STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
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STATE SUPERINTENDENT OF EDUCATION

Expanded ADEPT Process Manual

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Preface

Implemented statewide in 1998, the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) system has become a vital part of South Carolina's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations of both subject matter (content) and general teaching area, teachers were required to complete all ADEPT requirements to be eligible for a professional teaching certificate. In 2004, the ADEPT system was upgraded based on research and practice. In 2006 ADEPT Guidelines were approved by the South Carolina State Board of Education and have continued to be the basis for teacher evaluation and licensure. In 2012, the South Carolina Department of Education (SCDE) applied for and was granted a waiver from the Elementary and Secondary Education Act (ESEA) requirements. The United States Department of Education approved the waiver provided that an expanded system for educator evaluation was developed and implemented statewide that included student growth measures.

In December 2015, ESEA legislation was reauthorized, allowing states greater flexibility in designing educator evaluation systems. The SCDE took this opportunity to rethink its approach to the redesign of the *Expanded ADEPT* educator evaluation system. Four requests were made of the State Board of Education:

- Remove the requirement of test score-based measures within educator evaluation.
- Continue to collect student growth measures through the student learning objectives (SLO) process and the use of local growth measures.
- Use the student growth measure as an artifact that supports ratings within professional practice domains rather than as its own measure.
- Grant permission to convene educator stakeholder focus groups to get feedback related to changes in the system.

These four requests were approved on January 13, 2016. Refinements in the system guidelines reflect stakeholder feedback gathered from focus groups, an online feedback survey and multiple reviews from advisory groups across the state of South Carolina. Based on their responses, educators indicated that what they wanted most from an evaluation system was clear, timely, useful feedback. The South Carolina Department of Education used this feedback to revise our mission for supporting teacher evaluation in South Carolina. South Carolina's Expanded ADEPT system represents a shift from an evaluation system that assigns teachers a "Met" or "Not Met" rating at the end of the year to a professional growth and development system that gives teachers timely, thoughtful feedback about their practice to grow and develop at all stages of their professional career.

Expanded ADEPT focuses attention on intended student outcomes, allowing educators to align and strengthen professional practice to support those outcomes. The system uses data-driven improvements to the state's existing support and evaluation systems authorized under the following:

- S.C. Code Ann. §§ 59-26-40 (Supp. 2016): Training, Certification, and Evaluation of Public Educators, available at http://ed.sc.gov/scdoe/assets/file/programs-services/50/documents/ADEPT_Statute_Amended2012.pdf
- State Board of Education Regulation § 43-205.1 (Supp. 2016): Assisting, Developing, and Evaluating Professional Teaching (ADEPT), available at http://ed.sc.gov/educators/educator-effectiveness/adept-evaluation-system-2006/adept-overview/regulation-no-r-43-205-1/

Every student in South Carolina schools deserves an effective teacher. Teachers deserve timely, thoughtful feedback about their practice to grow and develop at all stages of their professional career. The Expanded ADEPT Support and Evaluation System represents a significant step in the journey of improving teacher professional practice for the benefit of ALL students in South Carolina. The primary goal is to use evaluation as a tool that informs an educator's professional growth and development, with emphasis on the direct connection between teacher practices and increased student learning through the incorporation of student academic growth measures into classroom-based teachers' evaluation. Revisions in our current system are intended to align and strengthen professional practice to support the intended student outcomes.

Introduction to South Carolina Teaching Standards

As part of the Expanded ADEPT system, South Carolina Teaching Standards (SCTS) 4.0 is South Carolina's primary formal evaluation model for classroom-based teachers. The SCTS 4.0 rubric is based on sets of performance standards designed and validated by the National Institute for Excellence in Teaching (NIET) and establishes the expectations for what classroom-based teachers are to know, be able to do, and carry out as an integral part of their practice. These expectations, called the SCTS Indicators, are the foundation for good teaching and are designed to grow classroom-based teachers throughout their career continuum, beginning with teacher preparation and continuing through Induction, high-stakes performance evaluations, and ongoing professional growth and development that supports the growth of South Carolina educators. A classroom-based teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of the teaching career.

