

Dorchester School District Two (1802)

District | District Settings

2022-23 District EXPANDED ADEPT Implementation Plan

Instructions to school districts: Please complete the entire Expanded ADEPT Plan template, as indicated below, and enter the completed plan along with a copy of the district's school calendar for the coming year in SCLead.org. All districts are required to complete and submit an Expanded ADEPT plan in SCLead.org regardless if the district decides to use another system for monitoring and documenting evaluations.

The deadline for submission is June 1, 2022 Thank you.

School District

Dorchester School District Two

Date of submission of plan

mm/dd/yyyy

Administrator

The administrator responsible for submitting the ADEPT Plan.

Name

Kenneth Wilson

Title/Position

Director of Staff Development and Teacher Evaluations

Phone Number

843-873-2901

Email Address

kwilson@dorchester2.k12.sc.us

District ADEPT Contact

Person responsible for managing ADEPT data collection and reporting.

Name

Kenneth Wilson

Phone Number

843-873-2901

Email

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ADEPT Data Entry

If different from ADEPT contact, list person(s) with district-level ADEPT Administrator rights in SCLead.org.

Name

Sharon Kerley

Phone Number

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Email

skerley@dorchester2.k12.sc.us

Special Areas Manager

Person responsible for assigning special areas evaluators to online training.

Name

Sharon Kerley

Phone Number

843-873-2901

Email

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The school district proposes the following plan for complying with the ADEPT requirements specified in

- the ADEPT Statute (§§ 59-26-30 and 59-26-40 of the South Carolina Code of Laws),
- the ADEPT Regulation (R 43-205.1), and
- the current Expanded ADEPT Guidelines (2018).

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Evaluation Instrument and Scoring (Required)

Professional Standards

The district will use the following professional standards to evaluate and promote teacher performance and effectiveness:
(For each of the groups of educators listed below, check the performance standards that the district will use.)

- ADEPT 2020 For Special Areas: The district will use ADEPT 2020 for Special Areas in evaluating and providing feedback to special area educators at all contract levels.
- SCTS 4.0 (Formative and Summative): The district will use the SCTS standards in evaluating and providing feedback to teachers at all contract levels.
- Locally-developed: Districts that have a pre-approved, aligned (as defined in the system guidelines) approach to evaluating teachers.

Educators	ADEPT 2020 for Special Areas	SCTS 4.0*	Locally Developed Model
Classroom-Based Teachers		<input checked="" type="radio"/>	<input type="radio"/>
School Counselors	<input checked="" type="radio"/>		<input type="radio"/>
School Librarians	<input checked="" type="radio"/>		<input type="radio"/>
Speech-Language Professionals	<input checked="" type="radio"/>		<input type="radio"/>

Locally-developed systems assurances

- If the district proposes using one or more locally-developed evaluation models, to include the use of locally-developed observation rubrics, they must be pre-approved by SCDE. In the event that your locally-developed model has not already been vetted and approved by the SCDE, the district must provide a comprehensive evaluation guide for the proposed model(s). Alternate observation models for teachers (including special area educators) must meet all current requirements of the ADEPT statute, regulation, and guidelines (see the coversheet of this document for online links).
- The district must report all formal evaluation results to the SCDE in a format that is consistent with the state's ADEPT formal evaluation models.
- The district must receive approval from the SCDE prior to implementing any locally designed, alternate model prior to using the model for evaluating teachers.

Scoring Approach

The district will use the following scoring approach for SCTS 4.0.

Contract Levels	Average Approach	Consensus Approach
Induction	<input checked="" type="radio"/>	<input type="radio"/> *
Annual Formative and Summative	<input type="radio"/>	<input checked="" type="radio"/>
Continuing Formative (Comprehensive)	<input checked="" type="radio"/>	<input type="radio"/> *
Continuing Summative	<input type="radio"/>	<input checked="" type="radio"/>

* Selecting "Consensus Approach" for Induction /Continuing Formative indicates an acknowledgement that although these contract levels only require one evaluator, a consensus meeting is expected to occur with this approach. Further, districts acknowledge that the Consensus Approach derives the Final Evaluation Score by averaging the Consensus Scores for Preliminary and Final Evaluation Cycles.

*All ADEPT Special Areas 2020 evaluations follow a consensus scoring approach.

SCLead.org Usage

The district will require evaluators, classroom-based teachers, and special area educators to use the following SCLead.org ADEPT features.

SCLead.org Features	Yes	No
Orientation	<input checked="" type="radio"/>	<input type="radio"/>
Student Learning Objective	<input checked="" type="radio"/>	<input type="radio"/>
Professional Goals (GBE)	<input checked="" type="radio"/>	<input type="radio"/>
Evaluator Scripting	<input type="radio"/>	<input checked="" type="radio"/>
Evaluator Scoring (Observations & Professionalism)	<input checked="" type="radio"/>	<input type="radio"/>
Our district will only use the Evaluation Import feature (Contract Level, Next Year Hiring Status, & Evaluation Data)	<input type="radio"/>	<input checked="" type="radio"/>

SCLead.org Training Reminders

Each district should incorporate training with SCLead.org into the district's evaluation training and onboarding plan. Your district training plan should consider

- SCLead.org functions required by the district
- How to access resources (e.g. SCLead.org User Manuals, SCLead.org Help Desk)
- Timelines for face-to-face or virtual SCLead.org training for evaluators and/or teachers and
- Process for gathering feedback on SCLead.org.

