

EPP ADEPT Program Evaluation and Assurances Initial Teacher Preparation 2025-2026

Please note:

A separate Program Evaluation and Assurances plan is required for *each* Program Type offered at the below-named EPP. (This is not a change in requirements.) You can find the templates for these plans inside SCLead.org.

Upload the completed Program Evaluation and Assurances in your EPP portal on scllead.org. The deadline for submission is *July 1, 2025*.

Educator Preparation Program (EPP)	<u>University of South Carolina - Aiken</u>
Date of submission of ADEPT report/plan	<u>06/18/2025</u>
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The above-named educator preparation program (EPP) submits the following assurances in compliance with the ADEPT-related requirements specified in State Statute (§§ 59-26-30 and 59-26-40 of the SC Code of Laws); State Board of Education Regulation 43-205.1; and the State Board of Education-approved ADEPT Guidelines.

The current South Carolina ADEPT Support and Evaluation System Guidelines are available online at [Education Professions Committee Synopsis Expanded Assisting, Developing, and Evaluating Professional Teaching Support and Evaluation System Guidelines for Classroom-based Teachers](#)

The current Policy Guidelines for South Carolina Educator Preparation Units are available online at [Education Professions Committee Attachment for South Carolina Educator Preparation Guidelines](#)

SECTION I: Statement of Assurances

By submitting this assurances form, and unless otherwise noted, the EPP agrees to implement the ADEPT requirements listed below. Additionally, the EPP agrees to maintain supporting documentation verifying that the institution has met these requirements and to make this documentation available at the request of the South Carolina Department of Education (SCDE) or during an onsite visit.

- **Assurance #1: SCTS 4.0 Domains.** The EPP will integrate the SCTS 4.0 Domains throughout each candidate's course work, field experiences, and clinical practice so that candidates understand and are able to apply these standards.
- **Assurance #2: Clinical Practice (Student Teaching).** Prior to the beginning of the clinical practice—the capstone ADEPT experience—the EPP will provide candidates with a comprehensive orientation to the practicum so that the candidates understand what they have to do in order to achieve success. At a minimum, the orientation will include both oral and written explanations of the assistance and evaluation processes, the ADEPT-related expectations, the *Standards of Conduct for South Carolina Educators*, and the EPP's requirements for successful completion of the clinical practice. Additionally, the EPP will design and implement the clinical practice according to all applicable policy guidelines to ensure that candidates receive full opportunities to develop their professional knowledge and skills.
- **Assurance #3: Supervision of Candidates.** The EPP will provide candidates with effective guidance and support during the clinical practice. The EPP ensures that each candidate is supervised (1) by one or more EPP clinical faculty members who have preparation both in the supervision of education and in the candidate's teaching major and who are ADEPT trained (2) by one or more school-based clinical faculty (cooperating teachers), each of whom is ADEPT trained. All EPP supervisors and cooperating teachers will hold certification as an ADEPT evaluator or trainer, or they will have successfully completed an ADEPT seminar that follows the SCDE-recommended structure and format. Additionally, the EPP will provide all supervisors and cooperating teachers with training related to the institution's requirements and procedures for evaluating and supporting candidates.
- **Assurance #4: Feedback to Candidates.** The EPP will ensure that, throughout the clinical experience, supervisors provide each candidate with accurate, appropriate, and ongoing formative feedback that enables the candidate to improve his or her teaching performance and effectiveness. Additionally, the EPP will assign ratings and grades aligned with the EPP's stated policies and that truly represent the quality of each candidate's teaching performance and effectiveness.
- **Assurance #5: Continuous ADEPT Program Improvement.** The EPP will gather **qualitative and quantitative** data to determine the impact of the program on the teaching performance and effectiveness of the institution's candidates and graduates relative to the SCTS 4.0 Domains and will use these data to guide future program planning.

SECTION II: EPP ADEPT Program Evaluation and Improvement

By submitting this program evaluation and improvement plan, and unless otherwise noted, the EPP agrees to maintain supporting documentation verifying that the institution has gathered **qualitative and quantitative data** on the effectiveness of its ADEPT Program implementation and to make this documentation available at the request of the SCDE or during an onsite visit.

Instructions to the EPP: Please respond to each of the following questions.

