

# District EXPANDED ADEPT Implementation Plan

2018–19

Instructions to school districts: Please complete the entire Expanded ADEPT Plan template, as indicated below, and return the completed plan along with a copy of the district’s school calendar for 2018—19 as e-mail attachments to your Office of Educator Effectiveness and Leadership Development (OEELD) [ADEPT Regional Contact](#).

If a consortium has developed one alternative, aligned evaluation system for each member district, the consortium director should submit one plan on behalf of the districts. The plan must include a cover sheet with signatures from each representing superintendent. Districts that have plans submitted on their behalf must still provide their individual evaluation timeline calendars and district calendars.

**The deadline for submission is June 1, 2018. Thank you.**

<b>School district:</b>	<b>Chesterfield County School District</b>
<b>Date of submission of plan:</b>	<b>7/16/18</b>
<b>Name of administrator submitting plan:</b>	<b>Janice Rivers</b>
<b>Title/position of administrator submitting the plan:</b>	<b>Coordinator of Educator Effectiveness</b>
<b>Phone number:</b>	<b>843.623.5534</b>
<b>E-mail address:</b>	<b><a href="mailto:jrivers@chesterfieldschools.org">jrivers@chesterfieldschools.org</a></b>
<b>Name of 2018–19 District ADEPT Contact:</b>	<b>Janice Rivers</b>
<b>Phone number:</b>	<b>843.623.5534</b>
<b>E-mail address:</b>	<b><a href="mailto:jrivers@chesterfieldschools.org">jrivers@chesterfieldschools.org</a></b>
<b>If different from ADEPT contact, Person responsible for entering ADEPT (ADS/SCLead.org data)</b>	
<b>Phone number:</b>	<b>E-mail address:</b>

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),
- the current [Expanded ADEPT Guidelines](#) (2018)
- To the extent not superseded by the [Expanded ADEPT Guidelines](#) (2015), and the [2006 ADEPT Guidelines](#).

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## SECTION I: EVALUATION INSTRUMENT AND SCORING

2018—19

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.)*

- **2006 ADEPT:** All School Counselors, Library Media Specialists, and Speech Language Therapists will be evaluated under the [2006 ADEPT Guidelines](#).
- **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 an approved, aligned (as defined in the system guidelines) approach to evaluating teachers.

Educators	2006 ADEPT Evaluation Process	SCTS 4.0*	Locally-Developed Model
Classroom-Based Teachers		X	<input type="checkbox"/>
School Guidance Counselors	X		<input type="checkbox"/>
Library Media Specialists	X		<input type="checkbox"/>
Speech-Language Therapists	X		<input type="checkbox"/>

- **\*Note:** OEELD has set up a process for districts to seek approval for the use of SAFE-T in 201819 for educators undergoing a second summative evaluation after a previously unsuccessful SAFE-T evaluation. [Contact the ADEPT regional contact](#) for your district for more details.\*

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

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

**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 preapproved 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 page 1 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.

**District Comments** (*optional*)

## SECTION II: STUDENT LEARNING OBJECTIVES

2018–19

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

### Writing SLOs

**X By checking this box, you assure all classroom-based teachers in your district will collect student growth data through the use of SLOs during the 2018–19 school year.**

**First-year Induction teachers can complete a shortened- interval beginning second semester. This is determined at the district level, at the discretion of the district.**

**X First-year induction teachers will complete a full interval SLO beginning in fall.**

**First-year induction teachers will complete a shortened-interval SLO beginning in second semester.**

### Monitoring 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 their SLO as well.

### **Indicate your district’s method for supporting the SLO process:**

Monitoring and support of SLOs: All teachers will receive training on SLOs at the beginning of the year. SLOs will be monitored based on time students are with teacher for instruction (year long or semester). SLOs will be approved at Beginning of Year conference with teacher, reviewed at Mid-year conference, and scored at the Final Conference.

### Scoring SLOs

**The district will be using the state–provided [SLO scoring rubric](#).**

**X The district will continue to use a district-created scoring rubric. (Rubrics must be included with submission of ADEPT plan.)**

### SECTION III: DISTRICT CHOICE MEASURES

*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.*

**2018–19**

The district *WILL* implement one or more District Choice measures for the 2018–19 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. Ideally, the information should suggest a course of action that would result in a change in the teacher’s instructional practice and lead to a student’s success at meeting the *Profile of the South Carolina Graduate*.