District Comments (optional)

Attachments

Name	Description	Created By
2022-2023_SLO Feedback Rubric Form C (Version 05.21.22) (1).docx	2022-2023_SLO Feedback Rubric Form C (Version 05.21.22) (1).docx	Kerley, Sharon

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District Choice Measures (Required, if Applicable)

Complete only if applying for the use of a locally-developed, aligned evaluation system. If using the state model for evaluation, move to the next section.

The district *WILL* implement one or more District Choice measures for the coming school year. When selecting a *District Choice* option, the district should consider data sources that produce useful information to inform a teacher's professional growth.

Note: Test-score based measures are no longer required as part of the state model for evaluating teachers. In the event your district is electing to use classroom-level value-added data within your evaluation system, indicate that in the table below.

Classroom level, test score based, value-added measures provided by state-contracted vendor	<input type="checkbox"/>
School-wide, test score based, value-added measures provided by state-contracted vendor	<input type="checkbox"/>
Test score measures based on formative assessments or locally procured assessments and calculated by a district-contracted vendor	<input type="checkbox"/>
Surveys of students	<input type="checkbox"/>
District-wide student learning objectives	<input type="checkbox"/>
Teacher self-reflection	<input type="checkbox"/>
Other option (please describe below and attach documentation):	<input type="checkbox"/>
Alternate Proposal (must include):	
<ul style="list-style-type: none"> • a description of the data source, • how the evidence will be evaluated, • the criteria for rating the success of the teacher in meeting that goal, • justification for how the information will improve teacher professional practice leading to increased student learning, and • mechanisms for how the school will track the use of the data source and the resulting changes to instruction and student outcomes. 	

In the space provided below, please describe how your district will incorporate these measures into the evaluation model and how (if at all) they impact overall evaluation ratings. Make sure to include if the district-choice measure impacts classroom-based teachers and/or special area educators.

Evaluation Weight

Please indicate a weight applied to the district-choice measure as a percentage of the overall evaluation (0-30%). This can be calculated inside SCLead.

0

percent

Attachments

Name	Description	Created By
No attachments.		

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Induction and Mentoring Programs (Only Updates Required)

The school district will provide an induction and mentoring program for all beginning classroom-based teachers, school librarians, school counselors, and speech-language professionals in order to increase the effectiveness and promote the retention of novice educators. The district must also provide an induction and mentoring program for International teachers on their first year on an International Certificate in order to provide appropriate support for their unique needs. Through its induction and mentoring program, the district will provide assistance and support to beginning educators, consistent with the requirements of the 2017 South Carolina Induction and Mentoring Program Implementation Guidelines and the June 18, 2012, Amendments to the ADEPT Statute to include the variable induction-contract period.

Induction contract teachers will collect evidence of student growth annually. Additionally, these teachers must receive a minimum of 1 full classroom observation per semester with feedback provided at appropriate conference meetings as outlined in ADEPT Guidelines.

No updates. Refer to ADEPT year plan: Choose an item.

Training Timeline

Number of mentors currently trained

Mentor Training Date

The district ensures all mentors receive South Carolina mentor training by the date of

Induction and Mentoring Plan

Please provide a detailed description of the district's Induction and Mentoring Plan to include the following:

1. The purpose and scope of mentoring in your district.
2. The district's procedures for the assignment of mentors to induction and annual contract teachers receiving diagnostic assistance.
3. The district's plan for ensuring the qualifications, training, support, and professional development of mentors.
4. The district's system for collecting feedback on the quality and effectiveness of the Plan from all participants.

Induction Teachers are required to attend in-service sessions throughout the year that include an induction program orientation, instructional strategies, subject standards, SLO development, ADEPT formative evaluation expectations and process, differentiated instruction, and working with the special needs student. Induction One teachers will be observed by school administrator(s) and will be required to collect evidence of student growth through the SLO process. Induction Teachers are required to observe experienced teachers within their field and provide a reflection following the observations. Sessions will be conducted for Induction educators to develop a working knowledge of the SCTS 4.0 Rubric and summative evaluation expectations for educator performance and effectiveness for those advancing to an annual contract for the following year. The year will conclude with an Induction and mentor celebration. Teachers on an Induction Two contract or on an Induction Three contract will receive assistance in the areas of need identified during the prior year. They will be observed and assisted by an assigned mentor. Activities may include observations of peer teachers and assistance from the District Content Area Interventionists in the form of model lessons and observations with feedback. Induction Two Teachers will be invited/recommended by their principal to attend sessions provided for Induction One Teachers, observed by their school administrator(s), and will be required to collect evidence of student growth using the SLO process. Mentors will be selected and assigned by principals to both Induction and Annual Contract Teachers receiving Diagnostic Assistance based on mastery of pedagogical skills, content knowledge, teaching experience, interpersonal skills and a willingness to serve as a mentor. Mentors will possess leadership qualities, organizational skills, experience with informal mentoring, and a positive attitude toward professional growth. Principal recommendations are forwarded to the Coordinator for Induction and Mentoring for review and confirmation prior to assignment. The mentor will meet regularly with the Induction Teacher and maintain a reflection log for each meeting, will invite the Induction Teacher into his/her classroom

to observe and conduct a debriefing following, and will conduct (non-evaluative) observations of the Induction Teacher during the fall and spring. Throughout the year, the mentor will assist the Induction Teacher in developing a professional practice growth goal(s) based on identified needs, developing a SLO, writing lesson plans, and identifying effective teaching strategies. Adult learning theory, teacher development, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice and establishing effective communication with colleagues are all areas which will be included in mentor preparation and training. These training sessions will be delivered through initial mentor orientation as well as through quarterly mentor meetings as appropriate to provide on-going support for mentors. Mentors will be required to keep a log of support provided to mentees and meet periodically with District Content Area Interventionists and/or Coordinator of Induction and Mentoring to discuss successes and challenges of individual Induction Teachers and Annual Contract Teachers receiving diagnostic assistance. If a need for specific staff development for the teacher and/or mentor is identified, the staff development will be provided. All mentors and Induction Teachers are surveyed at the end of each year. Specific feedback will be gathered during district interviews with all new employees, school and district staff development days, SLO conferences, and evaluation conferences. School leaders are able to provide feedback and share insights at any point during the process.

