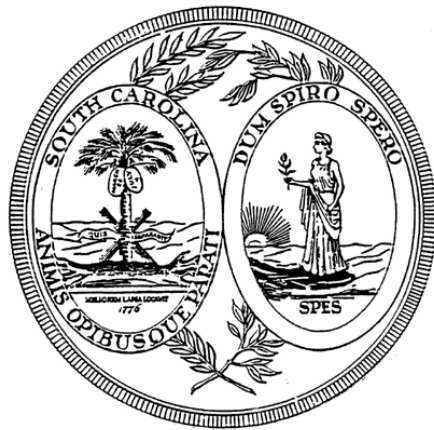


ADEPT System Guidelines



**Issued by the
South Carolina Department of Education**

**Inez M. Tenenbaum
State Superintendent of Education**

June 2006

Contents

ADEPT Overview	1
Revised ADEPT Performance Standards for Classroom-Based Teachers	
Introduction	3
APS 1: Long-Range Planning	6
APS 2: Short-Range Planning of Instruction	8
APS 3: Planning Assessments and Using Data	10
APS 4: Establishing and Maintaining High Expectations for Learners	12
APS 5: Using Instructional Strategies to Facilitate Learning.....	13
APS 6: Providing Content for Learners	14
APS 7: Monitoring, Assessing, and Enhancing Learning	15
APS 8: Maintaining an Environment That Promotes Learning	17
APS 9: Managing the Classroom	18
APS 10: Fulfilling Professional Responsibilities	19
ADEPT Requirements for Teacher Education Programs	21
ADEPT Requirements for Induction	24
ADEPT Requirements for Formal Evaluation.....	25
ADEPT Formal Evaluation Requirements for Classroom-Based Teachers	27
ADEPT Diagnostic Assistance Requirements	35
ADEPT Informal Goals-Based Evaluation Requirements.....	37
District ADEPT Plans.....	40
ADEPT Training Requirements.....	41
State Sanctions	45
ADEPT Formal Evaluation Requirements for Special-Area Educators: Library Media Specialists	48
ADEPT Formal Evaluation Requirements for Special-Area Educators: School Guidance Counselors	53
ADEPT Formal Evaluation Requirements for Special-Area Educators: Speech-Language Therapists	58
Appendix A	
Contract Types, ADEPT Processes, and District Options	63
Flow Chart: Contract Types, ADEPT Processes, and District Options.....	65

Appendix B	
ADEPT Formal Evaluation Observation Record for Classroom-Based Teachers	66
Appendix C	
ADEPT Formal Evaluation Consensus Report.....	69
Appendix D	
ADEPT Goals-Based Evaluation.....	73
Appendix E	
ADEPT Formal Evaluation At-a-Glance:	
Classroom-Based Teachers	74
Library Media Specialists	75
School Guidance Counselors	76
Speech-Language Therapists	77

ADEPT Overview

South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations on both content and general teaching area knowledge, as established by the State Board of Education, teachers must successfully complete all ADEPT requirements in order to be eligible to advance to a professional teaching certificate.

As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur in every phase of the career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher.

During the first phase of their careers, candidates enrolled in teacher education programs focus on *developing* the requisite knowledge, skills, and dispositions inherent in the ADEPT Performance Standards. ADEPT standards are among the state accreditation requirements for college and university teacher education programs.

Upon entering the profession, new teachers receive *assistance* designed to promote their successful transition into professional practice. Research clearly indicates that providing support to new teachers enhances their teaching performance, increases student achievement, and improves teacher retention. Assessment at this stage is formative in nature, and development focuses on enhancing strengths and improving weaknesses related to the Performance Standards.

The third stage of ADEPT, formal *evaluation*, signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. Given appropriate preparation and support during the previous two stages, most teachers are successful in achieving the high level of performance defined by the ADEPT standards. Nonetheless, the formal evaluation process is an important part of quality assurance.

It is at the fourth and final stage, informal evaluation, that the ADEPT system comes full circle. Once again, the primary focus is on professional *development*, but in contrast to the initial stage, the responsibility for continuous professional growth now falls on the teacher. It is through this self-directed goals-based process that experienced, successful teachers are able to engage in lifelong learning and, further, to give back to the profession.

On the fifth anniversary of ADEPT, the state commissioned a comprehensive external evaluation to determine the system's strengths, weaknesses, and fidelity of implementation. Conducted by Dr. Lorin W. Anderson, the study revealed that the ADEPT system has far more strengths than weaknesses. As Anderson writes in his report *An External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (published in 2003 and available online at http://www.scteachers.org/Adept/evalpdf/ext_review.pdf), "The program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance, provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of

teachers” (iv). However, Anderson’s investigation into the ADEPT system also revealed two “major weaknesses”: “it is too cumbersome for teacher preparation programs and school districts to implement, and there is a lack of consistency in implementation from one school district to another” (iv). Anderson puts forth in his report a dozen recommendations for shoring up the ADEPT system (see v–vi).

ADEPT system upgrades began in 2004 with amendments made to the ADEPT statute (S.C. Code Ann. §§ 59-26-30 and 59-26-40) that modified several of the teacher contract levels and corresponding ADEPT procedural requirements. A table and a flow chart depicting the revised teacher contract levels appear in appendix A.

During the second phase of the upgrades, in 2005, a statewide committee of educators was convened to review recommendations for amendments to the State Board of Education’s ADEPT regulation (S.C. Code Ann. Regs. 43-205.1) and to draft ADEPT implementation guidelines.

One of the first tasks of the steering committee was to evaluate the original ten ADEPT Performance Dimensions for classroom-based teachers to determine whether those standards remained consistent with current research and best practice. Following an extensive review of numerous national, state, and local teaching performance standards, including those from the Interstate New Teachers Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS), the committee determined that the ten ADEPT Performance Dimensions remained valid indicators of effective teaching. However, the committee recommended that the term *performance dimensions* be changed to *performance standards*. The committee also recommended numerous revisions to the performance standards with regard to their classification and key elements and with regard to the formatting of the standards document. As part of the validation process, the revised standards and their respective key elements were evaluated according to the following criteria:

- A. Is each standard complete? Does each standard include all relevant key elements?
- B. Is each standard free of redundancies? Are all key elements essential and unique to the standard?
- C. Are all key elements accurately and clearly stated?
- D. Are all key elements measurable?

The steering committee agreed that the ADEPT Performance Standards and formal evaluation processes that were adopted in 2003 for special-area personnel (i.e., library media specialists, school guidance counselors, and speech-language therapists) should remain unchanged at this time. A separate review cycle will be established for these special areas.

