

ADEPT Requirements for Teacher Education Programs

GENERAL REQUIREMENTS

In addition to complying with the ADEPT requirements detailed in this document, all approved teacher education programs at institutions of higher education (IHEs) must adhere to the specifications outlined in the SCDE document *Policy Guidelines for South Carolina Teacher Education Units* (available online at <http://www.scteachers.org/educate/edpdf/boardpolicy.pdf>).

ADEPT PERFORMANCE STANDARDS

- ◆ All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates' course work, field experiences, and clinical practice.
- ◆ Programs that prepare candidates for certification as school guidance counselors, library media specialists, or speech-language therapists must ensure the integration of the applicable ADEPT special-area Performance Standards throughout all aspects of the candidates' preparation programs.

ADEPT REQUIREMENTS FOR CLINICAL PRACTICE

Orientation

- ◆ All South Carolina teacher education programs must assist and evaluate teacher candidates throughout their clinical practice (i.e., student teaching) experiences.
- ◆ Each teacher candidate must receive—prior to beginning the clinical experience—a comprehensive *orientation* that includes written and oral explanations of
 - ❖ the assistance and evaluation processes;
 - ❖ the expectations related to each of the ADEPT Performance Standards; and
 - ❖ the requirements, including the ADEPT performance criteria, for successfully completing the clinical practice.

Training Requirements

- ◆ Each teacher candidate must be supervised by one or more IHE faculty supervisors and one or more school-based supervisors (i.e., cooperating teachers) throughout the clinical practice.
- ◆ All IHE and school-based supervisors must have successfully completed the appropriate ADEPT training as described in the "ADEPT Training Requirements" section of these guidelines.

- ◆ The teacher education program must provide all school-based supervisors with written and oral explanations of the IHE's
 - ❖ assistance and evaluation processes;
 - ❖ expectations relative to candidates' performance on each of the ADEPT standards; and
 - ❖ requirements, including the ADEPT performance criteria, for candidates to successfully complete the clinical practice.

Formative Assessments and Assistance

- ◆ Each teacher candidate must receive formative assessments, written and oral feedback, and assistance regarding all ADEPT Performance Standards from both his or her IHE and his or her school-based clinical supervisors throughout the clinical practice.
- ◆ The formative processes must include a minimum of four classroom observations (i.e., at least two formative observations by the IHE supervisor and at least two formative observations by the school-based supervisor), each followed by appropriate feedback and assistance.

Summative Evaluations

- ◆ Teacher candidates must receive at least one summative evaluation regarding the ADEPT Performance Standards.
- ◆ Both the IHE supervisor and the school-based supervisor must participate in the summative evaluation process.
- ◆ The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include appropriate data collection and evidence documentation procedures (including a minimum of two classroom observations—one by the IHE supervisor and one by the school-based supervisor), and must ensure that the candidate receives written and oral consensus-based feedback on his or her performance in terms of each of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- ◆ Teacher education programs must obtain and analyze feedback on an annual basis from IHE supervisors, school-based supervisors, and teacher candidates regarding the effectiveness of the ADEPT preparation, evaluation, and assistance processes.
- ◆ Teacher education programs must analyze the ADEPT summary data on their graduates that are provided annually by the SCDE.
- ◆ Teacher education programs must use the results of these analyses to continuously improve their ADEPT preparation, evaluation, and assistance processes.

ADEPT PLANS

- ◆ Each teacher education program must submit an ADEPT plan to the SCDE by July 1 annually.
- ◆ The ADEPT plan must be submitted in conjunction with the teacher education program's annual assessment and diversity plan/report.

- ◆ The ADEPT plan must describe or reference the specific ways in which the teacher education program prepares teacher candidates by integrating the ADEPT Performance Standards throughout course work and field experiences.
- ◆ The ADEPT plan must describe or reference the specific ways in which the program implements all requirements for the clinical practice, including
 - ❖ the time frame for, contents of, and persons responsible for organizing and providing the orientation for teacher candidates;
 - ❖ the process for providing and/or verifying appropriate training for IHE and school-based supervisors;
 - ❖ the process for conducting formative assessments of and providing feedback and assistance to candidates;
 - ❖ the process for conducting summative evaluations of the candidates and the requirements for successful completion of the evaluations; and
 - ❖ the processes for collecting feedback regarding the ADEPT preparation, evaluation, and assistance processes; analyzing the results; and using the data to make continuous program improvements.
- ◆ Initial ADEPT plans will be reviewed by an SCDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- ◆ Revised ADEPT plans will be reviewed by an SCDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SCDE may allow a teacher education program to submit a statement of assurances form on July 1, in lieu of a duplicate plan, for years during which the program seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT TRAINING REQUIREMENTS

ADEPT SEMINAR

The minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates is successful completion of the ADEPT seminar. The primary purpose of the seminar is to ensure that participants have the knowledge and skills necessary to facilitate performance in each of the ADEPT Performance Standards and to complete the formative and summative assessment requirements of the IHE's SCDE-approved ADEPT Plan.

An educator must meet the following three criteria to be eligible to participate in an ADEPT seminar:

- have at least three years of successful teaching experience in a preK–12 setting or at an institution of higher education;
- be qualified to serve as a cooperating teacher, mentor, or supervising faculty member; and
- be recommended for the seminar by a school district administrator or a faculty member at an IHE.

All ADEPT seminars must follow the SCDE recommended structure and format. An optional PowerPoint presentation that may be used as part of the ADEPT seminar is available in the *ADEPT for IHEs* section of the ADEPT Website at <http://www.scteachers.org/Adept/index.cfm>.