

Welcome to Supervisor Training

August 19, 2010



- Please sign-in, locate your materials, and find a seat.
- We will begin at 1:30.

FMU Supervisor Training

Fall 2009



- Welcome and Thank You!!!
- Overview of the semester
- Student Teacher Schedule
- Your role right now...
 - Contact your school to meet principal/CT/site coordinator; schedule initial 3-way conference
 - Make a tentative Schedule of your visits and coordinate with the school calendar
 - Provide contact information in case of emergencies
 - Set the stage for a great semester!

Reminders/Suggestions based on Feedback from the past...



- Please model for all by keeping up with paperwork requirements and then review completed forms in the Documentation Notebook during your site visits.
- Please maintain a positive attitude about the requirements—CTs and TCs tend to reflect your feelings—both good and bad
- Continue to be punctual or call if you are running late, especially for observations.

Reminders/Suggestions based on Feedback from the past...



- Principals and/or site coordinators must be involved in midterm and final conferences. Under rare circumstances, if they cannot attend, please note the reason on the form.
- Watch patterns on time logs (i.e. leaving at 3:10 every day; working exactly the same hours every day).
- There are 2 pages of Form D...make sure CT is completing both. Really watch these for patterns.
- You will submit all ADEPT forms and dispositions at the end...most of the other forms will be returned to me by the student (see ADEPT Collection Sheet).

Reminders/Suggestions based on Feedback from the past...



- Continue to note the strengths of each candidate first and then provide them with detailed feedback, suggestions, and support on areas that need improvement.
- Be careful when making suggestions to TCs that might impact the CTs classroom.
- Lesson plans—Require FMU format whenever possible, but if you approve a change, please make sure that it requires the students to plan daily for components expected for success on the ADEPTs.

Reminders/Suggestions based on Feedback from the past...



- Work with CTs to schedule the ADEPTs and possibly meet prior to the first one to review the process. ADEPTs must be observed by both the CT and the Supervisor together.
- Related to ADEPT—Please submit all parts of Appendix I at the end. I need this to transfer to the SDE website. Also, go ahead and collect CT's Data collection forms (Appendix G), too.
- Require “other” to do a COR before the 1st ADEPT and again before the 2nd (forms for these were found in your packet).
- Absences—Please don't allow the candidates to “bend the rules” in terms of leaving early/tardies/absences—If you need my help with this, let me know.
- Others? Please share anything else that you have learned that can help us all.

Supervisor Packet



Let's look at the materials
found in your Supervisor
Handbook and Forms
Packet...

Questions/Comments



?????