Revised ADEPT Performance Standards for Classroom-Based Teachers

Introduction

Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teachers* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

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

Domain 2: Instruction

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

Domain 3: Classroom Environment

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

Domain 4: Professionalism

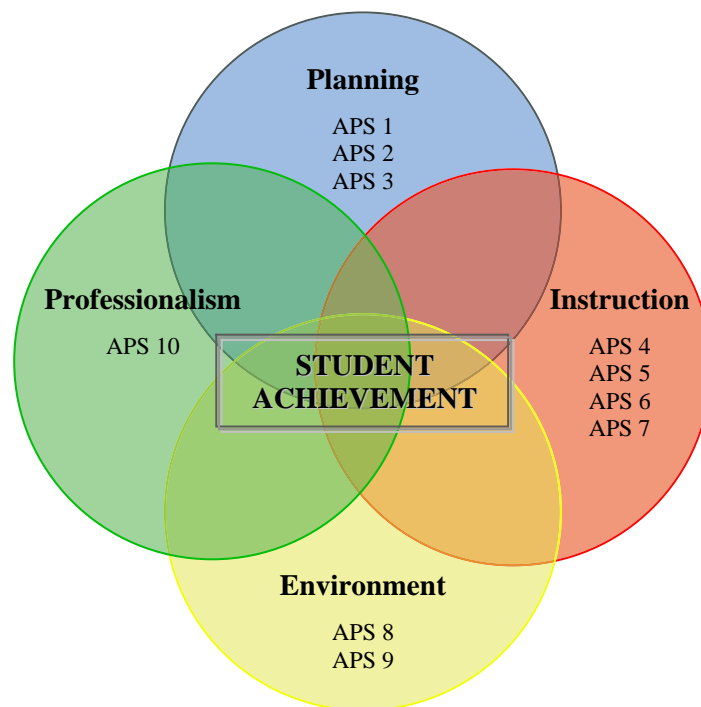
- APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicators.

Because of the highly complex and contextual nature of teaching, the adjectives *applicable* and *appropriate* appear frequently throughout the standards. 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 as tool for gauging teacher effectiveness.

The central purpose of the ADEPT system is to promote teacher quality and, ultimately, to increase *student achievement*—that is, to produce measurable growth in a student’s knowledge and skills in a particular area or areas over a specified period of time. The impact of teaching performance on student achievement is determined by the teacher’s ability to set appropriate goals for student learning and development; to accurately measure and analyze student growth; and to plan, implement, and adjust instruction to ensure maximum student progress.

Student achievement is indeed an integral part of the ADEPT system. As such, student achievement has a direct relationship to each of the ADEPT domains for classroom-based teachers (planning, instruction, environment, and professionalism) and the related ADEPT Performance Standards, as the following figure shows:



Each of these interrelated domains is important because, in order to promote student achievement, classroom-based teachers must be able to

- ♦ determine what the students need to know and/or be able to do [*planning*];
- ♦ appropriately evaluate student performance before, during, and after instruction [*planning* and *instruction*];
- ♦ design and implement instruction that is appropriate for and meaningful to the students [*planning* and *instruction*];

- ♦ create and maintain a classroom environment that is conducive to learning [*planning and environment*];
- ♦ analyze and reflect on student performance to determine student progress and the impact of the instruction on student learning [*planning and instruction*];
- ♦ use the results of these analyses to guide future planning and instruction [*planning*]; and
- ♦ assume responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [*professionalism*].

So that the classroom-based teacher's impact on student achievement can be clearly reflected, a new component, the *unit work sample*, has been added to the ADEPT formal evaluation requirements. Through unit work sampling, classroom-based teachers engage in an iterative process that both examines and strengthens their abilities to promote student achievement.

APS 1 Long-Range Planning

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine a knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to

increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3

Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

APS 4

Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher's expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students' previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5

Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A The teacher uses appropriate instructional strategies.

The teacher's strategies are appropriate for the particular objectives and content and the particular students' grade, developmental, and ability levels. The strategies build on the students' interests and prior learning and are appropriate for the students' stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher's strategies promote higher levels of thinking and/or performance.

5.B The teacher uses a variety of instructional strategies.

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students' ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the teacher's instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C The teacher uses instructional strategies effectively.

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

6.B The teacher provides appropriate content.

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7

Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher's questions are appropriate to the content, the activities, and the students. The teacher determines the students' level of understanding of key concepts and skills by carefully observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students' progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content

by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students' learning and development through appropriate enrichment activities.

7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher's feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students' misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

APS 8

Maintaining an Environment That Promotes Learning

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9

Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.

The teacher's behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B The teacher makes maximal use of instructional time.

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C The teacher manages essential noninstructional routines in an efficient manner.

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

APS 10

Fulfilling Professional Responsibilities

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A The teacher is an advocate for the students.

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

10.C The teacher is an effective communicator.

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D The teacher exhibits professional demeanor and behavior.

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E The teacher is an active learner.

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

ADEPT Requirements for Teacher Education Programs

GENERAL REQUIREMENTS

In addition to complying with the ADEPT requirements detailed in this document, all approved teacher education programs at institutions of higher education (IHEs) must adhere to the specifications outlined in the SDE document *Policy Guidelines for South Carolina Teacher Education Units* (available online at <http://www.scteachers.org/educate/edpdf/boardpolicy.pdf>).

ADEPT PERFORMANCE STANDARDS

- ◆ All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates' course work, field experiences, and clinical practice.
- ◆ Programs that prepare candidates for certification as school guidance counselors, library media specialists, or speech-language therapists must ensure the integration of the applicable ADEPT special-area Performance Standards throughout all aspects of the candidates' preparation programs.

ADEPT REQUIREMENTS FOR CLINICAL PRACTICE

Orientation

- ◆ All South Carolina teacher education programs must assist and evaluate teacher candidates throughout their clinical practice (i.e., student teaching) experiences.
- ◆ Each teacher candidate must receive—prior to beginning the clinical experience—a comprehensive *orientation* that includes written and oral explanations of
 - ❖ the assistance and evaluation processes;
 - ❖ the expectations related to each of the ADEPT Performance Standards; and
 - ❖ the requirements, including the ADEPT performance criteria, for successfully completing the clinical practice.

Training Requirements

- ◆ Each teacher candidate must be supervised by one or more IHE faculty supervisors and one or more school-based supervisors (i.e., cooperating teachers) throughout the clinical practice.
- ◆ All IHE and school-based supervisors must have successfully completed the appropriate ADEPT training as described in the “ADEPT Training Requirements” section of these guidelines.
- ◆ The teacher education program must provide all school-based supervisors with written and oral explanations of the IHE's
 - ❖ assistance and evaluation processes;

- ❖ expectations relative to candidates' performance on each of the ADEPT standards; and
- ❖ requirements, including the ADEPT performance criteria, for candidates to successfully complete the clinical practice.