The SCTS 4.0 rubric is *not* intended to be used to evaluate special area personnel, including library media specialists, school guidance counselors, and speech-language therapists. They will continue to be evaluated under the existing **2006** ADEPT guidelines.

Application of SCTS
In order to qualify for advancement to a professional teaching certificate and/or to become eligible for employment under a continuing contract, educators must successfully complete an Expanded ADEPT formal evaluation at the annual-contract level. The following requirements apply to the use of SCTS for the purpose of certificate and/or contract advancement:

- Teachers must be evaluated in an area or areas in which they are *fully certified* at the time of the evaluation.
- Teachers must be employed *at least half-time* (i.e., full time educator = >0.5) at the annual-contract level at the time they are evaluated in order to qualify for certificate advancement.

SCTS Orientations
The school district must ensure that all classroom-based teachers scheduled for formal evaluation receive a *comprehensive* orientation to the SCTS 4.0 rubric prior to the beginning of the evaluation process. The orientation may be presented to the teachers in a group setting or on an individual basis. The orientation must be presented by one or more certified SCTS evaluators or trainers and must include, at a minimum, both written and oral explanations of the Expanded ADEPT Teaching Standards, the SCTS process, the evaluation timeline or calendar, the criteria for successfully completing the evaluation, and the intended use of the evaluation results. Additionally, prior to the beginning of the preliminary evaluation period, each teacher must be informed of the names of the members of his or her evaluation team.

SCTS 4.0 Rubric Indicators

There are 23 SCTS Indicators for classroom-based teachers. These indicators are grouped into four broad categories, or domains:

Planning	Instruction	Environment	Professionalism
• Instructional Plans • Student Work • Assessment	• Standards & Objectives • Motivating Students • Presenting Instructional Content • Lesson Structure & Pacing • Activities & Materials • Questioning • Academic Feedback • Grouping Students • Teacher Content Knowledge • Teacher Knowledge of Students • Thinking • Problem Solving	• Managing Student Behavior • Expectations • Environment • Respectful Culture	• Growing & Developing Professionally • Reflecting on Teaching • Community Involvement • School Responsibilities

Each of these Indicators contains a set of Descriptors—the critical components of the Indicator. Together, the Indicators and Descriptors establish the proficiency expectations for each Domain. While the indicators and descriptors provide expected behaviors under each domain, Descriptors are not intended to be used as a checklist. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes, a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used for gauging teacher effectiveness.

SCTS Evaluation Teams

SCTS evaluators vary based on the contract level of the teacher being evaluated. All evaluators must have met all SCTS evaluator training requirements. For all evaluation teams, one member must serve as the chair.

Induction Contract Teachers

- Principal or SCTS certified administrative designee (each induction teacher must also be assigned a trained mentor who will not evaluate the teacher's performance)

Annual & Continuing Summative Contract Teachers

- Principal or SCTS certified administrative designee and content expert

Annual Contract Teachers Undergoing Diagnostic Assistance

- Principal or SCTS certified administrative designee and content expert (each teacher undergoing diagnostic assistance must also be assigned a trained mentor who will not evaluate the teacher's performance)

Continuing Contract Teachers Undergoing Comprehensive Evaluations

- Principal or SCTS certified administrative designee and IF NECESSARY a content expert

Annual Contract Teachers Undergoing Second Formal Evaluations/Returning Following State Sanctions

- Principal or SCTS certified administrative designee, content expert, and other SCTS certified evaluator

Responsibilities of team chair

- The chair of the evaluation team must maintain all evaluation evidence for each teacher who is undergoing formal evaluation.
- The team chair must ensure that copies of all evaluation documents are made available to each member of the evaluation team.
- Hold appropriate conferences/meetings with teacher under evaluation
- Report teacher evaluation ratings

Responsibilities of the mentor

- All mentors must be trained and assigned in accordance with the South Carolina Mentoring and Induction Program: Implementation Guidelines as well as with the *Expanded ADEPT* training requirements that are described in this document. The role of the mentor is to provide additional support to the educator.
- The mentor must have regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the educator, as specified in the educator's PGDP. The mentor should keep a log to document the assistance he or she has provided to the educator throughout the year.
- The mentor must *not* serve as an evaluator for the educator.