SLOs

First-year induction teachers can complete a shortened- interval beginning second semester. This is determined at the district or school level.

- First-year induction teachers will complete a full interval SLO beginning in fall.
- All district first-year induction teachers will complete a shortened-interval SLO beginning in second semester.
- Schools will have the choice to allow first-year induction teachers to complete a shortened-interval SLO beginning in second semester.

Induction and Mentoring Program for Year 1 Teachers

The district will implement an Induction and Mentoring Plan for Year 1 teachers to include: an assigned mentor, the school principal or SCTS certified administrative designee (at least one full classroom observation must be conducted per semester), and a Student Learning Objective.

Please describe the district's Induction 1 program. Include when you meet and what topics you address. The beginning of the year discussions should include the following items:

- district's policies, procedures, benefits, and calendar;
- teacher-oriented and student-oriented services available in the district and the community;
- social, cultural, and economic characteristics of the community being served by the district;
- services and referral procedures related to special education and EL (English Learner) students;
- the SCTS 4.0 rubric or the district's approved teacher evaluation system;
- requirements for professional educator certification and certificate renewal; and
- the district's approach to mentoring and access to the 2017 Induction and Mentoring Guidelines and at:
<https://ed.sc.gov/educators/educator-effectiveness/induction-and-mentoring/2017-induction-and-mentoring-guidelines/>

Induction One Contract Teachers will be provided and are required to attend in-service sessions throughout the year that include an Induction Program orientation, instructional strategies, explicit direct instruction, subject standards, student learning objective development, ADEPT formative evaluation expectations and process, differentiated instruction, classroom management, and working with the special needs student. Induction One Contract Teachers will be observed by their school administrator(s) and will be required to collect evidence of student growth. All Induction Teachers are required to observe at least three experienced teachers within their field to obtain knowledge on an identified need. The Induction Teacher will provide a reflection following the observations. In addition to in-services, the Induction Teacher will be assisted by an assigned mentor. The mentor will meet regularly with the Induction Teacher and maintain a reflection log for each meeting. The mentor will invite the Induction Teacher into his/her classroom to observe and conduct a debriefing following. The mentors will conduct (non-evaluative) observations of the Induction Teacher during the fall and spring. The mentor will provide feedback to the teacher following the observations. Throughout the year the mentor will assist the Induction Teacher in developing a professional practice growth goal(s) based on identified needs. Mentors will assist the Induction Teacher with developing an SLO and student growth goals (special area). Using the South Carolina Teaching Standards 4.0 Rubric system and processes, sessions will be conducted for Induction Contract educators to develop a working knowledge of the SC Teaching Standards 4.0 and summative evaluation expectations for educator performance and effectiveness for those advancing to an annual contract for the following year. The year will conclude with an Induction and mentor celebration.

Induction Year 2 Teachers

Note: If a district will have Induction Year 2 teachers, the plan for evaluating and supporting these teachers must be provided. The district's plan for evaluating their Induction Year 2 teachers *cannot* mimic their Induction and Mentoring Year 1 plan. Please see the requirements of the *Formative Evaluation for Induction-Contract Educators* chart in Appendix B for further guidance. In preparation for formal evaluation, all induction teachers must annually collect evidence of student growth.

- The district will NOT have Induction Year 2 teachers
- The district will have Induction Year 2 teachers

Please provide a detailed description of the plans to provide support and assistance to Induction 2 teachers.

Teachers on an Induction Two contract will receive assistance on the areas of need identified during their Induction One year. They will be observed and assisted by an assigned mentor. Activities may include observations of peer teachers and assistance from the District Content Area Interventionists in the form of model lessons and observations with feedback. Induction Two Contract Teachers will be invited and/or recommended by their principal to attend sessions provided for Induction One Contract Teachers. As with Induction One Contract Teachers, teachers on Induction Two will be observed by their school administrator(s) and will be required to collect evidence of student growth using the Student Learning Objectives (SLO) process. Using the South Carolina Teaching Standards 4.0 Rubric system and processes, sessions will be conducted for Induction Contract educators to develop a working knowledge of the SC Teaching Standards and summative evaluation expectations for educator performance and effectiveness for those advancing to an annual contract for the following year.

Induction Year 3 Teachers

Note: If a district will have Induction Year 3 teachers, the plan for evaluating and supporting these teachers must be provided. The district's plan for evaluating their Induction Year 3 teachers *cannot* mimic their Induction Year 2 or Year 1 plan. Please see the requirements of the *Formative Evaluation for Induction-Contract Educators* chart in Appendix B for further guidance. In preparation for formal evaluation, all induction teachers must annually collect evidence of student growth.

- The district will NOT have Induction Year 3 teachers
- The district will have Induction Year 3 teachers

Please provide a detailed description of the plans to provide support and assistance to Induction 3 teachers.