Formative Assessments and Assistance

- ◆ Each teacher candidate must receive formative assessments, written and oral feedback, and assistance regarding all ADEPT Performance Standards from both his or her IHE and his or her school-based clinical supervisors throughout the clinical practice.
- ◆ The formative processes must include a minimum of four classroom observations (i.e., at least two formative observations by the IHE supervisor and at least two formative observations by the school-based supervisor), each followed by appropriate feedback and assistance.

Summative Evaluations

- ◆ Teacher candidates must receive at least one summative evaluation regarding the ADEPT Performance Standards.
- ◆ Both the IHE supervisor and the school-based supervisor must participate in the summative evaluation process.
- ◆ The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include appropriate data collection and evidence documentation procedures (including a minimum of two classroom observations—one by the IHE supervisor and one by the school-based supervisor), and must ensure that the candidate receives written and oral consensus-based feedback on his or her performance in terms of each of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- ◆ Teacher education programs must obtain and analyze feedback on an annual basis from IHE supervisors, school-based supervisors, and teacher candidates regarding the effectiveness of the ADEPT preparation, evaluation, and assistance processes.
- ◆ Teacher education programs must analyze the ADEPT summary data on their graduates that are provided annually by the SDE.
- ◆ Teacher education programs must use the results of these analyses to continuously improve their ADEPT preparation, evaluation, and assistance processes.

ADEPT PLANS

- ◆ Each teacher education program must submit an ADEPT plan to the SDE by July 1 annually.
- ◆ The ADEPT plan must be submitted in conjunction with the teacher education program's annual assessment and diversity plan/report.

- ◆ The ADEPT plan must describe or reference the specific ways in which the teacher education program prepares teacher candidates by integrating the ADEPT Performance Standards throughout course work and field experiences.
- ◆ The ADEPT plan must describe or reference the specific ways in which the program implements all requirements for the clinical practice, including
 - ❖ the time frame for, contents of, and persons responsible for organizing and providing the orientation for teacher candidates;
 - ❖ the process for providing and/or verifying appropriate training for IHE and school-based supervisors;
 - ❖ the process for conducting formative assessments of and providing feedback and assistance to candidates;
 - ❖ the process for conducting summative evaluations of the candidates and the requirements for successful completion of the evaluations; and
 - ❖ the processes for collecting feedback regarding the ADEPT preparation, evaluation, and assistance processes; analyzing the results; and using the data to make continuous program improvements.
- ◆ Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- ◆ Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a teacher education program to submit a statement of assurances form on July 1, in lieu of a duplicate plan, for years during which the program seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT Requirements for Induction

The following ADEPT guidelines for induction apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance, counselors, and speech-language therapists).

The purpose of induction is to facilitate beginning teachers' successful transition into professional practice. The primary emphasis during this time is on the *assisting* component of ADEPT. Detailed information regarding this assistance process is contained in the SDE document *South Carolina Mentoring and Induction Program: Implementation Guidelines* (available online at <http://www.scteachers.org/Cert/Certpdf/mentoringguidelines.pdf>).

As a part of the ADEPT assistance process, school districts must make certain that beginning teachers are knowledgeable about the ADEPT system. However, the assistance process is not limited to providing these teachers with instruction in the ADEPT Performance Standards. Its ultimate goal is, of course, to help these teachers meet or exceed these performance expectations as part of their everyday practice.

Specifically, the school districts must develop and implement plans to ensure that each induction-contract teacher understands

- ◆ what “good teaching” looks like in terms of the particular ADEPT Performance Standards that are appropriate for classroom-based teachers, library media specialists, school guidance counselors, and speech-language therapists;
- ◆ the ways in which the district will provide written and oral formative feedback to the teacher regarding his or her performance in regard to each of the ADEPT Performance Standards, and the frequency (i.e., at least twice per year) with which this feedback will be provided;
- ◆ the district’s criteria for determining whether or not to recommend the teacher for reemployment the following year and whether to place the teacher on formal evaluation or diagnostic assistance if he or she is to be reemployed the following year;
- ◆ the ADEPT formal evaluation process that each teacher must successfully complete during the annual-contract year, including
 - ❖ the components of the formal evaluation process,
 - ❖ the criteria for successfully completing the ADEPT formal evaluation, and
 - ❖ the ways in which the ADEPT formal evaluation results will be used (e.g., to determine eligibility for advancement to a professional teaching certificate and a continuing contract, to make employment decisions, to guide in developing/refining teachers’ professional growth and development plans, to inform teacher preparation programs).

ADEPT Requirements for Formal Evaluation

These ADEPT formal evaluation requirements apply to all classroom-based teachers as well as to all special-area educators.

CERTIFICATE ADVANCEMENT

- ◆ Educators must be employed at the annual-contract level in a public-school setting and must successfully complete an ADEPT formal evaluation in an area or areas in which they hold current certification.
- ◆ Educators must be employed at least half-time (i.e., FTE = ≥ 0.5) during their formal evaluation year in order to be eligible for certificate advancement.

FORMAL EVALUATION PERIOD

- ◆ The entire formal evaluation period must cover a minimum of 90 working days over the course of the academic year.
- ◆ 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).
- ◆ The entire first (i.e., preliminary) evaluation cycle must occur during the first semester of the school year. All or at least a portion of the second (i.e., final) evaluation cycle must occur during the second semester of the school year. The formal evaluation period begins on the date that the teacher orientation is held and ends on the date that all final evaluation conferences must be completed.
- ◆ Each school district must include the dates of the formal evaluation period in its annual ADEPT plan.

PERFORMANCE STANDARDS

- ◆ All ADEPT formal evaluation systems must be based on the State Board of Education–approved ADEPT Performance Standards (APSS) and their respective key elements.
- ◆ Any school district, school-based program, or teacher education program wishing to modify the APSS and/or key elements must ensure that the modified standards are directly correlated with the APSS and that these correlations are explicitly described in the district’s ADEPT plan (see the “District ADEPT Plans” section, below).
- ◆ The district’s ADEPT plan must be approved by the State Board of Education prior to the implementation of the modified standards.
- ◆ Evaluation results based on approved modified standards must be converted and reported to the State Department of Education (SDE) as APSS.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- ◆ According to the ADEPT statute (S.C. Code Ann. §59-26-40 (2004)), teachers at the annual- and continuing-contract levels must establish individual professional growth and development plans. These plans are incorporated into the “Fulfilling Professional Responsibilities” ADEPT Performance Standard 10 for classroom-based teachers and for educators in each respective special area.
- ◆ Any performance weaknesses that are identified during the preliminary evaluation cycle must be included in the educators’ professional growth and development plans at the time of the preliminary evaluation conference.
- ◆ Teachers must be provided with appropriate support and assistance in addressing these weaknesses. However, evaluators may not serve as support persons for teachers they are evaluating.