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ADEPT

**Training Module for Cooperating
Teachers and Supervising Faculty**

Note to participants

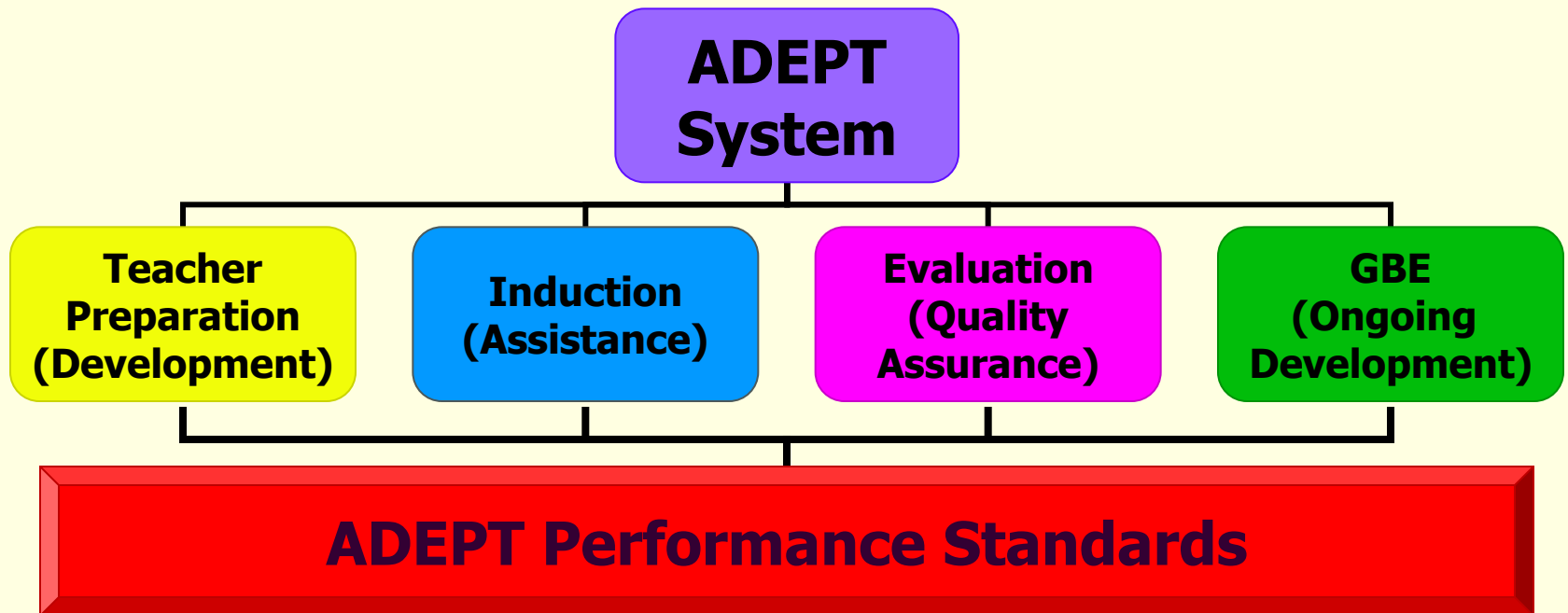


- This ADEPT seminar is intended to provide cooperating teachers and supervising faculty with the knowledge and skills to assist