Teachers on an Induction Three contract will receive assistance on the areas of need identified during their Induction Two year. They will be observed and assisted by an assigned mentor. Activities may include observations of peer teachers and assistance from the District Content Area Interventionists in the form of model lessons and observations with feedback. Induction Three Contract Teachers will be invited and/or recommended by their principal to attend sessions provided for Induction One Contract Teachers. As with Induction One and Two Contract Teachers, teachers on Induction Three will be observed by their school administrator(s) and will be required to collect evidence of student growth using the Student Learning Objectives (SLO) process. Using the South Carolina Teaching Standards 4.0 Rubric system and processes, sessions will be conducted for Induction Contract educators to develop a working knowledge of the new SC Teaching Standards and summative evaluation expectations for educator performance and effectiveness for those advancing to an annual contract for the following year.

Attachments

Name	Description	Created By
No attachments.		

Dorchester School District Two (1802)

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SLO, GBE, and Diagnostic Assistance

No updates. Refer to ADEPT year plan: Choose an item.

A. SLO

Student growth is to be collected annually by all classroom-based teachers. A Student Learning Objective (SLO) is a student academic growth goal that an educator sets for his or her students. SLOs are monitored over a duration of time the students are with the teacher for instruction, which may be most of an academic year, a semester, or quarter depending on the context in which the teacher leads instruction.

Monitoring and Writing SLOs

- SLOs will be supported through a series of conference sessions to include an approval, mid-course and summative conference as outlined in the SLO Guidebook.
- Please note, with the SCTS 4.0 process, SLO monitoring and Mid-Course Review Conferences may be streamlined into the Classroom Observation Conferences. Evaluators can use this time to not only provide feedback on the teacher's professional practice, but on his or her SLO as well.

Scoring SLOs

Indicate your district's method for supporting the SLO process:

- The district will be using state-provided SLO scoring rubric.
- The district will use a district-created scoring rubric. (District-created rubrics must be included as an attachment with submission of the Expanded ADEPT Plan.)

B. Goal-Based Evaluation

Goals-based evaluation (GBE) is the ongoing professional growth and development phase of ADEPT that is appropriate for educators at the annual- and continuing-contract levels who have successfully completed an ADEPT summative evaluation and who do not require an additional summative evaluation.

Classroom-based teachers undergoing informal (GBE) evaluations will write SLOs. The SLO can meet the requirement of the Professional Growth and Development component of the GBE process. Separate growth goals for the educator can be set at the employing district's discretion.

Check one of the following options:

- The district will implement the state's GBE model, as follows:
 - Educators will engage in research and development SLO and/or GBE if no performance weaknesses are evidenced.
 - Educators will engage in competence-building SLO and/or GBE if performance weaknesses have been evidenced and documented over time.
- The district proposes an alternate model for promoting educators' continuous professional growth and development. *(A detailed description of the district's proposal must be provided. Approval is required prior to implementation.)*

District Comments About Goals-Based Evaluation

Optional

C. Diagnostic Assistance

Districts may provide diagnostic assistance to educators at the annual-contract level who need additional individualized support as an interim step prior to summative evaluation. Employment and dismissal provisions do not apply to educators during their annual-contract diagnostic assistance year. At the end of the diagnostic assistance year, the district may employ the educator at the annual-contract level (under summative evaluation) or terminate the educator's employment. If employment is terminated, the educator may seek employment in another school district at the annual-contract level (under summative evaluation).

At a minimum, the diagnostic assistance process must meet the requirements of the ADEPT Guidelines in terms of (1) developing an appropriate competence-building professional growth and development plan for the educator, (2) assigning a mentor to assist the educator, (3) providing the appropriate number of formal observations of practice, and (3) providing appropriate opportunities and time for the educator and the mentor to carry out the provisions of the plan.

Diagnostic Assistance

Check one of the following options:

- The school district will implement the ADEPT Guidelines for providing diagnostic assistance to eligible classroom-based teachers, library media specialists, school counselors, and speech-language therapists at the annual-contract level.
- The school district offers an alternative proposal regarding diagnostic assistance for eligible annual-contract educators. *(A detailed description of the district's proposal must be provided. Approval is required prior to implementation.)*
- The school district elects not to offer diagnostic assistance.

District Comments about diagnostic assistance

Optional

Attachments

Name	Description	Created By
2022-2023_SLO Feedback Rubric Form C (Version 05.21.22) (1).docx	2022-2023_SLO Feedback Rubric Form C (Version 05.21.22) (1).docx	Kerley, Sharon

Dorchester School District Two (1802)

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Expanded ADEPT Evaluation Timeline (Required)

 Please submit a copy of your district's coming school year calendar along with this plan.

1. The district is required to disseminate this approved timeline to all educators and evaluators who are involved in the summative and formative evaluation process during the coming school year.
2. The district is responsible for developing and disseminating timelines for collecting additional data that apply to special area personnel (i.e., library media specialists, school counselors, speech-language therapists) if any of these educators are undergoing summative or formative evaluation in the district during the coming school year.

Note: Districts opting to use an alternate evaluation instrument must use the same evaluation timeline dates for implementation. All participants in the evaluation process must be given a copy of the appropriate evaluation timeline.

District Calendar for 2022-23

Beginning Date for Teachers

The beginning date for teachers in the 2022-23 school year

08/09/2022

Beginning Date for Students

The beginning date for students in the 2022-23 school year

08/15/2022

Prerequisites

These activities must be accomplished prior to the beginning of the preliminary evaluation cycle.

Evaluator Training Date

Training of all evaluators on the district approach to Expanded ADEPT?

09/16/2022

Number of teacher evaluators currently SCTS trained?

197

Number of teacher evaluators currently SCTS certified?

148

Number of speech-language therapist evaluators currently certified?

28

Number of library media specialist evaluators currently certified?