ADEPT Formal Evaluation Requirements for Classroom-Based Teachers

The following formal evaluation requirements apply to classroom-based teachers only. Formal evaluation requirements for special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists) are delineated in a later section of this document.

EVALUATION TEAMS

- ◆ An ADEPT evaluation team must be appointed for each teacher who is scheduled for formal evaluation.
- ◆ All evaluation team members must have met all State Board of Education–approved ADEPT evaluator training requirements.
- ◆ Each ADEPT evaluation team must consist of a minimum of two members. One evaluator must be a school or district administrator or supervisor; the other evaluator must possess a knowledge of the content taught by the teacher who is being formally evaluated.
- ◆ A minimum of three evaluators is required for the two groups of teachers scheduled to undergo *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
 - ❖ One of the three members of the evaluation team must be a teacher who has knowledge of the content taught by the teacher who is being formally evaluated.
 - ❖ Classroom observations made as part of the data-collection process must be conducted and documented by at least two of the three evaluators.
 - ❖ All three evaluators must review the teacher’s dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

ORIENTATION

- ◆ All teachers scheduled for formal evaluation must receive a comprehensive orientation to the process prior to beginning the evaluation.
- ◆ The orientation must include, at a minimum, written and oral explanations of the ADEPT Performance Standards, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

- ◆ All ADEPT formal evaluation systems must include multiple sources of evidence that reflect the teacher’s typical performance relative to each of the ten ADEPT Performance Standards (APSs) and key elements.
- ◆ Evidence must be collected from the following six sources, at a minimum: the long-range plan, the unit work sample, classroom observations, reflections on the instruction and student learning, the professional review, and the professional reflection and development plan.

Long-Range Plan

- ◆ Each teacher undergoing formal evaluation must develop a long-range plan (LRP).
- ◆ Each teacher must submit the completed LRP to the evaluation team on or before the date established in the district’s ADEPT timeline. The LRP becomes part of the teacher’s dossier and provides the evidence related to APS 1.
- ◆ Each evaluator must review the teacher’s LRP during the first cycle of evaluation.
- ◆ If the consensus report at the end of the preliminary (first) evaluation cycle indicates that all key elements of APS 1 are *met*, the final (second) evaluation cycle review of the LRP may be waived at the discretion of the evaluation team. The evaluation team reserves the right to resume data collection for APS 1 at any time during the final evaluation cycle but, in order to do so, must provide the teacher with a two-weeks-prior written notice that includes the team’s rationale for resuming the process.
- ◆ If the preliminary evaluation consensus report indicates that any of the key elements of APS 1 are *not met*, the teacher must revise his or her LRP and submit it to the evaluation team for review during the final evaluation cycle.

Unit Work Sample

The purpose of unit work sampling is to demonstrate and document the teacher’s effectiveness in promoting student achievement. The unit work sample provides the evidence for the teacher’s performance with regard to APSs 2 and 3.

The unit work sampling process consists of the following eight steps:

1. The teacher reviews his or her LRP and selects an instructional unit (as indicated in APS 1.C) that is scheduled to be begun and completed during the current (i.e., preliminary or final) evaluation cycle. In this context, a term *instructional unit* is defined as a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process.

All early childhood teachers must select a unit that relates to language or preliteracy *if* they are required to be “content competent” in either of those areas in accordance with their current teaching assignments. Integrated units that combine language or preliteracy with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

All elementary teachers through grade three must select a unit that relates to English language arts or reading *if* they are required to be “content competent” in either of those areas in accordance with their current teaching assignments. Integrated units that combine English language arts or reading with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

In order for the teacher’s impact on student learning to be determined, the unit work sampling process must be conducted over a minimum two-week period. Typically, this requirement presents no difficulty since most instructional units require two or more weeks to complete. However, in rare instances, a teacher may be unable to design a unit that is two or more weeks in length. In such cases, the teacher must request approval from the evaluation team to select two instructional units to complete during the evaluation cycle. In this event, the entire (i.e., eight-step) work sample process must be followed for each unit of instruction.

2. The teacher determines the student characteristics (from APS 1.A) and other contextual factors that are likely to impact instruction and/or student learning with regard to the selected instructional unit.
3. The teacher develops a written unit plan that includes the learning objectives (APS 2.A); the necessary instructional activities and assignments, strategies, and resources (APS 2.B); and the formal and informal assessment methods and criteria (APS 3.A).
4. The teacher administers and/or obtains the results of one or more preassessments and analyzes the data to determine the learning status of the students prior to instruction (APS 3.B).
5. The teacher implements instruction, making adjustments to the unit plan as necessary. The entire instructional unit must be completed before the teacher moves to the next step.
6. The teacher administers one or more postassessments and analyzes, summarizes, and interprets the results in order to profile student learning (APS 3.B) and communicate information about student progress and achievement (APS 3.C).
7. The teacher reflects and self-evaluates on the completed unit (APS 3.B) and uses this information to determine the appropriate steps to take next (APS 2.C).
8. The teacher submits the unit work sample to the evaluation team. The unit work sample then becomes part of the teacher’s dossier.

If the consensus report at the end of the preliminary (first) evaluation cycle indicates that *all* key elements of APS 2 and APS 3 are *met*, the final evaluation unit work sample requirements may be waived at the discretion of the evaluation team. The evaluation team reserves the right to resume data collection for APSs 2 and 3 at any time during the final evaluation cycle but, in order to do so, must provide the teacher with a two-weeks-prior written notice that includes the team’s rationale for resuming the process.

If the preliminary evaluation consensus report indicates that any of the key elements in APS 2 or APS 3 are *not met*, the teacher must complete and submit another unit work sample, following steps 1–8 above, for review during the final evaluation cycle.

Classroom Observations

During the formal evaluation process, the primary purpose of classroom observations is to gather data pertaining to APSs 4–9.

- ◆ All data-collection observations must be *unannounced* and must be a minimum of 45 minutes in length.

In addition to these data-collection observations, evaluators may conduct other types of observations (e.g., walk-through observations, announced observations) as often as needed. Although the results of these other observations are not admissible as ADEPT formal evaluation data, these findings may trigger the need for additional data-collection observations that can, in turn, generate admissible formal evaluation data.

