carolina Teaching Standards (SCTS) Observational Rubric (or alignment of SCTS to PAS-T in Greenville District)

Student Growth (SLOs, standardized tests)
Purpose of SC Expanded ADEPT system

1. To continuously develop educators at all performance levels through an evaluation system that:
   ✓ is valid, reliable, and fair
   ✓ produces actionable and constructive feedback that supports professional growth

2. To re-focus our attention on intended student outcomes, allowing educators to align and strengthen professional practice to support those intended student outcomes
Expanded ADEPT’s role in higher education

• to make decisions regarding a teacher candidate’s recommendation for initial certification
• as a measure of each teacher preparation program’s report card
• to meet state and national teacher preparation program accreditation standards
# Expanded ADEPT & teacher preparation

| Internship is the capstone Expanded ADEPT experience for teacher candidates; Practicum is practice | Teacher candidates must be assisted and evaluated relative to all Expanded ADEPT Standards/Objectives | Teacher Candidates must receive formative assistance and summative evaluations from both university and P-12 faculty |
Teacher preparation candidate evaluation at Furman University

Modeling the Enhanced ADEPT system

- Each teacher candidate in practicum and internship is provided with feedback in order to enhance his or her professional knowledge and skills, and professional dispositions.

Formative

- Each teacher candidate in practicum and internship receives a determination regarding his or her overall performance relative to the ADEPT South Carolina Teaching Standards and a Furman Dispositional Assessment.

Summative
Dual roles for supervising faculty & cooperating teachers

Facilitator (Coach)
- Provide Coaching and Support
- Provide Formative Feedback
- Explain and Guide
- Demonstrate/Co-teach

Evaluator (Gate Keeper)
- Make Determinations
- Analyze and Critique Performance
- Document and Evidence

Formative  Summative
## Teacher candidate evaluations

### Spring Practicum

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>University Supervisor</th>
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<tbody>
<tr>
<td>Regular written &amp; oral feedback to candidate</td>
<td>Regular written &amp; oral feedback to candidate</td>
</tr>
<tr>
<td>Regular communication with supervisor &amp; candidate</td>
<td>Regular communication with cooperating teacher, candidate, &amp; team of supervisors</td>
</tr>
<tr>
<td>Weekly evaluations</td>
<td>Two formal ADEPT/SCTS dispositions lesson evaluations with pre- and post-conferences</td>
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<tr>
<td>One formal lesson observation evaluation</td>
<td>Two informal lesson observations (using lesson evaluation standards/objectives &amp; dispositions)</td>
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<tr>
<td>Midterm consensus evaluation of ADEPT standards/objectives &amp; dispositions with candidate</td>
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<tr>
<td>Final consensus evaluation of ADEPT standards/objectives &amp; dispositions with candidate</td>
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*Evaluation forms and rubrics can be found on Department of Education website: furman.edu/academics/education*
# Teacher candidate evaluation rubrics

## Spring 2017 Practicum Pilot

<table>
<thead>
<tr>
<th>Evaluation rubric</th>
<th>Competencies measured</th>
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</thead>
<tbody>
<tr>
<td>South Carolina Teaching Standards (ADEPT/SCTS) Rubric – to be used by University Supervisors only; University supervisors and faculty will be trained and certified on rubric</td>
<td>Knowledge, Skills, Professionalism: Four ADEPT Domains of Planning, Instruction, Environment, Professionalism and standards/objectives within</td>
</tr>
<tr>
<td>Furman Dispositions Assessment Rubric – to be used by University Supervisors and Cooperating Teachers</td>
<td>Furman’s Dispositions: Timeliness, Attendance, Appearance/Dress, Honesty, Confidentiality, Poise/Attitude/ Self-efficacy, Caring, Sensitivity to Cultural Differences, Sensitivity to Individual Differences, Cooperation/Rapport, Communication, Initiative, Active Learner, Reflectiveness/ Responsiveness to Feedback</td>
</tr>
</tbody>
</table>

Evaluation forms and rubrics can be found on Department of Education website: furman.edu/academics/education
Thoughts in Closing

• All supervisors have been provided training on the program assignments, templates, evaluation forms, and rubrics and will meet with cooperating teachers to provide direction and training.
• A teacher candidate’s recommendation at the end of practicum is for an internship certificate-induction year contract, so the role you play is very important for the decision of recommendation.
• Some candidates may not quite be ready for an induction year school contract and need extra time with the alternative of a “fall-only” internship with a cooperating teacher and supervisor.
• [http://www.furman.edu/academics/Education](http://www.furman.edu/academics/Education)
• We could not prepare effective teachers without your dedication and support of our program. Thank you!