**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 EVAAS data within your evaluation system , indicate that in the table below.**

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

**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.**

## SECTION IV: INDUCTION AND MENTORING PROGRAMS

2018–19

The school district will provide an induction and mentoring program for all beginning classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists in order to increase the effectiveness and promote the retention of novice educators. **Through its induction and mentoring program, the district will provide assistance and support to beginning educators, consistent with the requirements of the 2018 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 (see link to the [Guidelines](#), also in Appendix B).**

**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 guidelines.**

### Training Assurances

- The district ensures all Mentors receive training on the Revised South Carolina Mentor Trainer Training by/on or before 8/24/18.
- Number of Mentors trained on the Revised South Carolina Mentor Training: 92.

### Induction and Mentoring Program Overall

During the initial year of implementation of the revised Induction and Mentoring Program Guidelines, as a part of the Expanded ADEPT Plan, districts will submit in writing a plan for the induction and mentoring of induction contract teachers for implementation for the 2018–19 school year.

Each district's plan will be reviewed by OEELD representatives. Districts will be notified if the plan has been recommended to the SBE for approval or if necessary revisions must be made and the plan resubmitted. In subsequent years, the district will continue to use the Induction and Mentoring section of the annual ADEPT Plan to inform the SCDE and CERRA of changes and improvements. Changes and improvements must be approved by the SBE before implementation. S.C. Reg. § 43-205.1.

**Please provide a detailed description of the district's Induction and Mentoring Plan to include the following: Chesterfield County School's I & M Plan is attached:**

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 of, training, supporting, and providing professional development opportunities for mentors.**
4. **The district's system for collecting feedback on the quality and effectiveness of the Plan from all participants.**

### Induction and Mentoring Program for Year 1 Teachers

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

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

**Chesterfield County School District's I & M Plan is attached and discusses the purpose & scope of the program and the procedures for assigning mentors.**

### **New Teacher Class Sessions**

Induction 1 & 2 contract teachers and Annual Diagnostic contract teachers are given a schedule in August of New Teacher Sessions that are held throughout the year. Induction 1 contract teachers are required to attend all of the sessions while Induction 2 and Annual Diagnostic contract teachers are only required to attend selected sessions. The classes are held at least once a month and provide an opportunity for the teachers to share ideas, discuss alternatives, and support each other during the year. Attendance is kept at each class session and participants **must** sign-in. Induction 2 and Annual Diagnostic contract teachers will be supported by the ADEPT Coordinator and mentor by concentrating on individual needs of the teacher.

**Topics covered in the New Teacher Class Sessions** include, but are not limited to:

- 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, teacher evaluation system, timelines, and due dates
- requirements for professional educator certification and certificate renewal
- development of an SLO
- classroom management techniques
- locating and utilizing materials & resources
- working with colleagues and parents
- an overview of the district's mentoring plan and the state's South Carolina Induction and Mentoring Program: Implementation Guidelines, including the web address at which the document is available: <https://ed.sc.gov/educators/educator-effectiveness/induction-and-mentoring/2017-induction-and-mentoring-guidelines/>

### **Evaluation of New Teacher Sessions**

Near the conclusion of the school year, induction teachers will complete an evaluation of the new teacher class. After reviewing the data, the ADEPT Coordinator will make the necessary adjustments to future class sessions as needed.

**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.**

**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 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.**

**Additional District Comments about Induction and Mentoring** *(optional)*

## SECTION V: EXPANDED ADEPT EVALUATION TIMELINE

**2018–19**

*Please submit a copy of your district’s 2018–19 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 formal evaluation process during the 2018–19 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 guidance counselors, and speech-language therapists.) if any of these educators are undergoing formal evaluation in the district during the 2018–19 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 2018–19	Date
Beginning date for teachers for the 2018–19 school year	<b>8/13/18</b>
Beginning date for students for the 2018–19 school year	<b>8/20/18</b>
Prerequisites (These activities must be accomplished <i>prior to</i> the beginning of the preliminary evaluation cycle.)	Date
Training of all evaluators on the district approach to Expanded ADEPT for 2018–19 Number of evaluators trained? 84 Number of evaluators certified? 84 How will you train new evaluators for the coming year? (Circle all that apply) <b>(District-led training)</b> Multi-district or consortium-led training    SCDE training	<b>By 8/10/18</b>
Training of all principals on the district approach to Expanded ADEPT for 2018–19 Number of principals trained? 32 of those trained were Principals/Assistant Principals Number of evaluators certified? All 32	<b>By 8/10/18</b>
Evaluator selection, assignment, and briefings	<b>By 8/10/18</b>
Orientation(s) for educators scheduled for formal (summative) evaluation	<b>8/17/18</b>
Orientation(s) of all educators on the district approach to Expanded ADEPT for 2018–19	<b>By 8/22/18</b>