35

Number of school counselor evaluators currently certified?

45

How will you train new evaluators for the coming year?

Check all that apply

District-led Training

Multi-district or Consortium-led Training

SCDE Training

Evaluator Refresher Training Date

Date of refresher training for evaluators who are unsuccessful on the certification exam (if needed)

09/16/2022

Principal Training Date Deadline to train all principals on the district approach to Expanded ADEPT for 2022-23	09/16/2022
Evaluator selection, assignment, and briefings date	09/30/2022
Formative and Summative Evaluation Orientation Date Deadline for orientation(s) for educators scheduled for formative and summative evaluations <i>(Educators on GBE evaluation types may be oriented to the process as a part of their preliminary approval conference.)</i>	09/30/2022
General Orientation to District Approach Date Deadline for orientation(s) of all educators, on the district approach to Expanded ADEPT for 2022-23	09/30/2022
One-day SCTS 4.0 Orientation Date Date(s) for full one-day teacher orientation to SC Teaching Standards 4.0 Rubric for teachers undergoing first summative evaluation (must be aligned with one-day teacher training on SC ADEPT Support Portal; may be integrated into district Induction Program.)	10/03/2022

Preliminary Evaluation Cycle

Minimum length* = 45 student attendance days, beginning *after* the date that the teachers receive their orientation.

Beginning date of the Preliminary Evaluation Cycle Must be after the teacher orientation.	10/03/2022
Deadline for conducting Beginning of Year Conferences SLO, GBE, etc.	10/14/2022
Ending date for classroom observations	12/16/2022
Deadline for conducting Preliminary Evaluation Consensus meetings Required for Consensus Approach only	01/06/2023
Deadline for conducting Middle of Year Conferences SLO, GBE, etc.	01/06/2023
Deadline for conducting Preliminary Evaluation Conferences with teachers	01/06/2023

Final Evaluation Cycle

Minimum length* = 45 student attendance days, beginning *after* the date that the teachers' Preliminary Conferences have been held.

Beginning date of the Final Evaluation Cycle	01/09/2023
Ending date for classroom observations	03/23/2023
Deadline for conducting Final Evaluation Consensus meetings Required for Consensus Approach only	03/31/2023
Deadline for conducting End of Year Conferences SLO, GBE, etc.	03/31/2023

Deadline for conducting Final Evaluation Conferences
with teachers

03/31/2023

May be combined with SLO/GBE End of Year Conferences as appropriate

Attachments

Name	Description	Created By
_2022-23_DDTwo_School_Calendar.pdf	_2022-23_DDTwo_School_Calendar.pdf	Kerley, Sharon

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Additional Programs (Only Updates Required)

Charter Schools

No updates. Refer to ADEPT year plan: Choose an item.

A charter school may elect to participate in the ADEPT system under the sponsorship of a public school district. If the charter school elects to implement the ADEPT system, the following requirements apply:

- The contract between the charter school and its sponsoring school district must include an ADEPT provision. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of implementation of the ADEPT system. The ADEPT provision also must address the district's responsibilities in terms of staff training and program implementation. At a minimum, the district must agree to disseminate all ADEPT-related information from the SCDE to the charter school and to report charter school teacher data to the SCDE.
- All certified teachers in the charter school must be assisted and evaluated in accordance with the sponsoring school district's approved ADEPT plan (Sections I–VI). If the charter school does not issue teacher contracts, each teacher's ADEPT requirements must be determined based on the teacher's prior experience and ADEPT history.

Charter School Participation

Answer as appropriate.

There are no charter schools that will participate in the district's ADEPT plan.

- If there are charters sponsored by the district, but they will NOT participate in the district's ADEPT plan or in the district's SCLead.org required end-of-year reporting, please list those charter schools below:
Name of the Charter School(s) NOT Participating in ADEPT Process

- If the district has entered into a formal agreement, consistent with Section XI.C. of the ADEPT regulation (R 43-205.1), to have the following charter schools participate in the district's ADEPT plan, please list all participating charter schools in the chart below:

Charter School Name

Classroom-based Teacher Model

Career and Technology Education (CTE) Centers

Answer as appropriate.

There are no CTE centers in the district.

- There are CTE centers in the district, but they will NOT participate in the district's ADEPT plan or in the district's SCLead.org reporting. *Please list the centers below.*

Name of the CTE Centers NOT Participating in ADEPT Process

- The following CTE centers will participate in the district's ADEPT plan and/or in the district's SCLead.org reporting: *(Please list all CTE centers for which the district will assume ADEPT-related responsibilities.)*

Name of the CTE Centers Participating in ADEPT Process

Dorchester County Career and Technology Center

Residential Treatment Facility Participation

Check one of the following options

There are no residential treatment facilities in the district that will be included in the district's ADEPT plan.

The following residential treatment facilities will participate in the district's ADEPT plan and/or in the district's SCLead.org reporting: *(Please list all residential treatment facilities for which your district will assume ADEPT-related responsibilities.)*

Name of the Residential Treatment Facilities Participating in ADEPT Process

Pinelands Group Home

Additional Comments

Include additional comments, if any, regarding the district's proposed ADEPT Plan. (Optional)

Dorchester School District Two (1802)

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Continuous Improvement (Required)

Per Expanded ADEPT system guidelines, a district's evaluation and improvement plan must include responses to the following. Providing this data to the SCDE is critical to system changes over time.

Collecting Feedback on Expanded ADEPT Implementation

Briefly describe how your district gathers data and monitors the fidelity of implementation of Expanded ADEPT. What reflections do you have on the first year of SCTS implementation?