- 1. Based on 2024-25 qualitative and quantitative data, what are the EPP's strengths in terms of promoting the teaching performance and effectiveness of its candidates and graduates relative to the SCTS 4.0 Domains? *In this response, please indicate how faculty and staff identified these particular strengths. Attach any supporting data.***

Upon review and analysis of the AY2024-25 SCTS 4.0 data (Tables 1 and 2), our EPP found that USC Aiken teacher candidates showed significant growth in all ADEPT domains from Fall 2024 to Spring 2025. Additionally, the SLO AY 2024-25 data (Tables 3-4) indicated that our candidates have met in all of the ADEPT domains. Our completers demonstrate strengths across all four SCTS 4.0 domains (Instruction, Planning, Environment, and Professionalism). Candidates and programs met or exceeded target (2.0) in all domains.

SCTS Rubric 4.0 Positive Growth: There was notable improvement from Fall 2024 to Spring 2025, with the overall composite mean increasing from 3.17 to 3.44 - a substantial 0.27-point gain that moves performance from the median to approaching high average range.

Domain-Specific Improvements: All four domains showed growth between semesters:

- Instruction: 3.16 to 3.3 (+0.14)
- Planning: 3.08 to 3.25 (+0.17)
- Environment: 3.24 to 3.37 (+0.13)
- Professionalism: 3.22 to 3.55 (+0.33) - the most significant improvement

4.0 Strengths by Program Area:

Special Education emerges as the strongest performing program, maintaining excellence across both semesters with composite scores of 4.0 (Fall) and 3.63 (Spring). This program consistently demonstrates high average performance in all domains.

Elementary Education shows solid, consistent performance with steady improvement from 3.18 to 3.39 composite mean, representing effective preparation across multiple campus locations.

Early Childhood Education demonstrates remarkable growth, with composite scores jumping from 2.92 to 3.27 - nearly a full half-point improvement that moves the program from below median to solid median performance.

The substantial semester-to-semester improvement across all domains indicates responsive program management and effective candidate development.

The SLO data (Tables 3 and 4) indicate that student teachers are graduating with sufficient skills in the ability to design, implement, and measure student learning objectives.

SLO Overall Performance Assessment

The SLO data reveals consistent Target performance across all programs and semesters, with overall means of 2.07 (Fall 2024) and 2.17 (Spring 2025). According to the rubric, scores 2.0/3.0 represent base Target performance, meaning student teachers are performing at adequate levels in designing and implementing student learning objectives.

While there was improvement from Fall to Spring (+0.10), this represents marginal progress that still leaves performance well below acceptable standards.

SLO Strengths

Elementary Education - Aiken Campus shows the strongest performance with means of 2.5 (Fall) and 2.44 (Spring), representing the only program area approaching above target performance levels.

Special Education - Aiken Campus demonstrates solid performance in Spring 2025 (2.5 mean), suggesting effective preparation in this specialized area at this location.

Consistency Across SLO Component: Most programs show uniform performance across all SLO elements (Student Population, Historical Data, Baseline Data, etc.), indicating systematic approach to instruction.

- 2. Based on 2024-25 qualitative and quantitative data, what are the areas of growth in terms of promoting the teaching performance and effectiveness of its candidates and graduates relative to the SCTS 4.0 Domains? List any changes the EPP plans to make in order to address those areas of needed growth. *In this response, please indicate how faculty and staff determined the need for these changes. Attach any supporting data.***

Areas for Growth:

The overall performance remaining in the median range (3.0-3.49) suggests room for advancement to high average performance levels..

The Planning domain consistently scored lowest across both semesters (3.08 and 3.25), indicating this may be a systemic challenge requiring targeted intervention in curriculum and mentoring approaches.

Campus disparities appear in some programs, particularly notable in Fall 2024 ECE data where Sumter campus (2.63) significantly underperformed compared to Aiken campus (3.21).

Middle Level Programs show concerning patterns with limited data and lower performance (2.77 composite in Fall), suggesting potential enrollment or program quality issues.

Across programs, we have focused intensive support on the Planning domain. We also continue to maintain momentum in Professionalism development.

Areas for growth on the Rubric 4.0 student teaching evaluation were in *Planning* but still fell above target scores of 3.0. In fall 2024, ECE, Sumter (N= 1) scores were below target in all domains, ELEM, SALK (N=2) averages were below 3.0 in planning and environment, and middle level candidates' (N=1) averages fell below the target of 3 in instruction, planning, and environment ADEPT domains. We updated and revised the practicum CT lesson observation form and integrated the 4.0 formative observation forms for all practicum/methods course instructors. Further, we revised the Lesson Plan template and requirements to focus on more intentionally planning and implementation of lesson(s) with differentiation for diverse learners.