### Expanded ADEPT with SC Teaching Standards 4.0 Rubric

	Date
Deadline for district training team(s) certified and prepared to train evaluators on SC Teaching Standards 4.0 Rubric	<b>By 6/30/18</b>
Deadline for all evaluators trained on SC Teaching Standards 4.0 Rubric	<b>By 6/30/18</b>

	Date
Deadline for all evaluators certified on SC Teaching Standards 4.0 Rubric	By 6/30/18
Date of refresher training for evaluators who are unsuccessful on the certification exam (if needed)	Not needed
Evaluator selection, assignment, and briefings	By 8/10/18
Date for full one-day teacher orientation to SC Teaching Standards 4.0 Rubric for teachers undergoing first summative (must be aligned with one-day teacher training on SC ADEPT Support Portal)	8/17/18

### SCTS 4.0 Evaluation Calendar

<b>Preliminary Evaluation Cycle</b> (Minimum length* = 45 student attendance days, beginning <i>after</i> the date that the teachers receive their orientation.)	Date
Beginning date of the Preliminary Evaluation Cycle ( <i>Must be after the teacher orientation.</i> )	9/17/18
Deadline for conducting Beginning of Year Conferences (SLO, GBE, etc.)	9/14/18
Ending date for classroom observations <i>The formal evaluation period must consist of two evaluation cycles that are roughly equal in length (i.e., each cycle must cover approximately 45 working days, with the total period being no less than 90 working days).</i>	11/20/18
Deadline for conducting preliminary evaluation consensus meetings ( <i>Consensus Approach only</i> )	12/7/18
Deadline for conducting Middle of Year Conferences (SLO, GBE, etc.)	12/10/18
Deadline for conducting preliminary evaluation conferences with teachers	12/10/18
<b>Final Evaluation Cycle</b> (Minimum length* = 45 student attendance days, beginning <i>after</i> the date that the teachers' preliminary conferences have been held.)	Date
Beginning date of the Final Evaluation Cycle	1/7/19
Ending date for classroom observations	3/21/19
Deadline for conducting final evaluation consensus meetings ( <i>Consensus Approach only</i> )	4/1/19
Deadline for conducting End of Year Conferences (SLO, GBE, etc.)	4/5/19
Deadline for conducting final evaluation conferences with teachers	4/5/19

## SECTION VI: ANNUAL DIAGNOSTIC ASSISTANCE

2018–19

Districts may provide diagnostic assistance to educators at the annual-contract level who need additional individualized support as an interim step prior to formal (summative) evaluation. Annual-contract educators may receive a diagnostic assistance year either prior to their first formal (summative) evaluation or prior to their second formal (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 formal, 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 formal, 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, 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 guidance 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*)

## SECTION VII: GOALS-BASED EVALUATION (GBE)

2018–19

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 formal (summative) evaluation and who do not require an additional comprehensive formal (summative) evaluation.

Continuing Contract teachers who are up for recertification in 2018 and are using GBE as the basis for their evaluation will need to be observed and provided practice-related feedback within the GBE conferences.

*Classroom-based teachers undergoing Informal (GBE) evaluations will write SLOs. The SLO can suffice 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.*

**Goals-Based Evaluation (GBE)** (*check one of the following options*)

- The district will implement the state's GBE model, as follows:
- Educators will engage in research and development (R&D) GBE if no performance weaknesses are evidenced.
  - Educators will engage in competence-building (C-B) GBE if performance weaknesses have been evidenced and documented over time.

Comments: (*optional*)

- 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.*)

## SECTION VIII: ADDITIONAL PROGRAMS

**2018–19**

- A. Charter Schools.** 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. That is, “What contract level would the teacher be eligible for, and what ADEPT process would the teacher undergo, if the teacher were employed in a traditional public school in the district?”