At the beginning of each school year, the district holds a required orientation for administrators on the evaluation processes. Comments, discussions, and questions generated during the orientation provides beneficial feedback on the status of the overall evaluation process in the district and allows for clarification on any points prior to the start of the evaluation cycle. The district also offers teacher evaluation training each year for any administrator needing the training or sends administrators to training sessions provided by the state or other districts. Induction Teachers are oriented to the evaluation process during the summer district orientation. All Induction Teachers are assigned a certified mentor selected by their school administrator and approved by the district. To "verify" that Induction Teachers are observed as well as have a chance to observe other teachers, they are required to submit feedback from their mentor's observations and summaries of the observations they themselves conduct. Administrators are required to enter evaluation information in the SCLead system. This provides the district a means to verify that Induction evaluation timelines are followed. Annual Contract Teachers undergoing a summative evaluation are oriented at their school site using a district prepared presentation and are given a copy of the SCTS 4.0 Rubric. The school-based administrator facilitating the orientation is required to attend a training session at the district level. Annual Contract Teachers undergoing a summative evaluation are surveyed at the end of each year regarding the clarity of the orientation, timeliness of the observations, and the written and oral feedback given at the preliminary and final conferences. To assure that the evaluation process and timeline is followed the process is documented in the SCLead online system and monitored by the Coordinator of Teacher Evaluation. The name of any teacher undergoing a summative evaluation who does not pass the preliminary judgment is forwarded to the Coordinator of Teacher Evaluation who reviews the evidence documentation and monitors the process during the final evaluation period. The same model will be used for the End-of-Year evaluation process. GBE orientations are conducted at the school level using a district prepared presentation. At the end of the evaluation cycle, the SLO and/or Professional Goal information is checked by a personnel administrator to assure that there is one for every teacher and that preliminary, mid-course, and final conferences have been conducted and signed by both teacher and administrator. If a GBE document is missing, a personnel administrator contacts the school administrator for the reasons for the incomplete evaluation. All GBE forms have an optional place for teachers to comment on the process.

Since placing a teacher on Competence-Building GBE may be preliminary to placing a teacher on formal observation, a district personnel administrator works with the school administrator in formulating the improvement plan and periodically checks with the administrator to follow up on implementation of the plan. Special area evaluators for induction and summative teams will participate in the state online training and join the evaluation coordinator for a Special Area Evaluation Orientation prior to the start of the preliminary cycle to ensure understanding and answer any questions. Educators undergoing induction and summative evaluations will also participate in an orientation to discuss the new ADEPT process. SCLead provides a well-needed means for district administrators to monitor the evaluation process and quality of written feedback provided to teachers. A training is held for all evaluators at the beginning for the year and a mid-year follow up is held for school evaluation coordinators to discuss system requirements, review data, and remind evaluators of requirements for the final cycle.

Briefly describe your district's plan and process for gathering feedback on the effectiveness of implementation of Expanded ADEPT in general.

School leaders and teachers are able to provide feedback and share insights at any point during the process. Specific feedback will be gathered during district interviews with all new employees (one-on-one), summer staff development, school and district staff development days, first quarter of the school year, SLO approval conferences, SLO Mid-Course conferences, preliminary evaluation conferences, SLO End of Year Conferences, and final evaluation conferences. In addition to pulling and utilizing SCLead Reports, this information is used to review the quality and effectiveness of the Expanded ADEPT process and to modify implementation processes as needed.

Briefly describe your district's plan and process for gathering feedback on the effectiveness of its Induction and Mentoring Program specifically.

The mentor and Induction Contract Teacher will complete an end-of-year reflection and or survey critiquing Dorchester District Two's Induction and Mentoring Program. Induction Contract Teachers and mentors will also attend in-service sessions (each group having its own in-service session) that are facilitated by a district administrator. In addition to the in-service, Induction Teachers and mentors both are given the opportunity to express needs, concerns, and celebrations. Based on the Induction teachers and mentor feedback as well as SCLead reports, the district administrator will provide resources and information, or may recommend to the Induction Coordinator modifications to address the needs of the Induction teacher(s) or Induction program.

Improving Based on Feedback

Feedback must be used to craft the district's Expanded ADEPT plan. Examples of possible data sources include teacher and mentor surveys, observation data, walkthrough data, SLO data, SCLead.org reports, etc. Provide examples of data sources used.

Based on feedback, what are the district's overall strengths in terms of using the current ADEPT system to promote teaching performance and effectiveness?

Dorchester District Two was intentional in implementing the evaluation system in the district and providing numerous trainings for evaluators, content interventionist, and teachers when the updated evaluation system began in the fall of 2018. DD2 has continued to be diligent in training all new staff members on the SCTS 4.0 Rubric when they enter the district. New hires complete the SCTS 4.0 Self-Paced training prepared by the state as well as also join the district ADEPT coordinator for a follow up session to review key components of the SCTS 4.0 Rubric and the evaluation process. Participants have the opportunity to ask questions and receive clarification for any questions they may have. In addition, Induction Teacher sessions have been organized around the SCTS 4.0 Rubric and

continually references the language and descriptors of the rubric as well as strategies for implementing what this may look like and sound like in the classroom. The SCTS 4.0 Evaluator training is offered in the summer for new administrators and administrative interns. Multiple SCTS 4.0 Evaluator training sessions are also offered during the year for mentors to take a deeper dive into the SCTS 4.0 Rubric, gain a better understanding of the evaluation process, and be able to better coach new teachers. Feedback on evaluator understanding of the Expanded ADEPT process was gathered during the trainings, District Administrative meetings, and School Evaluation Coordinator meetings. Feedback was also gathered from Induction Teacher and mentors through surveys, reflections, and discussions. Administrators as well as educators being evaluated like the evaluation system and the opportunities to gather information about the class/lesson being observed during the pre-conferences. Based on ADEPT Reports, indicators that are a strength for our district include Professionalism, Teacher Content Knowledge, Environment, Respectful Culture, and Teacher Knowledge of Students. Both teachers and evaluators stated that they enjoyed the timely coaching conversations based on evaluation data following each observation.