Evaluation Team Responsibility Chart

Person(s) Responsible	Responsibilities
Evaluation Team Member	• Undergo three-day SCTS evaluator training/pass certification • Hold 1 preconference (1st semester) prior to observation (per evaluator = 2 total for Annual) • Conduct 1 observation per semester • Document evidence collected from classroom observations (student and teacher) • Hold 2 post-conferences (1 per semester) within 5 school days of observation • Participate in evaluation team meetings
Team Chair	• Complete all team member responsibilities • Ensure all team-members have access to appropriate evaluation documents • Maintain all teacher evidence (for consensus) • Meet with teacher to discuss the overall evaluation rating and SLO (within 5 school days of consensus meeting; before May 1) • Report teacher's evaluation ratings
Mentor	• Complete two-day SC Mentor training • Communicate regularly with induction teacher • Observe teacher in practice • Provide support through coaching, planning, resources, etc.

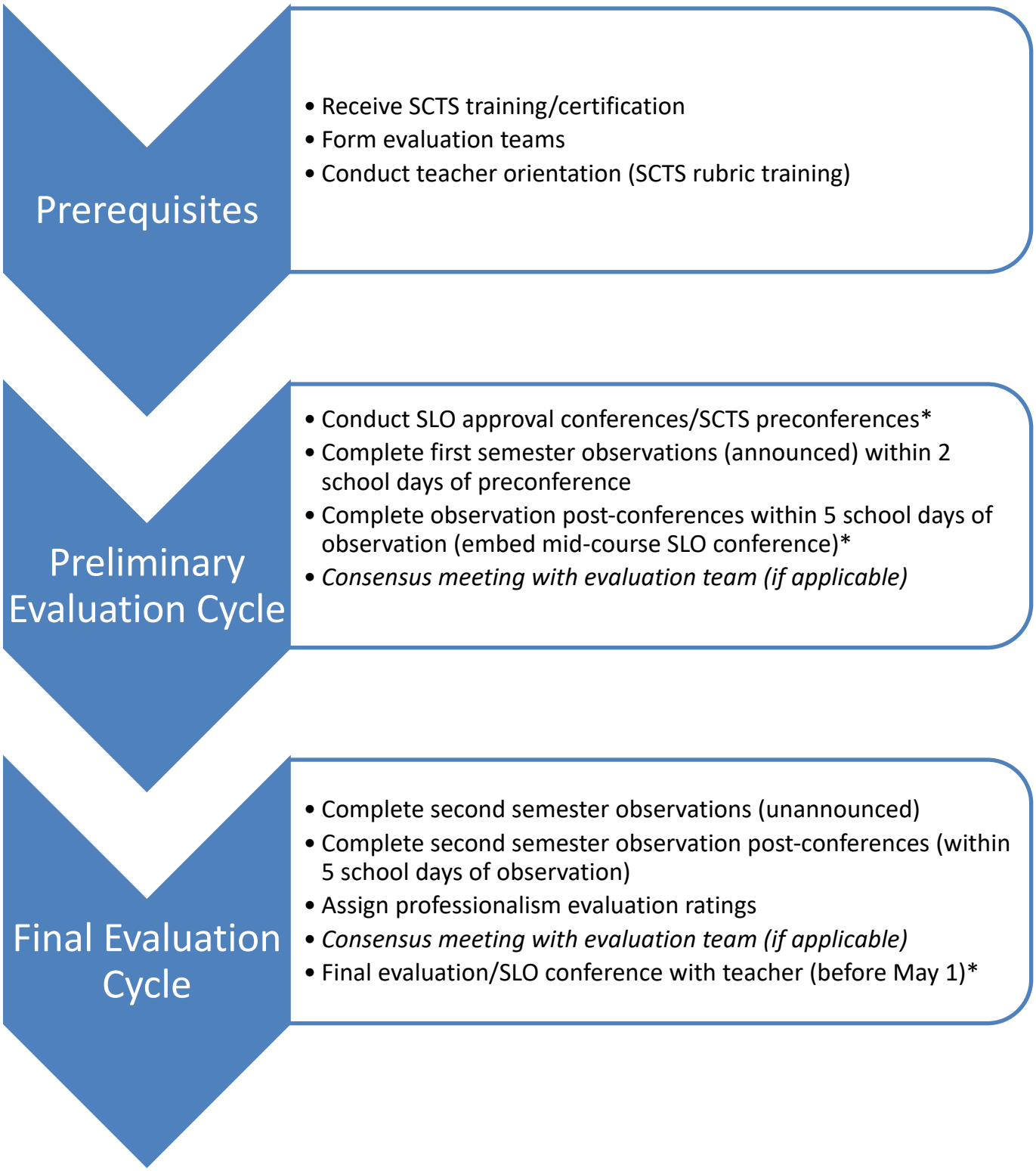
SCTS Timelines

SCTS evaluations must cover a minimum of 90 working days over the course of the academic year and must consist of two evaluation periods: a preliminary evaluation period and a final evaluation period. Each evaluation period must include the following procedures: (1) classroom observations, (2) the collection of all required evidence (including SLO), (3) conferences with the teacher, and (4) the evaluators' consensus meeting when appropriate. The preliminary and final evaluation periods should be roughly equal in length, with each evaluation period covering a minimum of 45 student attendance days.

The preliminary (i.e., first) evaluation period must begin on or after the date that the teacher orientation is held. The entire preliminary evaluation period must occur during the first semester of the school year. The preliminary evaluation results are intended to serve as a "progress report" to the teacher. Additionally, the members of the evaluation team use the preliminary evaluation results to help determine data collection requirements for the final evaluation period.