- ◆ Two or more members of the ADEPT evaluation team must each conduct at least one data-collection observation during each of the two evaluation cycles (i.e., preliminary and final). In other words, a minimum of four data-collection observations (i.e., *two* per cycle) must be conducted during the year.
- ◆ Each evaluator must place a written summary of the observation in the dossier following each data-collection observation. All documentation must be well organized and must contain detailed descriptions and specific examples that relate to each of the key elements in APSs 4–9.
- ◆ A minimum of three evaluators is required for teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
 - ❖ The data-collection observations must be conducted and documented by at least two of the three evaluators. However, all three evaluators must review the dossier, including the documentation of all data-collection observations.

Reflections on Instruction and Student Learning

Following each required observation, the teacher must complete a written reflection on the impact his or her instruction has had on student learning. The purpose of these reflections is to gather additional data pertaining to APSs 4, 5, 6, 7, 8, and/or 9.

Each written reflection on the lesson must include, but need not be limited to, descriptions of

- ◆ the lesson objective(s), the relationship between the objective(s) and the academic/developmental standards, and the ways in which the lesson relates to students' prior and future learning;

- ◆ the formal and/or informal assessments and criteria that have been or will be used to measure student progress in terms of the lesson's objective(s), including a sample of the formal assessment(s);
- ◆ the feedback that the teacher has provided or will provide to the students regarding their performance;
- ◆ the degree to which the lesson accomplished or did not accomplish the intended results and why; and
- ◆ the implications for subsequent instruction.

All reflections are to be submitted to the evaluation team for inclusion in the dossier within seven calendar days of the observation, unless an extension is approved by the evaluation team.

Professional Review

- ◆ Near the end of each evaluation cycle, the building principal (and other school- or district-level administrators as appropriate) must complete a written professional review of the teacher's performance. The purpose of this review is to provide evidence pertaining to APS 10.A–D.
- ◆ Written professional reviews must be completed during both the preliminary and final evaluation cycles and must be included in the dossier.

Self-Assessment and Professional Growth and Development Plan

- ◆ Near the end of the preliminary evaluation cycle, the teacher must complete a written self-assessment. The purpose of the self-assessment is to provide evidence pertaining to APS 10.E and to serve as the basis for the teacher's professional growth and development plan.
- ◆ The self-assessment must include, but need not be limited to, the teacher's reflections on his or her impact on student learning. Additionally, the teacher should include reflections on other professional areas such as advocating for his or her students, collaborating with his or her colleagues, and communicating effectively with others.
- ◆ The teacher's self-assessment must be submitted to the evaluation team for inclusion in the dossier.
- ◆ Each evaluator must review the teacher's self-assessment at the end of the preliminary evaluation cycle

If the consensus report at that time indicates that the teacher has completed an appropriate self-assessment and that key element 10.E was *met*, the teacher need not complete another self-assessment during the final evaluation cycle at the discretion of the evaluation team.

If the consensus report at the end of the preliminary evaluation cycle indicates that key element 10.E was *not met*, the teacher must revise his or her self-assessment and submit the revised document to the evaluation team for review during the final evaluation cycle.

- ◆ On the basis of the results of the preliminary and final evaluations, the evaluation team and/or designated supervisor(s) must collaborate with the teacher to develop an appropriate professional growth and development plan.
- ◆ The plan must include any areas of weakness (i.e., key elements that were *not met*) that were identified during the evaluation.
- ◆ If multiple areas of weakness were identified, the areas must be prioritized so that no more than three areas are to be addressed at any given time.
- ◆ If no areas of weakness were identified, the plan must support continued improvements in professional knowledge and skills.

DOCUMENTATION AND EVALUATION OF EVIDENCE

- ◆ The chair of the evaluation team must maintain a dossier for each teacher who is undergoing formal evaluation.
- ◆ A copy of the entire dossier, either as hard copy or in electronic format, must be made available to each member of the evaluation team.
- ◆ The contents of the dossier must include, but need not be limited to,
 - ❖ the teacher's long-range plan,
 - ❖ the teacher's unit work sample,
 - ❖ the evaluators' documentation from each data-collection observation,
 - ❖ the teacher's post-observation reflections on each observed lesson,
 - ❖ the professional reviews completed by the administrator(s), and
 - ❖ the teacher's self-assessment.
- ◆ All evaluators must use the same scoring rubrics to review all contents of the dossier that are required for each cycle of data collection. The rubrics must directly correlate with the ten ADEPT Performance Standards and related key elements.
- ◆ A minimum of three evaluators must review the dossiers of teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).

TEAM CONSENSUS, PERFORMANCE CRITERIA, AND REPORTS

- ◆ At the conclusion of each evaluation cycle, each member of the evaluation team must independently review all data included in the dossier for that cycle and complete the scoring rubric for each ADEPT Performance Standard.
- ◆ The evaluators must then meet to discuss their independent ratings and reach consensus regarding their judgments.

- ◆ Each of the key elements within each ADEPT Performance Standard must be rated as either *met* (1 point) or *not met* (0 points). Each domain is passed if *no more than one* of its key elements receives a judgment of *not met*. The following table outlines the rating system:

Domain and Performance Standards	Number of Key Elements	Number of Key Elements Required to Pass the Domain
Domain 1: Planning		
APS 1: Long-Range Planning	5	≥ 10
APS 2: Short-Range Planning of Instruction	3	
APS 3: Planning Assessments and Using Data	3	
	11 DOMAIN TOTAL	
Domain 2: Instruction		
APS 4: High Expectations for Learners	3	≥ 11
APS 5: Using Instructional Strategies	3	
APS 6: Providing Content	3	
APS 7: Monitoring, Assessing, and Enhancing Learning	3	
	12 DOMAIN TOTAL	
Domain 3: Environment		
APS 8: Maintaining a Learning Environment	3	≥ 5
APS 9: Managing the Classroom	3	
	6 DOMAIN TOTAL	
Domain 4: Professionalism		
APS 10: Fulfilling Professional Responsibilities	5	≥ 4
	5 DOMAIN TOTAL	

- ◆ To successfully complete the formal evaluation, the teacher must pass *all four* domains at the time of the final evaluation judgment.
- ◆ The evaluation team also must prepare the written consensus report. The consensus report must contain, at a minimum,
 - ❖ the team’s overall consensus judgment,
 - ❖ the rating for each of the ADEPT Performance Standard key elements,
 - ❖ the team’s rationale for giving each rating, and
 - ❖ the signature of each evaluator verifying the fidelity of implementation of the evaluation process and indicating agreement with all ratings.

