

ADEPT Orientation for Teacher Candidates

All students enrolled in EDUC 310 or the graduate equivalent of EDUC 610 will attend a 1.5 hour overview of the state wide system. During this overview, students learn about the rationale behind ADEPT, how it was developed and implemented, and how it impacts contract levels in South Carolina. Students also view the video produced by the Division of Teacher Quality during this 1.5 hour training followed by a question and answer period.

All students enrolled in EDUC 390 or the graduate equivalent of EDUC 660 attend a three hour ADEPT session on the Performance Dimensions. At this session, the dimension description for each performance dimension is reviewed and students are given the opportunity to teach a performance dimension to the rest of the class.

Another orientation session is held for all teacher candidates participating in the ten hour course entitled Internship and Reflective Practice (EDUC 475/EDUC 490). This orientation is held at the beginning of the semester for approximately 12 hours. It is required of all students and is conducted during the front-loaded portion of the internship. It also is considered to be part of the two hour Capstone seminar which all interns complete. These sessions focus on the competent performance description of each performance dimension.

Written explanations are contained in the internship handbook. In addition, interns are sent placement information along with a map to the school prior to the start of the semester. Oral explanations regarding the placement are provided at the first orientation session.

The planning, coordination, and implementation of the ADEPT orientation sessions are the responsibility of the Director of Student Academic Services for the Richard W. Riley College of Education assisted by faculty as needed.

Supporting Documents:

1. Capstone syllabus (EDUC 490)
2. Sample letter sent to interns prior to internship
3. Internship Institute Agenda
4. Power Point Used with Students

TRAINING PROGRAM FOR UNIVERSITY SUPERVISORS AND MENTOR TEACHERS

Training will be the responsibility of the Director of Student Academic Services assisted as needed by the Director of the Center for Pedagogy and the Coordinator of Field Placements.

Initial training of university supervisors was held at Winthrop University during summer 1998 with update sessions scheduled each year.

Training of mentor teachers was held within each district. A collaboration was arranged with the seven districts in the Winthrop Olde English Consortium to provide training/development sessions at times and locations convenient to teachers.

Initial training took 16 hours or two full days. Since 1998, one day ADEPT sessions have been offered once per semester. It is required that every university supervisor and mentor be trained in ADEPT.

Supporting Document:

5. Agenda for training and development of university supervisors and mentor teachers

PROCEDURES FOR PROVIDING FEEDBACK AND ASSISTANCE THROUGHOUT THE STUDENT INTERNSHIP ASSIGNMENT

Both mentor teachers and university supervisors will provide feedback in various ways to include: scoring the Unit Work Sample, completing no fewer than nine total observation records, completing the content area evaluation form and the mid-term and final evaluation forms. All of these documents are located in the internship handbook.

Assistance is provided by offering suggestions immediately after the observation and throughout the internship.

To maximize the likelihood of consistent implementation of feedback and assistance procedures, mentors and university supervisors will complete joint training sessions.

All interns begin with a two member team. If problems arise, other members are invited to join the team to include the Director of Student Academic Services and the principal.

Supporting Documents:

6. Chart
7. Unit Work Sample Description
8. Unit Work Sample Rubric
9. Observation Record
10. Final Evaluation

PERFORMANCE DIMENSION	HOW IS DATA COLLECTED?	WHO REVIEWS DATA?	HOW IS FEEDBACK GIVEN?
PD1: Long Range Planning	Unit Work Sample	University Supervisor	Verbal Feedback Unit Work Sample Rubric
PD2: Short Range Planning	Unit Work Sample SR plans developed by interns	Mentor Teacher University Supervisor	Daily Feedback Midterm Evaluation Final Evaluation
PD3: Short Range Planning, Development and use of assessments	Unit Work Sample SR plans developed by interns	Mentor Teacher University Supervisor	Daily Feedback Midterm Evaluation Final Evaluation
PD4: Establishing and Maintaining High Expectations for Learners	Classroom Observation*	Mentor Teacher University Supervisor	Verbal Feedback Observation record Midterm Evaluation Final Evaluation
PD5: Using Instructional Strategies to Facilitate Learning	Classroom Observation*	Mentor Teacher University Supervisor	Verbal Feedback Observation record Midterm Evaluation Final Evaluation
PD6: Providing Content for Learners	Classroom Observation*	Mentor Teacher University Supervisor	Verbal Feedback Observation record Midterm Evaluation Final Evaluation Content Area Evaluation
PD7: Monitoring and Enhancing Learning	Classroom Observation*	Mentor Teacher University Supervisor	Verbal Feedback Observation record Midterm Evaluation Final Evaluation
PD8: Maintaining an Environment that Promotes Learning	Classroom Observation*	Mentor Teacher University Supervisor	Verbal Feedback Observation record Midterm Evaluation Final Evaluation
PD9: Managing the Classroom	Classroom Observation*	Mentor Teacher University Supervisor	Verbal Feedback Observation record Midterm Evaluation Final Evaluation
PD10: Fulfilling Professional Responsibilities Beyond the Classroom	Educational Leader Essay	EDUC 490 Instructor	Portfolio Rubric

PROCEDURES FOR DOCUMENTING, EVALUATING AND IMPROVING THE STUDENT INTERN EVALUATION AND ASSISTANCE PROCESS

The student intern evaluation assistance program is monitored and documented by keeping accurate records of attendance for development sessions for both mentor teachers and university supervisors.

In addition, the Director of Student Academic Services monitors the appropriate and timely completion of all procedures and overall evaluation results of all parties involved.

Information is collected from university supervisors, mentor teachers and interns in an effort to evaluate and improve the internship evaluation and assistance process.

A periodic review of the evaluation and assistance process is conducted by the Clinical Experience Committee.

Supporting Documents:

11. Intern evaluation of mentor teacher
12. Intern evaluation of university supervisor
13. Mentor teacher evaluation of university supervisor
14. University supervisor evaluation of mentor teacher
15. Clinical Experience Committee Roster
16. College of Education planning sheet