Based on feedback, what are your district's opportunities for improvement and plans for implementing those improvements? Be sure to reflect on support of the growth, performance, and effectiveness of induction, annual, and continuing-contract teachers.

Based on feedback received from administrators and data from the SCLead system, one of the concerns for administrators is finding the time to meet the tight deadlines set for the evaluation process. All administrators meet with the evaluation director and evaluation coordinator to review the evaluation timeline and discuss ways to help the administrators meet the established timelines. The meeting also focuses on the 4.0 Rubric and maintaining consistency in the scoring of indicators across the district, as well as providing quality feedback and documentation. Based on ADEPT reports indicators that rank the lowest are student work, thinking, problem solving, and questioning. To address these areas, topics for Induction sessions will include instruction on increasing student thinking and problem solving by establishing thinking routines in the classroom, integrating higher-level questions into lessons, and lesson planning. As a district, focus will be on the Planning Domain. DD2 will assess the district practice and requirements as it relates to lesson planning and Professional Learning Communities. Elementary interventionist will offer training on Explicit Direct Instruction (EDI) emphasizing the alignment with the SCTS 4.0 Rubric. Secondary Interventionist provide training on Instructional planning that will include a various components like inquiry based learning and EDI. District Modern Learning Specialists are also providing multiple trainings on how to incorporate student work, thinking, assessment and teaching strategies into lessons through the use of technology. Dorchester District Two will continue to provide all students with digital devices. We will continue to grow in our knowledge as we strive to provide a modern learning environment for our students that maintains high expectations, student engagement, student interaction, and requires students to use a variety of thinking and problem solving skills. DD2 is also streamlining the Onboarding process for new hires to provide training opportunities to help new hires start the year well. Session requirements are based on content they are teaching and teacher needs. It will include Induction Orientation, EDI, Literacy Model, Math Model, Standards review, and planning and teaching strategies for various content areas. Additionally, the district evaluation director and the evaluation coordinator will train school evaluation coordinators and school administrators on writing quality Student Learning Objectives.

School evaluation coordinators will share this information with teachers at their school as part of the evaluation training at the beginning of the school year. SCTS 4.0 trained Content Interventionists will use their training and certification to work with teachers and provide feedback to teachers on the components of the SCTS 4.0 through job-embedded professional development as well as on school and district professional development days. The district will continue to share the South Carolina Teaching Standards with teachers and to utilize the terminology of the rubric in observations and reflection conferences.

Dorchester School District Two (1802)

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Appendix A: Formal Summative Evaluation Requirements

State-recognized uses of ADEPT summative evaluation results include the following:

1. License Advancement. Educators at the annual-contract level must successfully complete an ADEPT summative evaluation in order (1) to advance to a professional teaching license and (2) to be eligible for employment under a continuing contract.
2. License Suspensions. The State Board of Education must suspend the license of any educator who fails two ADEPT summative evaluations at the annual-contract level, consistent with Regulation 43-205.1 (Section IV.D.4).
3. Local Employment Decisions. Educators at the continuing-contract level may be formally evaluated at the discretion of the school district, upon timely receipt of written notification, in accordance with the applicable ADEPT Statutes, Regulation, and Guidelines.
4. Feedback to Educator Preparation Programs. Educators' ADEPT formal (summative) evaluation results are used to rate the effectiveness of teacher preparation programs at colleges and universities throughout the state.
5. Identification of Educator Professional Development Needs. Professional development needs of the educator will be gleaned from the observation outcomes agreed upon by members of the evaluation and support team.

The following district requirements apply to summative evaluations:

1. An evaluation team must be appointed for each educator who is scheduled for summative evaluation. All evaluation team members must be qualified, appropriately trained, and certified. Each evaluation team must consist of a minimum of two members. One evaluator must be a school or district administrator or supervisor, and at least one member of the evaluation team must possess knowledge of the content taught by the teacher who is being formally evaluated. Additionally, a minimum of three evaluators is required for teachers scheduled to undergo highly consequential summative evaluations (i.e., annual-contract teachers who are undergoing their second summative evaluations and annual-contract teachers who are returning to the field following Expanded ADEPT-related state sanctions and are undergoing their final required summative evaluations).
2. Every educator who is scheduled to undergo a summative evaluation must receive a comprehensive orientation prior to the beginning of the evaluation process.
3. The summative evaluation process must be based on multiple sources of evidence. Evidence must be collected and documented over time.
4. Every educator who undergoes a summative evaluation must receive the following conferences during the evaluation year: SLO conferences, pre- and post-observation conferences, and final evaluation conference. SLO conferences and observation conferences may be combined. Districts using the consensus approach will also include an evaluation conference at the conclusion of the Preliminary Evaluation Cycle.

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ADEPT Plan Addendum (REQUIRED): Equitable Access to Effective Teachers

Thank you for taking the time to complete this questionnaire. Our goal is to support you in ensuring that all students in South Carolina have equitable access to highly effective teachers and leaders. In order to recruit and retain great teachers and leaders across all schools and classrooms, we recognize the need to examine data to identify gaps so that our reality drives our solutions. We know that your responses will inform the kind of supports that we offer but will also help you as you reflect with your team and plan for the coming year.