- ◆ Key elements that were *not met* automatically become areas for improvement. These areas must be addressed in the educator’s professional growth and development plan.
- ◆ A minimum of three evaluators is required for teachers undergoing *highly consequential* formal evaluations (i.e., annual-contract teachers who are undergoing their second formal evaluations and annual-contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required formal evaluations).
 - ❖ All three evaluators must review the teacher’s dossier, participate in the team consensus meetings, and collaborate in preparing the consensus reports.

CONFERENCES

- ◆ Following each consensus meeting, but prior to the end of each evaluation cycle, one or more of the members of the evaluation team must meet with the teacher to provide a detailed oral and written explanation of his or her performance with regard to each of the ADEPT Performance Standards as well as the overall results of the evaluation. The consensus report should serve as the basis for the discussion.
- ◆ The teacher must sign and date the consensus report at the conclusion of the meeting. The teacher’s signature serves as verification that he or she has reviewed the report, but it does *not* imply the teacher’s agreement with the findings.
- ◆ The teacher must be provided a copy of the consensus report.

PROGRAM FEEDBACK AND IMPROVEMENT

- ◆ School districts must obtain and analyze feedback on an annual basis from participating educators and evaluators regarding the ADEPT formal evaluation process.
- ◆ School districts must analyze their ADS (ADEPT data system) reports and evaluation summaries.
- ◆ School districts must use the results of these analyses to continuously improve the design and/or implementation of their ADEPT formal evaluation process.

ADEPT Diagnostic Assistance Requirements

The ADEPT requirements for diagnostic assistance apply to all educators at the annual-contract level, including classroom-based teachers and special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists). An educator is eligible to receive *only one* diagnostic-assistance year during his or her public school teaching career in this state.

The purpose of diagnostic assistance is to allow districts to provide individualized support to annual-contract educators who have demonstrated potential but who are not yet ready to complete a formal performance evaluation. Diagnostic assistance may be provided either following an educator's induction year or following the educator's first unsuccessful formal evaluation. Once the diagnostic assistance year is completed, the school district, at its discretion, may either employ the teacher under another annual contract or terminate the teacher's employment. If employment is terminated, the educator may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal evaluation during the educator's next year of teaching employment in a South Carolina public school.

MENTORING

- ◆ The school district must assign a mentor to each annual-contract educator who is receiving diagnostic assistance.
- ◆ All mentors must be trained and assigned in accordance with the SDE's mentoring and induction guidelines as well as with the ADEPT training requirements that are described later in this document. The role of the mentor is to provide additional support to the educator.
- ◆ The school district must ensure that the mentor has 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 professional growth and development plan. 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.

FORMAL FEEDBACK

The school district must designate one or more supervisors (e.g., administrators, lead teachers, curriculum coordinators, evaluators) to provide formal feedback to the educator during the diagnostic assistance process. The role of the supervisors is to determine the educator's progress toward meeting the established professional growth and development goals and to gauge the educator's overall performance relative to the ADEPT Performance Standards. Districts may consider these results when making subsequent employment decisions. Districts are *not* required to conduct a full formal evaluation of educators during the diagnostic assistance year, but they may do so at their discretion. However, the SDE will *not* apply any results obtained during a diagnostic assistance year toward an educator's annual-contract formal evaluation requirements.

The educator will be eligible for an annual contract and be required to undergo a full formal evaluation during his or her next year of employment, regardless of any results obtained during the diagnostic-assistance year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- ♦ A professional growth and development plan must be developed collaboratively by the supervisor and the educator.
- ♦ This professional growth and development plan must be in place no later than the 20th day of school and must include one or more performance goals that address the area(s) in which the educator needs additional support.
- ♦ The following information must be included for each goal:
 - ❖ the recommended strategies to help the educator achieve the goal(s), which might include professional development (e.g., workshops, inservices, conferences, course work, literature reviews), peer group activities (e.g., planning, reflection on instruction and/or assessment), observations of and consultations with other professionals, research activities, coaching and feedback from the mentor and/or other professionals, guided reflections, and formative assessments;
 - ❖ the methods that will be used to determine progress and overall achievement of the goal; and
 - ❖ the level of performance that will be required to confirm satisfactory progress and overall goal accomplishment.
- ♦ At least twice during the year, the supervisor must use the methods specified in the professional growth and development plan to determine the educator's progress toward meeting each of the goals.
- ♦ The supervisor must then provide the educator with oral and written feedback on his or her performance and progress with regard to each goal as well as feedback on the educator's overall performance in terms of the ADEPT Performance Standards.
- ♦ The professional growth and development plan may be modified at any point during the year as deemed necessary and appropriate. Modifications must be made in writing and must be signed by both the educator and the supervisor.

PROGRAM FEEDBACK AND IMPROVEMENT

- ♦ School districts must obtain feedback on an annual basis from participating educators, mentors, and supervisors regarding the implementation of the ADEPT diagnostic assistance process.
- ♦ School districts must analyze this feedback and use the results to continuously improve the diagnostic assistance process.

ADEPT Informal Goals-Based Evaluation Requirements

The following ADEPT requirements for informal goals-based evaluation (GBE) apply to all classroom-based teachers as well as to all special-area educators (i.e., library media specialists, school guidance counselors, and speech-language therapists).

The primary purpose of the GBE is to promote continuous, self-directed professional development. Through the GBE process, experienced, successful educators are encouraged to stretch themselves professionally by engaging in meaningful learning experiences and by seeking to make significant contributions to the profession. The primary role of supervisors is to facilitate, not to control, the GBE process.

- ♦ Continuing-contract educators must be evaluated on a continuous basis (i.e., *every year*). The evaluation may be formal or informal (i.e., goals-based), at the discretion of the local school district.
- ♦ Continuing-contract educators who are being recommended for formal evaluation the upcoming school year must be notified in writing no later than April 15 of the current school year. The written notification must include the reason(s) that a formal evaluation is recommended and must ensure that the educator has access (via an electronic link, an inserted or attached hard copy, or the like) to a description of the formal evaluation process.
- ♦ Continuing-contract educators who are new to the district must be notified in writing at the time of their hiring if they are to receive a formal evaluation.
- ♦ Educators employed under continuing contracts who do *not* receive written notification must participate in the GBE process.
- ♦ Educators who are pursuing or who hold certification from the National Board for Professional Teaching Standards are *not* exempt from evaluation requirements. However, an educator who is pursuing National Board certification (NBC) may be allowed to develop a GBE goal around the NBC process, at the discretion of the local school district. Once the educator completes the NBC process, he or she must develop and pursue one or more new GBE goals during the remainder of the five-year cycle, regardless of whether the educator has been successful in achieving National Board certification.
- ♦ Educators employed under annual contracts who have successfully completed the formal evaluation process during a previous annual-contract year are eligible to participate in GBE, at the discretion of their respective school districts. This provision applies primarily to Program for Alternative Certification of Educators (PACE) teachers, career and technology education (CATE) teachers, and international teachers.