and assess teacher candidates relative to the ADEPT System requirements.
- This seminar will not qualify participants to serve as ADEPT evaluators of practicing teachers.

The ADEPT System



Each ADEPT process has a primary **function**:



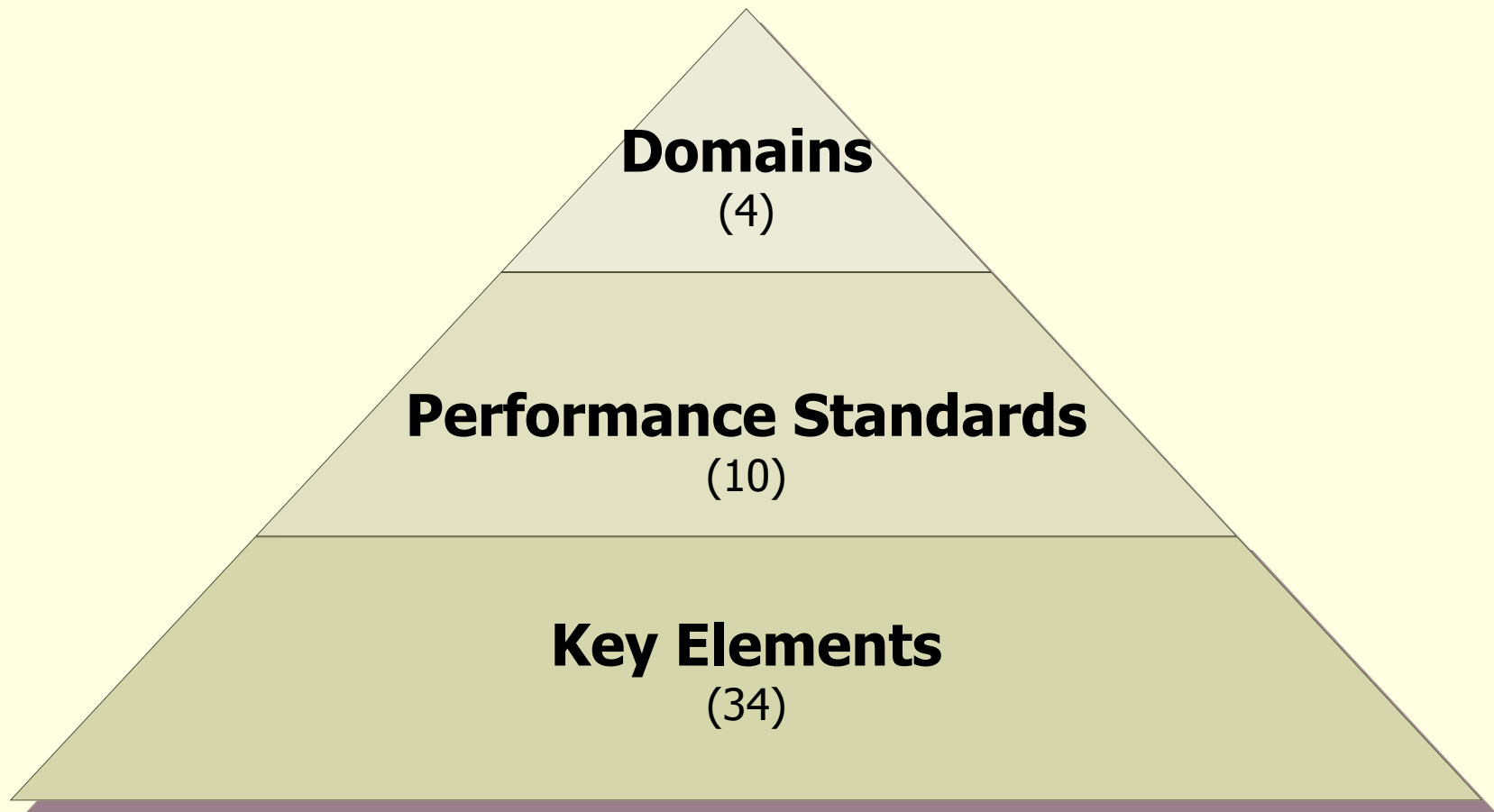
What is the overall structure of ADEPT?