At the fall 2024 retreat, our SoE faculty analyzed our SCTS 4.0 and SLO data to re-assess our 2023-24 programs and revise our 2024-25 program area and EPP-wide goals. The EPP faculty meets each semester to review program and EPP-wide assessment data. In reviewing this data, we determine if changes need to be made in the content delivery, practicum experiences, or ways of collecting assessment data. For example, the elementary program has revised existing (SS Unit Plan and Diversity and the Arts Project) and created new assessments (Equity Issue Project, Science of Reading Intervention, and TDA Unit Plan) to meet the SCEE Standards and to better prepare elementary students to teach diverse elementary students. We then set goals for program and EPP improvements. At each semester retreat, we also review previous goals that have been made so that we are engaged in a continuous cycle of program improvement. The teaching evaluations, Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) system using South Carolina Teaching Standards (SCTS) 4.0 Rubric instrument, as well as the Assessment Case Study, Child Study, HIP projects, Equity Issue projects, Service-Learning Mentoring Project, and Adolescent Advocacy Project provide a comprehensive approach to examining candidates' professionalism and pedagogy. The Student Learning Objective (SLO) project, Lesson Plan, and Assessment Case Study emphasize to our candidates the importance of the combination of planning, teaching, and assessing student achievement. We have increased the emphasis on using formative assessments to guide instruction throughout all programs. We have provided students increased opportunities for interactive classroom experiences through a tightly focused equity projects in practicum school contexts.

SLO Areas for Growth (Weaknesses):

The majority of programs score at a 2.0 across all SLO components, indicating meeting target, yet further strengthening is needed in:

- Understanding diverse student populations
- Using historical and trend data effectively
- Establishing appropriate baseline assessments
- Developing meaningful learning goals
- Aligning with standards

- Setting realistic growth targets
- Implementing effective instructional strategies

Campus Disparities: Significant performance gaps exist between campuses:

- Aiken campus generally outperforms other locations
- Sumter campus consistently shows the lowest performance (2.0 across all measures)
- PC campus shows mixed results

Program-Specific Concerns:

Early Childhood Education: Uniform 2.0 performance indicates systemic preparation gaps

Secondary Education: Consistently inadequate performance (2.0) across all components

Middle Level: Limited data but concerning low performance (2.0)

Most Problematic Areas

Progress Monitoring and Instructional Strategies appear to be the weakest components based on the data patterns, with several programs showing slightly lower scores in these areas compared to other SLO elements.

Key Implications

Systemic Program Issues: The SLO performance suggests a need for further support in:

1. Data literacy and analysis skills
2. Standards-based lesson planning
3. Assessment design and implementation
4. Understanding of student growth measurement
5. Differentiated instruction strategies

Continuous Improvement Efforts:

1. All programs have strengthened coursework in assessment, data analysis, and standards alignment by integrating a pre-internship mini-SLO assessment and other assessments (data notebooks, science of reading intervention training, case studies, FBA and BIP, etc.) that measure impact on student learning and measure student learning growth.
2. All campuses and programs are replicating the Aiken campus assessments and assessment training practices.
3. We provide specialized training for faculty and we ensure all cooperating teachers are 4.0 trained and have a minimum of 3 years of SC teaching experience indicating a deep understanding of SLO development.

AY 2024-25 SCTS Rubric 4.0 and SLO - Student Evaluation of Teaching Data Tables

Table 1. Fall 2024 SCTS 4.0 Data

N = 13	Instruction	Planning	Environment	Professionalism	Composite Mean
Fall 2024					
ECE AIKEN N= 2	3.08	3.00	3.5	3.25	3.21
ECE SUMTER N= 1	2.83	2.33	2.75	2.6	2.63
ECE ALL (N=3)	2.96	2.67	3.13	2.93	2.92
Elem Aiken N=4	3.3	3.33	3.56	3.38	3.39
Elem Salk N=2	3.18	2.82	2.88	3.10	3.0
Elem Sumter N=1	3.0	3.05	3.5	3.10	3.15
Elem All (N=7)	3.16	3.07	3.31	3.19	3.18
Middle Level - SS (N=1)	2.67	2.67	2.75	3.0	2.77
Secondary - SS (N=1)	3.0	3.0	3.0	3.0	3.0
Special Ed. Aiken (N=0)					
Special Ed (PC)	4.0	4.0	4.0	4.0	4.0