GBE CYCLE

Each educator's goals-based evaluation cycle will cover a maximum five-year period. The intent is to coordinate the GBE cycle with the validity period of the educator's professional certificate (issued by the SDE). During the phase-in period of these GBE guidelines, some educators will be

expected to have shorter GBE cycles and, as a result, proportionately fewer goals, until they enter a new five-year certificate validity period.

GBE GOALS

Each educator participating in the GBE process must establish one or more long-term professional growth and development goals. Normally, more than one goal will be needed to meet the following requirements:

- ◆ Each goal must be aligned with one or more of the ADEPT Performance Standards (APSs).
- ◆ Each goal must be stated in terms of change or improvement over time.
- ◆ At least one goal must be stated in terms of the teacher’s influence on students (e.g., improved behavior, improved attitude, increased achievement).
- ◆ If performance weaknesses in terms of the APSs have been identified, one or more goals must address these weaknesses.
- ◆ One or more goals must be supportive of any objectives in the district strategic plan and/or in the school renewal plan that apply to the particular educator.
- ◆ The educator must pursue one or more goals *each year* of the five-year GBE cycle. If all goals are completed early, the educator must develop one or more new goals to cover the remaining year(s) of the cycle. However, the educator may be required to work toward no more than three goals during any one year.

PROFESSIONAL GROWTH AND DEVELOPMENT PLANS

- ◆ Prior to beginning the evaluation cycle, the educator must reflect upon his or her professional strengths, weaknesses, and interests and use these insights as a basis for drafting a professional growth and development plan. Educators are encouraged to work collaboratively with other educators whenever possible to support one another in developing and implementing mutually relevant goals.
- ◆ After completing the draft of his or her professional growth and development plan, the educator must meet with his or her supervisor to discuss the proposed goal(s) and make modifications, as necessary, to ensure that all requirements are met (see the “GBE Goals” section, immediately above). For each goal, the educator and supervisor must agree upon
 - ❖ the timeline—that is, the beginning and ending dates—for the goal;
 - ❖ the appropriateness of the GBE goal for the certificate renewal processes (subject to school district policy);
 - ❖ the types of evidence required to verify annual progress and overall goal accomplishment; and
 - ❖ the level of performance required to determine satisfactory annual progress and overall goal accomplishment.

- ◆ During the planning meeting, the supervisor should review with the educator the factors that will result in a recommendation for formal evaluation. These factors must relate specifically to one or more of the ADEPT Performance Standards.
- ◆ The professional growth and development plan becomes effective upon the signature of both the educator and his or her supervisor. This plan may serve as the basis for the educator's certificate renewal activities, at the discretion of the school district.

Changes in the educator's professional performance, work-related responsibilities, and/or professional aspirations, as well as advancements in the profession itself, may be expected. Therefore, the professional growth and development plan is to be viewed as a dynamic document that should be amended at any time deemed necessary and appropriate. Amendments to the plan must be made in writing and must be signed by both the educator and supervisor.

YEARLY GBE REVIEWS

- ◆ The educator must prepare the agreed-upon evidence of his or her progress toward meeting each goal that was targeted for the year and must submit the evidence to the appropriate supervisor prior to April 15 of that year.
- ◆ The supervisor must review the evidence, prepare a written evaluation summary and recommendations, and meet with the educator for an annual review of performance and progress prior to April 15 of each school year. At this meeting the supervisor and educator will review the evidence for the targeted goal(s) and discuss the recommendations:
 - ❖ If GBE is to be continued the following year, the targeted goal(s) must be identified. Amendments to the educator's GBE plan, including the goals, may be proposed by either the educator or the supervisor and should be discussed and agreed upon at this time.
 - ❖ If performance weaknesses are identified but formal evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any one year.
 - ❖ If performance weaknesses are identified and formal evaluation is being recommended, the teacher must be notified in writing on or before April 15. The written notification must include a clear reason that relates to weaknesses in one or more of the ADEPT Performance Standards.

PROGRAM FEEDBACK AND IMPROVEMENT

- ◆ School districts must obtain feedback on an annual basis from participating educators and supervisors regarding the design and implementation of the GBE process.
- ◆ School districts must analyze this feedback and use the results to continuously improve the GBE process.

District ADEPT Plans

- ◆ Each school district must submit an ADEPT plan to the SDE by May 1 annually.
- ◆ The ADEPT plan must describe or reference the specific details of the district's
 - ❖ induction program,
 - ❖ formal evaluation model and dates for the formal evaluation period (i.e., preliminary and final evaluation cycles),
 - ❖ diagnostic assistance model,
 - ❖ informal goals-based evaluation (GBE) model, and
 - ❖ charter school participants, if any.
- ◆ Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation.
- ◆ Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a school district to submit a statement of assurances form on May 1, in lieu of a duplicate plan, for years that the district seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.

ADEPT Training Requirements

Comprehensive, ongoing training is essential to promoting the integrity and fidelity of implementation of the ADEPT system. The purpose of the training is to ensure that all ADEPT service providers have the knowledge and skills necessary to maintain the validity and reliability of the ADEPT evaluation system, to ensure its maximum freedom from bias, and to carry out its documentation requirements.

- ◆ Those educators who are responsible for implementing the ADEPT system must successfully complete one or more of the three levels of ADEPT instruction:
 - ❖ **ADEPT trainer training** is required for all educators who seek to train other educators to become ADEPT evaluators.
 - ❖ **ADEPT evaluator training** is required for all educators who serve on ADEPT formal evaluation teams for teachers employed at the annual- and continuing-contract levels.
 - ❖ The **ADEPT seminar** is the minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates. The ADEPT seminar is also recommended for mentors.

Additionally, ongoing ADEPT professional development requirements apply to educators at each of these three levels. These ADEPT professional development requirements are detailed below.

ADEPT TRAINER TRAINING

- ◆ All educators who seek to prepare educators to become ADEPT evaluators must successfully complete the ADEPT trainer training. The primary purpose of this training is to ensure fidelity of implementation of the ADEPT formal evaluation system.
- ◆ To be eligible to participate in ADEPT trainer training, an educator must
 - ❖ be an SDE-certified ADEPT evaluator,
 - ❖ have served successfully on a minimum of three ADEPT formal evaluation teams, and
 - ❖ be recommended for the training by a school district administrator or a faculty member at an IHE.