**Charter School Participation** (*Check one of the following options.*)

- There are no charter schools that will participate in the district’s ADEPT plan.
- There are charters in your district, but they will *NOT* participate in the district’s ADEPT plan or in the district’s ADEPT Data System (ADS) reporting. *Please list the centers below.*
- 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.*)

Name of the charter school	SCTS 4.0	Alternative Evaluation Model
	<input type="checkbox"/>	<input type="checkbox"/>

**B. Career and Technology Education (CATE) Centers.** *(Check one of the following options.)*

- There are no CATE centers in your district.
- There are CATE centers in your district, but they will *NOT* participate in the district's ADEPT plan or in the district's ADEPT Data System (ADS) reporting. *Please list the centers below.*
- The following CATE centers will participate in the district's ADEPT plan and/or in the district's ADEPT Data System (ADS) reporting: *(Please list all CATE centers for which the district will assume ADEPT-related responsibilities.)*

**C. 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 ADEPT Data System (ADS) reporting: *(Please list all residential treatment facilities for which your district will assume ADEPT-related responsibilities.)*

**D. Additional Comments.**

*(Optional)*

*Include additional comments, if any, regarding the district's proposed ADEPT Plan.*

## SECTION IX: CONTINUOUS IMPROVEMENT (Required)

2018–19

### A. Continuous Improvement

Per Expanded ADEPT system guidelines, a district's evaluation and improvement plan must include responses to the following:

1. How does your district gather data on and monitor the fidelity of implementation of the Expanded ADEPT program?

The district will use surveys, face-to-face conversations, and forms to gather data. Meetings with school administrators, mentees, mentors, evaluators, and teachers are held throughout the year and conducted to gather feedback, answer questions, and clarify guidelines of the ADEPT processes. Documentation of the ADEPT processes are collected and all teacher information is stored and maintained in the teacher's ADEPT file. Additionally, all data and contract information will be reported to the SCDE using the SCLead data management program. Monitoring of the ADEPT program is completed on a continuous basis.

The fidelity of implementation of the district's Expanded ADEPT program is ensured by employing a full-time ADEPT Coordinator and forming an ADEPT Leadership Team. The coordinator will oversee all aspects of the ADEPT program. The ADEPT Coordinator will plan monthly Induction Seminar sessions, conduct mentor and SCTS Rubric trainings, provide orientation for all team members, and encourage team members to follow the ADEPT guidelines. The ADEPT Coordinator will consult with the SC Office of Educator Effectiveness to clarify guidelines and to interpret unique situations. The ADEPT Leadership Team will meet periodically to discuss any issues with the implementation of the various processes.

2. What are the district's strengths in terms of using the current ADEPT processes (i.e., induction and mentoring, formal (summative) evaluation, and goals-based evaluation) to promote teaching performance and effectiveness? What are your district's opportunities for improvement and plans for implementing those improvements? *Examples of possible data sources include teacher and mentor surveys, observation data, walkthrough data, etc. Please provide examples of data sources used.*

The district's strengths using the current ADEPT processes to promote teaching performance and effectiveness are consistency of implementation and efficient management of its ADEPT Program. An ADEPT Coordinator oversees all ADEPT processes and works with teachers, principals, evaluators, and mentors. The coordinator observes first-year teacher's classes, classes of teachers new to the district, and at the request of administrators, continuing contract teachers' classes. The ADEPT Coordinator is certified as a mentor trainer, SCTSs trainer, SAFE-T trainer and a SCDE SLO Trainer. The district uses Excel to record the names of certified mentors, SAFE-T evaluators, SCTSs evaluators, and mentors and their renewal status. Documentation of

the processes and copies of the evaluation paperwork is maintained in an ADEPT file at the district level.

Of the ADEPT processes, the Induction and Mentoring process is the district's strongest because of the district's concentration on support and assistance for new teachers. Monthly meetings are held which include topics based on teacher needs and topics required in the I & M Guidelines. Assistance is documented through the use of mentor/mentee contact logs. Improvement plans are developed for those needing additional assistance.

The district has the opportunity to make improvements to the program at the end of each school year and/or the beginning of the next school year. The district's plans for implementation include holding face-to-face conversations and sending out surveys to mentors, evaluators, principals, and teachers. The data will be gathered and analyzed by the ADEPT Coordinator. Collaborations with Winthrop University, Coker College, Olde English Consortium, Pee Dee Consortium, and CERRA will be consulted as additional resources for improvement. The information from the surveys, conversations, and collaborations are shared with the ADEPT Leadership Team and the team uses the feedback to modify the ADEPT plan or processes as needed.