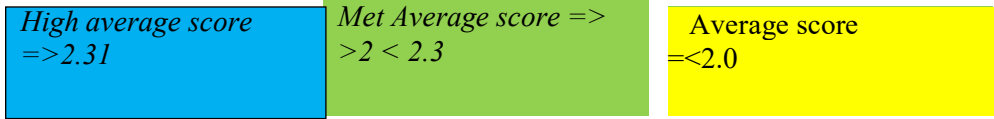
(N=1)					
Special Ed. (All) N=1	4.0	4.0	4.0	4.0	4.0
Aiken N= 8	3.01	3.0	3.20	3.16	3.09
All Campuses N=13	3.16	3.08	3.24	3.22	3.17

Table 2. Spring 2025 SCTS 4.0 Data

N =	Instruction	Planning	Environment	Professionalism	Composite Mean
Spring 2025					
ECE AIKEN (N=9)	3.25	3.0	3.0	4.0	3.25
ECE SUMTER (N=1)	3.25	3.0	3.0	4.0	3.25
ECE ALL (N=10)	3.27	3.09	3.14	3.41	3.27
Elem Aiken (N=9)	3.24	3.48	3.22	3.6	
Elem Salk (N=0)					
Elem Sumter (N=4)	3.08	3.0	3.0	3.0	
Elem All (N=13)	3.16	3.24	3.11	3.39	

Middle Level (N=0)					
Secondary SS – 5 ELA - 1 (N=6)	3.14	3.22	3.46	3.32	
Music Ed (N=0)					
Special Ed. Aiken (N=2)	3.79	3.5	4.0	3.76	
Special Ed (PC) (N=4)	3.48	3.42	3.56	3.49	
Special Ed. (All) N=6	3.64	3.46	3.78	3.56	3.63
Aiken	3.37	3.35	3.49	3.56	3.39
All Campuses	3.3	3.25	3.37	3.55	3.44

<i>High average score = >3.5 – 4.0</i>
<i>Median average score = 3.0 – 3.49</i>
<i>Low average score = <3.0</i>



3. What changes has the EPP made in preparation and partnerships with neighboring districts for using Expanded ADEPT and the SCTS 4.0?

We conduct 4.0 CT trainings for our practicum and internship CT’s. We continue to forge strong professional development school partnerships to ensure that our candidates transition from pre-service to highly qualified practicing teachers using the SCTS 4.0 and expanded ADEPT evaluation system. Multiple PDS partnerships were fostered over the 2024-25 academic year in the middle level and elementary programs. The PDS partnership with East Aiken School of the Arts in Aiken has been focused on intervention work and the science of reading research to improve Tier III student learning growth in reading.

In March 2025, employers (N=22) were surveyed regarding USCA 1-5 year graduates’ preparedness to teach. The employers rated the USCA graduates on a Likert Scale (1-4; 1 = 1.0 Needs Improvement; 2 = 2.0 Approaching; 3 = 3.0 Proficient; 4 = 4.0 Exemplary) and qualitative responses on USCA recent (1-5 year) alumni preparedness.

The employer survey received responses from 22 participants, with all records completed, representing a 100% completion rate. Respondents held various educational leadership roles, with principals (22.73%), assistant principals (18.18%), and teachers (9.09%) making up the majority. One respondent identified as a Director of Instruction. The majority of responses came from the Aiken County School District (36.36%), with a few from Colleton, Edgefield, Lexington 3, and Horse Creek Academy.

Regarding the performance of USCA completers from the last 5 years, feedback was generally positive. Across all measured competencies—including understanding learner development, designing inclusive instruction, fostering collaboration, and using multiple assessment strategies—no respondents rated graduates as needing improvement or approaching proficiency. Most responses rated graduates as either “Proficient” or “Exemplary,” with many areas receiving higher “Exemplary” ratings (e.g., supporting collaborative learning environments, using diverse instructional strategies, and engaging in ongoing professional development).