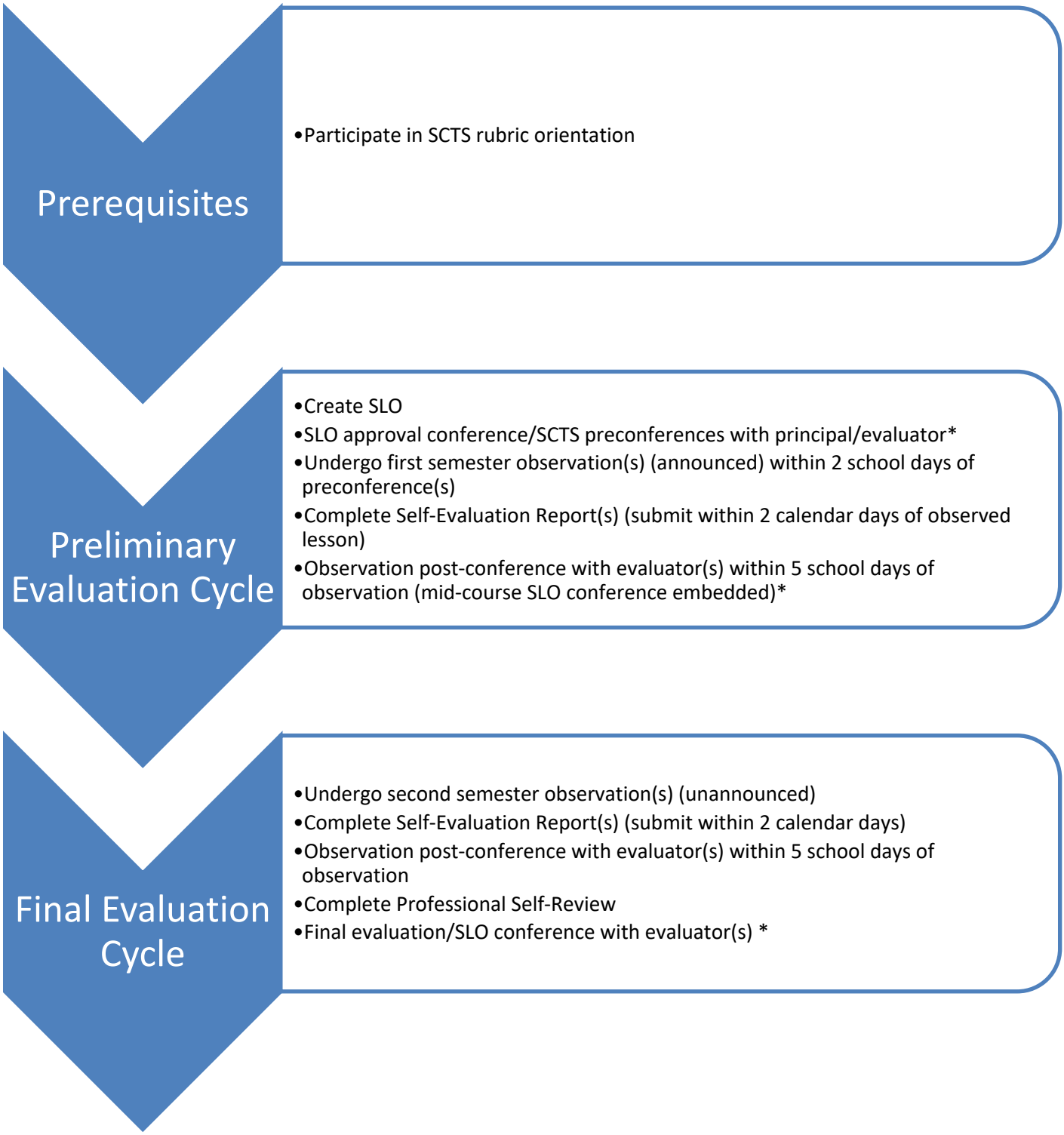
At least a portion of the final evaluation period must occur during the second semester of the school year. The final evaluation period must end prior to the dates that contracts are issued annually. Each school district must include the dates of the formal evaluation period in its annual Expanded ADEPT plan. All evaluators, as well as teachers who are scheduled to undergo formal evaluation, must be informed in advance of these dates.

SCTS Evaluation Cycle for Principals/Evaluators



* Districts may decide to hold SLO conferences separately

SCTS Evaluation Cycle for Teachers



* Districts may decide to hold SLO conferences separately

Post-Conference Teacher Reflection

Teacher_____ Announced ❒ Unannounced ❒

School_____ Date_____Time _____

Grade level/ Subject Area _____ Observation Number ___

Planning	Self Score
Instructional Plans (IP)	
Student Work (SW)	
Assessment (AS)	
Environment	**Self Score**
Expectations (EX)	
Managing Student Behavior (MSB)	
Environment (ENV)	
Respectful Culture (RC)	
Instruction	**Self Score**
Standards and Objectives (SO)	
Motivating Students (MS)	
Presenting Instructional Content (PIC)	
Lesson Structure and Pacing (LS)	
Activities and Materials (ACT)	
Questioning (QU)	
Academic Feedback (FEED)	
Grouping Students (GRP)	
Teacher Content Knowledge (TCK)	
Teacher Knowledge of Students (TKS)	
Thinking (TH)	
Problem Solving (PS)	

Reinforcement Objective

Refinement Objective

Teacher Reflection on Observation:

Teacher Signature _____

Date_____

Professional Self-Review

Teacher Name_____

Performance Standard		Exemplary 4	Proficient 3	Needs Improvement 2	Unsatisfactory 1
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

Teacher Signature _____Date _____