ADEPT is structured around five major concepts:

- Domains
- ADEPT Performance Standards (APSs)
- Key Elements
- Data
- Formative and summative assessments

ADEPT Performance Standards for Classroom-Based Teachers



What are domains?



- Domains are categories of related performance standards.
- Within the ADEPT system, four domains are used to organize not only the performance standards, but the data that are collected as well. Specifically, domains are used to organize the data in such a way as to facilitate the decision-making process.

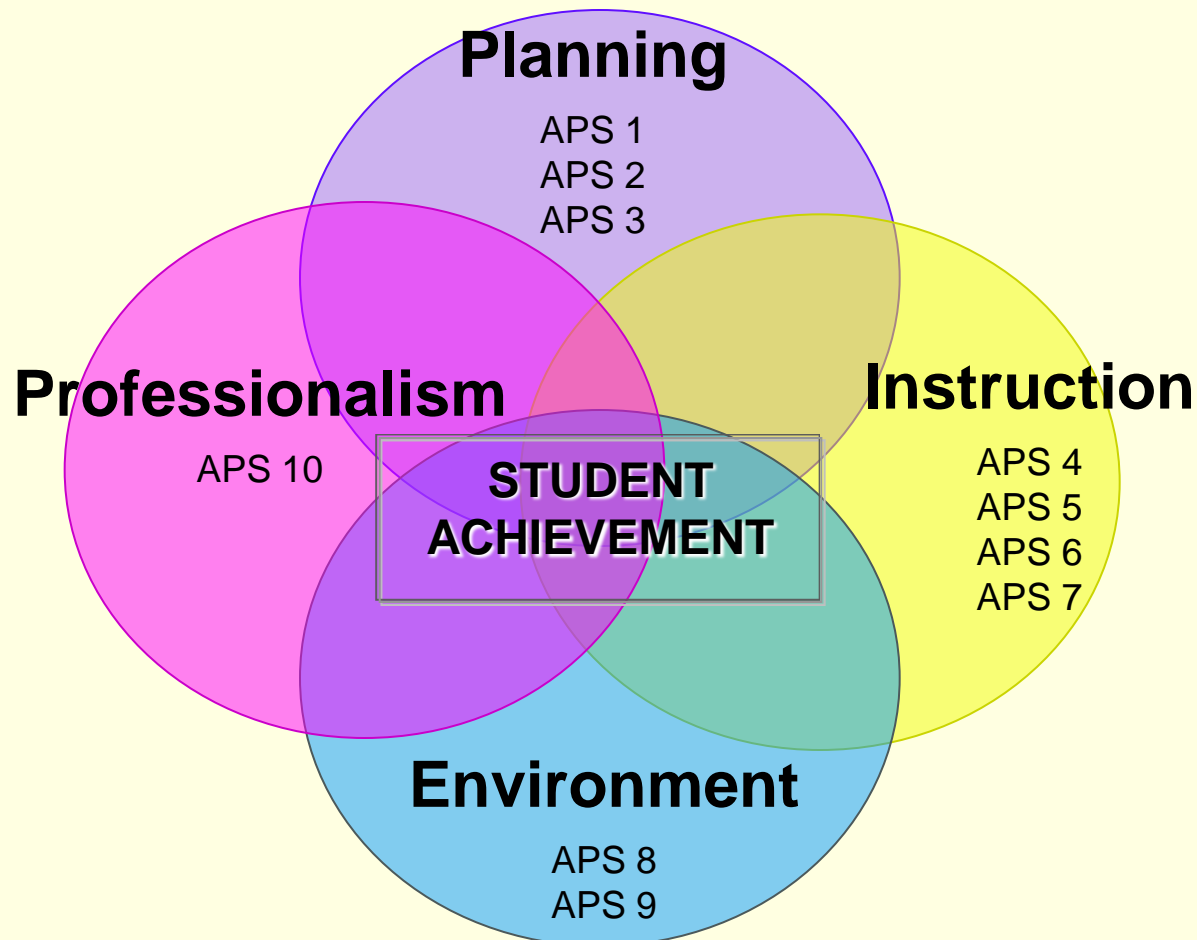


What are performance standards?



- Performance standards are statements of what teachers should know and be able to do in order to be effective.
- For example, APS 6 states that “An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.”
- For ease of communication, APS 6 is labeled “Providing Content for Learners.”

What is the relationship between domains and performance standards?



ADEPT Domains and Performance Standards



Domain 1: Planning

- APS 1: Long-Range Planning
- APS 2: Short-Range Planning of Instruction
- APS 3: Planning Assessments and Using Data

Domain 2: Instruction

- APS 4: Establishing & Maintaining High Expectations for Learners
- APS 5: Using Instructional Strategies to Facilitate Learning
- APS 6: Providing Content for Learners
- APS 7: Monitoring, Assessing, and Enhancing Learning

ADEPT Domains and Performance Standards



Domain 3: Environment

- APS 8: Maintaining an Environment that Promotes Learning
- APS 9: Managing the Classroom

Domain 4: Professionalism

- APS 10: Fulfilling Professional Responsibilities

What is the relationship between performance standards and key elements?



- Within each performance standard, each key element statement is followed by a paragraph that defines and describes the key element.
- The definitions and descriptions are intended to explain the key elements. They are not intended to be all-inclusive or to be used as presence/absence checklists.

What is meant by data?



- Data refer to information that is collected during the ADEPT process that is relatively free from a judgment of value or worth of the teacher based on the information.

Within the revised ADEPT formal evaluation model there are six sources of data.



1. The **long-range plan** (APS 1)
2. The **unit work sample** (APSs 2 and 3)
3. The **classroom observation records** (APSs 4-9)
4. The teacher's **reflections** on instruction and learning (APSs 4-9)
5. The **professional review** (APS 10)
6. The **professional self-assessment** and the **professional growth and development plan** (APS 10)



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ADEPT Seminar

Part II

Francis Marion University
ADEPT Guidelines

Domain 1: Planning



- The emphasis in this domain is on increasing student achievement by using assessment data to help guide instructional planning.

FMU ADEPT Procedures

Domain 1: Planning



- To demonstrate competency in Domain 1, teacher candidates will complete and submit a Long-range Plan (LRP) and a Teacher Candidate Work Sample (TCWS). The candidate must make an “**acceptable**” rating on these projects to pass student teaching.
- Candidates receiving an “**unacceptable**” rating will make necessary adjustments and resubmit the projects for a final review.
- Final LRP and TCWS ratings will be recording on the ADEPT Formal Evaluation Summary (Appendix I).

FMU ADEPT Procedures

Domain 1: Planning



- Types of documentation that university supervisor and cooperating teachers are expected to provide to the IHE and to the teacher candidate in terms of Domain 1:
 - **NO** documentation is required for either the cooperating teacher or the university supervisor.