When asked about professional development needs, two respondents suggested areas where USCA could provide support, including strategies for working with new teachers. Nearly half of the survey data (45.45%) was marked as “not completed or not displayed,” indicating room for improved response rates in future surveys. Overall, the results reflect a strong endorsement of the quality of USCA graduates in educational roles. These results align with the trends in preparedness noted in the alumni survey data evidence.

In addition, the TEAC (Teacher Educator Advisory Council) made up of SoE faculty, school district administration, and mentor teachers has consistently offered feedback regarding the strengths of USCA teacher education graduates: 1) familiarity w/ evaluation process and system; 2) Professionalism; 3) Collaboration; 4) Content Knowledge. The TEAC members also recommended a stronger focus on the science of reading and practicum in our professional program. Anecdotally, the 2024-25 cohort produced multiple First Year Teachers of the Year and we have had 50+ 1st Year Teachers of the Year over the past 5 academic years. Also, 90% of 2024-25 interns were offered teaching contracts for the 2024-25 school year, and several chose to go on to graduate programs. The EPP supports mutually beneficial partnerships with stakeholders through professional development for educators, research collaborations, contract courses for district partner teachers, conference presentations, CT and US quality surveys, Teacher Educator Advisory Council semi-annual meetings where TEAC stakeholders participate in survey validation, revision, and creation, support with dispositional development and completer quality, and promote induction year mentoring ACPSD program plan revision.

Finally, USC-Aiken has professional development school partnerships for all program areas of study. Methods courses are taught with partner schools with corresponding clinical experiences. Clinical educators, cooperating teachers, and university supervisors are highly qualified and are evaluated by professional program teacher candidates and interns each semester. That survey data is tracked and used to make future placement decisions and to improve clinical field experiences.

SECTION III: EPP’s Expanded ADEPT Program Documentation

By submitting this chart of data supporting the EPP’s implementation of the SCTS 4.0, and unless otherwise noted, the EPP agrees to make this documentation available at the request of the SCDE or during an onsite visit. *These documents may include specific course syllabi, agendas, candidate handbooks, cooperating teacher handbooks, program evaluations, etc.*

<i>SCTS Domain</i>	<i>4.0 Introduced</i>	<i>Reinforced</i>	<i>Mastered</i>	<i>Evidence Provided</i>	<i>Change from 2025-26?</i>
<i>Instruction</i>	<i>Block I</i>	<i>Block II Block III (SpEd)</i>	<i>Internship</i>	<i>Course syllabi, major handbook</i>	<i>No</i>
<i>Planning</i>	<i>Block I</i>	<i>Block II Block III (SpEd)</i>	<i>Internship</i>	<i>Course syllabi, major handbook</i>	<i>No</i>
<i>Environment</i>	<i>Block I</i>	<i>Block II Block III (SpEd)</i>	<i>Internship</i>	<i>Course syllabi, major handbook</i>	<i>No</i>
<i>Professionalism</i>	<i>Block I</i>	<i>Block II Block III (SpEd)</i>	<i>Internship</i>	<i>Course syllabi, major handbook</i>	<i>No</i>

SECTION IV: EPP Feedback

1. What additional training and/or resources would best support the EPP’s implementation of SCTS 4.0 in a way that best prepares candidates for the classrooms they face upon graduation?

4.0 overview training (purpose of the evaluation, deconstructing the rubric, and giving examples of evaluations and pre/post conferences) for teacher candidates.

2. For the 2022-23 academic year, NIET revised the Environment Domain of the South Carolina Teaching Standards based on their research to update some of the indicators and descriptors to better reflect an emphasis on student engagement, safe and positive environment, and equitable access to learning. Implementation of these revisions was required for districts in the 2021-2022 AY, and for EPPs in the 2022-2023 AY. Your responses to these questions inform how we can best assist and support you and the pipeline after your integration of the revised Environment domain.

- What have been your successes in recruiting underrepresented teacher candidates (men for elementary, candidates of color)? What obstacles have you encountered?