Review the 2021-22 Effectiveness Human Capital (Schools) ADEPT report in [SCLead.org](https://www.scclear.org/) and use it to respond to the following items:

1. List the school(s) with the lowest percentage of Teachers Effective. What do you know about this/these school(s) that allows this to be the situation? How are principals in these schools being supported by the district?

All schools in the district scored well in the area of Teacher Effectiveness ; however, River Oaks Middle School ranks the lowest with 89.80%. ROMS is a Priority School whose student body (Grades 6-8) consists of 67% minority students and over 60% of the student body qualifying for the free/reduced lunch program. The student body is very transient as the school borders the cross over of two school districts. There is also a high teacher turn-over rate at this school each year. Additionally, a new administrative team including a first year principal was formed in the 2019-2020 school year. The team is in its third year within the school. With the establishment of the new administrative team in 2019-2020, the principal, administrative team, and school has received tremendous support from the school district inclusive of additional staff and concentrated shoulder-to-shoulder support for the administration, faculty, and staff. The principal received a principal mentor to assist him in his role as principal and continues to have the support and guidance of a district level director who oversees secondary school. The school also implemented Capturing Kids Hearts and is in its third year of engagement in this initiative which focuses on making connections with students, establishing collaborative agreements of acceptable behavior, and increasing student achievement. The administration and staff are supported by an Instructional Coach dedicated solely to the school and also a team of District Content Interventionists in the areas of ELA, math, science, social studies, ELL, Special Education, and READ 180/System 44.

2. List the school(s) with the largest percentage of induction teachers. What do you know about this/these school(s) that allows this to be the situation?

Gregg Middle School has the largest percentage of Induction teachers with 21.1%. There is nothing significant that stands out about this particular school for the 2020-2021 and 2021-2022 school years. As a district, we had the highest number of Induction teachers this year than seen in prior years. GMS selected many of these top teaching candidates when replacing teachers who had resigned or retired.

3. List the school(s) with a Tier 1 Principal. What supports for teacher effectiveness might need to be different for those schools?

There are 5 schools in Dorchester District Two with Tier 1 principals: Ashley Ridge High School, Dr. Eugene Sires Elementary, Eagles Nest Elementary, Joseph Pye Elementary, and Oakbrook Middle School. District Directors and Assistant Directors are available to support administrators by checking in

regularly with these principals. In addition, Content Interventionists visit the schools on a regular basis conducting teacher observations and providing feedback as well as providing teacher support/coaching. Principals are encouraged to be in classrooms often observing teachers, providing feedback, and engaging in coaching conversations. The supports for teacher effectiveness are not different in these schools; however, they are more frequent.

4. What strategies are currently in place to address the disparities between our schools with higher percentages of effective teachers and those with lower percentages?

One of the primary strategies is providing support for both teachers and administrators in the schools. Assistant Directors of Elementary, Middle, and High Schools are in contact with their principals and content interventionists to make sure they help to address any questions or needs within the school. Content Area Interventionists join in content planning sessions and observe classroom teachers to provide support, resources, and feedback to teachers. Support is also provided to teachers who are new to the profession by mentors and the Coordinator of Induction and Mentoring through the Induction Program as well as teachers who are new to the district, but not the teaching profession. Overall, our disparities are not major based on review of the data for 2021-2022

5. Are there any district processes regarding how teachers are assigned to schools that contribute to students to having less access to effective teachers?

While, there is no specific district process in how teachers are assigned to schools that looks specifically at effective teachers as compared to ineffective teachers, the Personnel Office monitors schools with high turnover and hard to fill positions. The specific need to look at placements in that manner has not been a need for the district to date. All teacher candidates participate in district screening interviews before interviewing with school administration. As a district, we focus on hiring high quality teachers to fill open positions in each school. Principals make hiring recommendations that are then approved by the personnel office and approved by the school board. We strive to make sure every student has access to effective teachers within all Dorchester District Two Schools.

6. What steps or adjustments can be made immediately and throughout this year to improve equitable access, even modestly?

As a district, we can take a closer look at how teachers are assigned to schools, making sure there is a balance between experienced and new teachers in each school. We can also look at teacher effectiveness data and make sure we have a high percentage of effective teachers in each school, striving to work toward 100% teacher effectiveness in every school. We can enhance the support that is provided to teachers who were not as effective this year, possibly providing a mentor, increasing teacher observation with quality feedback, and increasing the support provided these teachers through the Content Interventionist. Administration can continue to engage in coaching conversations with teachers to help them grow in their craft.

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2022-2023 ADEPT Plan Attachments

Attachments

Name	Description	Created By
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No attachments.

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Assurances and Approval

Signature indicates the district's assurance that educator evaluation processes as articulated in this ADEPT Plan will comply with the Expanded ADEPT guidelines for continuing-contract, annual-contract, and induction-contract teachers as well as the 2020 ADEPT guidelines for evaluating special area educators. By signing this document, the district assures that:

1. All classroom-based teachers in the district will collect student growth data through the use of SLOs and will receive support through Approval, Mid-Course, and End of Year Conferences.
2. Continuing contract teachers up for recertification will receive formative observations and feedback.

Upon signature by the SCDE and the district, your Expanded ADEPT Implementation Plan will be considered approved.

 05/31/2022 08:46 AM - Kenneth Wilson - District Staff

 06/28/2022 02:30 PM - Julie Anna Hartwell - State Administrator

SCDE ADEPT Plan Comments

[no comments yet]