Domain 2: Instruction



- The emphasis in this domain is on using real-time, dynamic processes to match the learning to the learners.



Domain 3: Environment



- The emphasis in this domain is on creating an environment that promotes learning.

Quick Tip:

What is the difference between APS 3 and APS 7?



- APS 3 deals with assessment planning and with the use of the assessment results to guide future instructional planning. It's what happens before and after the lesson.
- APS 7 deals with “real time” assessments and adjustments to instruction that occur during the actual lesson.

FMU ADEPT Procedures

Domain 2 and 3:



- To demonstrate competency in APS 4-9, teacher candidates will complete **two** ADEPT Formal Evaluations.
- However, prior to each of these formal evaluations, several classroom observations will be conducted by the university supervisor and cooperating teacher to provide formative feedback to the candidate related to his/her progress in meeting each of the Performance Standards for these domains.

FMU ADEPT Procedures

Domain 2 and 3:



- Requirements for Formal ADEPT Evaluations:
 - Candidates must receive an “Acceptable” rating on their final ADEPT Formal Evaluation Summary. To do this, they must “pass” ALL domains. To “pass,” a candidate must NOT receive less than an “acceptable” rating on more than one key element per domain. Based on TWO formal observations, ratings are determined through consensus by the cooperating teacher and the university supervisor.
 - Candidates will receive training on ADEPT APSs 4-9 several times throughout their coursework (depending on their program of study) but will also receive in-depth training during the seminars conducted on campus prior to student teaching.

FMU ADEPT Procedures

Domain 2 and 3:



- Types of documentation that university supervisor and cooperating teachers are expected to provide to the IHE and to the teacher candidate in terms of Domains 2 and 3:
 - Copies of all informal evaluations (Form A)
 - Copies of ADEPT Observation (Appendix G) and Formal Evaluation Summary (Appendix I).



Domain 4: Professionalism



- The emphasis in this domain is on professional
 - ethics,
 - responsibility,
 - contributions, and
 - continuous growth and development.

FMU ADEPT Procedures

Domain 4: Professionalism (APS 10)



- To demonstrate competency in APS 10, teacher candidates must receive an “acceptable” rating on the ADEPT Summary Evaluation. This rating will be reached by consensus based on the observations and documentation of the cooperating teacher and university supervisor. Forms used to document progress will include the Weekly Professional Summary, Professional Self-reflection, Professional Review, and Professional Disposition.
- However, prior to each formal evaluation (preliminary and final), candidates will be evaluated using Weekly Professional Summaries and Professional Disposition forms completed by the university supervisor and/or the cooperating teacher. Both written and oral formative feedback will be provided to the candidate related to his/her progress in meeting this Performance Standard.

FMU ADEPT Procedures

Domain 4: Professionalism



- Types of documentation that university supervisor and cooperating teachers are expected to provide to the IHE and to the teacher candidate in terms of Domain 4:
 - Copies of Weekly Summary Sheets, Professional Performance Reviews, Professional Disposition Forms, and Formal Evaluation Summary (Appendix I).

FMU ADEPT Procedures



- **Respective roles of the supervising faculty and cooperating teachers in the consensus process relative to each APS:**
 - Cooperating Teachers and supervising faculty members play a major role in determining whether a candidate successfully meets APSs 4-10. Therefore, these two members are responsible for:
 - Discussing candidate's weekly progress on an on-going basis and addressing concerns prior to and after each Formal ADEPT Observation.
 - Scheduling the Formal ADEPT Observations when both members can be present. Each member will then observe the same lesson and record his/her observations (using Appendix G). Then, prior to meeting with the candidate, the cooperating teacher and supervising faculty member will meet to reach consensus on APSs 4-10 (based on the evidence from the ADEPT observation only) and record the preliminary and final results on Appendix I.

FMU ADEPT Procedures



- **Francis Marion University’s criteria for candidates to successfully complete each APS and the clinical experience:**
 - To successfully meet ADEPT requirements, candidates must:
 - Receive “passing” ratings on all APSs (as recording on the ADEPT Summary Evaluation: Appendix I)
 - In addition, to successfully meet student teaching requirements, candidates must also:
 - Receive a positive recommendations from their cooperating teacher AND university supervisor.