Table 6. Historical Enrollment Data

Demographics (Self-Identified)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-23	2023-24
Female	47	59	49	59	49	56	43
Male	3	10	6	11	6	7	6
African American	6	9	8	14	8	4	6
Asian	1	0	0	1	0	1	1
Hispanic/Latino	0	1	0	1	2	2	1
Mixed Race	0	3	1	1	0	0	0
White/Caucasian	43	52	44	51	41	56	41
Other	0	4	2	2	4	0	0
Total candidates	50	69	55	70	55	63	49

Of note, the data indicate that the last six academic years have shown an upward trend in the enrollment number of diverse candidates admitted into the professional program. From fall 2017 through spring 2024, the ethnic and racial diversity of the EPP candidates averaged 19.4% (AY 2017-18: 6% male and 14% diverse candidates; AY 2018-19: 15% male and 25% diverse candidates; AY 2019-20: 11% male and 22% diverse candidates; AY 2020-21: 16% male and 23% diverse candidates; AY2021-22: 8% male and 18% diverse candidates; AY2022-23: 12.5% male and 18% diverse candidates; AY2023-24: 12% male and 16% diverse candidates). Of particular note is the EPP's recruitment of male and diverse candidates. To further improve male and diverse candidate enrollment, the EPP collaborated with Aiken County Public Schools, Aiken Technical College and the Call Me Mister scholarship program. The first Call Me Mister cohort was admitted in the 2019-20 academic year at USCA. The EPP also focuses on the critical needs areas in South Carolina including special education, Secondary (science and math) and middle level (all content areas). Further, the EPP's Aiken Scholars program recruits high school students identified as gifted in STEM areas. The students engage in advanced high school classwork and undergraduate level STEM courses at USCA. The EPP also has a well-established Teaching Fellows program that recruits the highest caliber of high school seniors who are interested in entering the field of education. Throughout the professional program,

EPP candidates' dispositions are tracked and monitored for growth. An EPP-wide diversity focus has allowed more proactive and effective mentoring of candidates. Over the past three years, a phenomenon has occurred at our institution that was marked by an increase in the number of first- generation college students. While we value all these dimensions of diversity, our recruitment and retention plan is focused for now on setting benchmarks related to gender and race. Using this criteria, our goal is to continue increase the number of diverse, highly qualified teacher candidates across all programs.

- How has your program addressed CAEP and state standards reflecting culturally responsive teaching and cultural diversity in your recruitment practices? How does your program address culturally responsive and inclusive teaching practices?

Data continues to show that our candidates are teaching more diverse populations with a variety of needs. In AY 2023-24 and 2024-25, there was implementation of equity assessments across programs. All teacher candidates can support their students' interests, identities, and learning through caring that is grounded in knowledge and understanding of their communities (Kiefer & Ellerbrock, 2012; Williams, 2018). Early Childhood candidates complete child and family study projects and in Special Education, candidates develop high impact practices (HIP) projects designed to support the families of exceptional students. In the elementary program, the Equity Issue Project allows students the opportunity to research building the connection between home and school with diverse students' families. Candidates create plans of action and professional development that foster an inclusive, equitable, and anti-bias education. Data continues to inform our instruction as we monitor candidates' diversity and the arts project work to ensure that they are inclusive & equitable for all students. In the Middle Level and Secondary programs, grade 7-12 teacher candidates demonstrate their knowledge that diversity has implications for the development of adolescents. They are responsive to adolescents' individual experiences and identities (e.g., race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). Middle level and secondary teacher candidates successfully model practices that affirm the diversity of all young adolescents. These candidates plan and teach to support young adolescents in specific contexts, they can draw on students' funds of knowledge (Gonzalez et al., 2005) and engage in culturally responsive teaching (Ladson-Billings, 1995) and culturally sustaining pedagogies (Paris, 2012). All programs made a significant change to our lesson plan assignment. For example, our previous lesson plan included diversity, differentiation, accommodations, and modifications — but all were combined in the same category. We now have a separate category called “Culture and Diversity” which explicitly requires students to align their lesson to adolescent interests and cultural heritage. Candidates learn how to make accommodations and differentiate instruction to challenge and support students from diverse backgrounds and abilities. Based on the data, we recently made some changes to the course content to address learners' individual differences, identities, and funds of knowledge. We teach culturally responsive teaching practices, ant-racist/anti-bias language, and pedagogical strategies to specifically support English Language Learners. We have added two ESOL add-on endorsement classes into the professional program which students can opt to take to earn their ESOL add-on endorsement with their initial licensure. We have also integrated all the SCDE 2024 multicultural/lingual literacy competencies into our Read to Succeed courses.

Include any additional feedback about your EPP's ADEPT program in the space below.

See all the evidence provided above.