**3. This question focuses on your district's plans to collect feedback on your implementation of the Expanded ADEPT Support and Evaluation System.**

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

End of the year surveys and individual conversations with administrators, mentors, evaluators, and teachers are gathered, analyzed and used to monitor and adjust ADEPT processes.

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

A thorough study of the Induction & Mentoring Program will be conducted using surveys and direct interviews with new teachers and their principals. Conversations will be recorded, transcribed, and analyzed in making changes for future Induction/Mentoring Programs.

Additionally, participants in the Induction Seminar class offered through Winthrop University complete a survey that is administered and analyzed by the college.

C) Feedback *must* be used to craft the district's 2018–19 Expanded ADEPT plan. Describe how you use that feedback to refine and improve your program. *Providing this data to the SCDE is critical to system changes over time.*

The data collected through feedback, the research project, and interviews will be analyzed and suggestions for improvement will be incorporated into future ADEPT processes. Suggestions for improvement include providing more incentives (stipends and renewal credits) for mentors and evaluators, requiring less paperwork, and allotting more time for 2<sup>nd</sup> and 3<sup>rd</sup> year teachers to meet and collaborate. In 2018-2019, the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year teachers will participate in a New Teacher Conference that will meet periodically and will be tailored to fit the needs of these teachers. Time will be allotted for teachers to collaborate with each other and share new ideas.

- 4. Based on 2017-18 quantitative and qualitative data, briefly describe your district's strengths in terms of promoting the growth, performance, and effectiveness of its Induction teachers. Then, describe your district's opportunities for improvement and plans for implementing those improvements..** *Examples of possible data sources include teacher and mentor surveys, observation data, walkthrough data, etc. Please provide examples of data sources used.*

Strength - Induction Teachers are assigned a mentor who is specifically matched to the teacher in order to provide more intensive and individualized support. They have a solid working knowledge of current educator performance standards, evaluation processes, and evaluation requirements as well as a thorough command of the subject matter (content knowledge and/or skills).

Opportunity for Improvement - Teachers needing improvement are placed on a Competence-Building GBE to address specific needs or areas of improvement. Suggested strategies for accomplishing the plan/goal are outlined for the new teacher and the evidence that will be used to show success in accomplishing their goal/plan is given in written form.

#### **F. Transition Planning**

Districts may answer these questions or submit [a copy of the SCTS 4.0 implementation planning document from SCTS training.](#)

- 1. What plans has the district made to prepare for the 2018–19 full implementation of Expanded ADEPT and the SC Teaching Standards Rubric 4.0? Specifically, what are the districts plans for training and supporting evaluators?**

The ADEPT Coordinator received SCTSs Trainer Training and conducted two sessions to train and prepare evaluators for certification. All principals and assistant principals were trained in the summer of 2017. Peer evaluators were trained in the spring of 2018. One day of training will be held for all educators prior to the beginning of the 2018-2019 school year. Support for those evaluators and principals serving in 2018-2019 will be offered prior to the beginning of school.

2. **What concerns does your team have about the transition to full implementation of Expanded ADEPT and the SC Teaching Standards Rubric 4.0 in 2018–19? What supports does the district need from the SCDE?**

Concerns: The time required to do the pre- and post-conferences and the fact that this is new to principals, assistant principals, and teachers. The process may require some trial and error until completely confident of the process.

Support from SCDE: The state can continue to offer trainings to district teams and to principals.

## APPENDIX A: FORMAL SUMMATIVE EVALUATION REQUIREMENTS

State-recognized uses of ADEPT **formal (summative) evaluation** results include the following:

1. **License Advancement.** Educators at the annual-contract level must successfully complete an ADEPT formal (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 formal (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 Institutions of Higher Education.** 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 team, goals-based supervisor(s), or PBI&S supervisor(s).

**The following district requirements apply to all formal (summative) evaluations:**

1. An **evaluation team** must be appointed for each educator who is scheduled for formal (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.
2. Every educator who is scheduled to undergo a formal (summative) evaluation must receive a **comprehensive orientation** prior to the beginning of the evaluation process.
3. The formal (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 formal (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.

## APPENDIX B: RESOURCES

- [South Carolina Teaching Standards](#)
- [SCTS Forms](#)
- [South Carolina Induction and Mentoring Program Guidelines \(2017\)](#)