ADEPT trainer training consists of two components. The ADEPT trainer tutorial, developed by the SDE, is designed to acquaint the trainer-in-training with the requirements for the three-day evaluator training, including the agenda, materials, and performance assessments. Once an educator has successfully completed the ADEPT trainer tutorial, he or she is eligible to begin the second training component, the ADEPT trainer apprenticeship.

- ◆ The educator must successfully complete the ADEPT trainer tutorial *prior to* participating in the ADEPT trainer apprenticeship.

- ◆ During the apprenticeship, the trainer-in-training must conduct at least 75 percent of one or more complete three-day ADEPT evaluator training sessions under the direct supervision of an SDE-certified ADEPT trainer. The length of the apprenticeship depends on the number of training sessions the trainer-in-training requires to develop the skills necessary for him or her to be able to
 - ❖ prepare for and successfully conduct a three-day ADEPT evaluator training session,
 - ❖ accurately assess and provide feedback on all assignments to the participants in the ADEPT evaluator training sessions, and
 - ❖ propose recommendations for each of the participants and present these recommendations to the supervising ADEPT trainer.
- ◆ The supervising ADEPT trainer is responsible for evaluating the performance of the trainer-in-training according to the above performance criteria. Once the trainer-in-training has met these criteria, the supervising trainer must make the final recommendation to the SDE regarding certification of the particular individual.
- ◆ An educator who became a SDE-certified ADEPT trainer prior to the implementation of these ADEPT guidelines *must* successfully complete the new ADEPT trainer tutorial in order to retain his or her ADEPT trainer and evaluator certifications. However, he or she is *not* required to complete the ADEPT trainer apprenticeship or the ADEPT seminar.

ADEPT EVALUATOR TRAINING

- ◆ All educators who serve as members of formal evaluation teams for teachers at the annual- and continuing-contract levels must successfully complete the ADEPT evaluator training. The primary purpose of evaluator training is to ensure *reliability*.
- ◆ An educator must meet the following two criteria to be eligible to participate in ADEPT evaluator training:
 - ❖ have at least one year of successful teaching experience at the continuing-contract level in a South Carolina public school or at least three years of successful teaching experience in an IHE setting and
 - ❖ be recommended for the training by a school district administrator or a faculty member at an IHE.
- ◆ All ADEPT evaluator training models must be approved by the State Board of Education, must be conducted by an SDE-certified ADEPT trainer, must include a minimum of three full days (or the equivalent) of direct instruction and guided practice, and must include a comprehensive written assessment and one or more performance exercises that require each participant to demonstrate
 - ❖ knowledge of all ADEPT Performance Standards and key elements,
 - ❖ knowledge of all procedural requirements of the formal evaluation process,
 - ❖ knowledge of the state criteria for successful completion of the formal evaluation,
 - ❖ the ability to collect valid data and appropriately document evidence for each Performance Standard,
 - ❖ the ability to analyze evidence relative to each Performance Standard, and

- ❖ the ability to make reliable judgments relative to performance in each standard through a consensus-based decision making process.
- ◆ An educator who became an SDE-certified ADEPT evaluator prior to the implementation of these ADEPT guidelines *must* successfully complete the ADEPT seminar (described below) in order to retain his or her ADEPT evaluator certification. However, he or she is *not* required to complete this evaluator training.

The ADEPT trainer is responsible for verifying participants' attendance and performance and for recommending eligible educators to the SDE for ADEPT evaluator certification.

ADEPT SEMINAR

The minimum ADEPT requirement for all cooperating teachers and IHE faculty members who supervise teacher candidates is successful completion of the ADEPT seminar. The ADEPT seminar is also the minimum ADEPT requirement for mentors. The primary purpose of the seminar is to ensure that participants have the knowledge and skills necessary to facilitate performance in each of the ADEPT Performance Standards.

- ◆ An educator must meet the following three criteria to be eligible to participate in an ADEPT seminar:
 - ❖ have at least three years of successful teaching experience in a preK–12 setting or at an institution of higher education;
 - ❖ be qualified to serve as a cooperating teacher, mentor, or supervising faculty member; and
 - ❖ be recommended for the seminar by a school district administrator or a faculty member at an IHE.
- ◆ All ADEPT seminars must follow the structure and format provided by the SDE and must be conducted by an SDE-certified ADEPT trainer or evaluator.
- ◆ An educator must attend and actively participate in the entire ADEPT seminar and must successfully complete the written assessment in order to receive a certificate of completion.
- ◆ An educator who became a SDE-certified ADEPT evaluator prior to the implementation of these ADEPT guidelines *must* successfully complete the ADEPT seminar in order to retain his or her ADEPT evaluator certification.
- ◆ Cooperating teachers, IHE faculty members, and mentors must successfully complete this seminar if they wish to continue as ADEPT facilitators.

The ADEPT seminar leader (i.e., ADEPT trainer or evaluator) is responsible for verifying participants' attendance and performance and for recommending eligible educators to the SDE for ADEPT facilitator certification.

ONGOING ADEPT TRAINING REQUIREMENTS

- ◆ ADEPT trainers, evaluators, and facilitators must participate in any ADEPT system update training that is required by the SDE in order for them to maintain valid ADEPT certificates.
- ◆ ADEPT-certified trainers and evaluators must accrue a minimum of *ten hours* of ADEPT-related professional development every five years. The ADEPT professional development may be provided by a school district, an institution of higher education, or the SDE. The employing entities are responsible for developing and implementing procedures to ensure that all ADEPT certificate holders meet this requirement.

State Sanctions

REGULATORY GUIDANCE

The ADEPT regulation—State Board of Education Regulation 43-205.1—as amended on June 24, 2005, states the following with regard to state sanctions for annual-contract teachers who fail two ADEPT formal evaluations:

An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education’s ADEPT implementation guidelines.

Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SDE, the teacher’s certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

DISTRICT REPORTING AND SDE FOLLOW-UP

- ◆ School districts must annually report to the SDE via the ADS (ADEPT data system), on or before May 1, the name of every annual-contract teacher who fails an ADEPT formal evaluation for the second time. The following information must be included for each of these teachers:
 - ❖ the overall final evaluation judgment *and*
 - ❖ the evaluation summary, which includes the judgment for each ADEPT Performance Standard.
- ◆ When the SDE has received the district’s report, the agency will notify the teacher in writing and will send the notification via certified postal mail to the address last reported to the SDE by the teacher. The notification will verify that the teaching certificate has been suspended and will inform the teacher that he or she is not eligible to teach in any public school in South Carolina for a minimum of two years. Additionally, the notification will include the remediation plan and timeline that has been established for the teacher by the SDE.

ADEPT REMEDIATION PLAN

On the basis of the performance areas that were identified as weaknesses on the formal evaluation summary, the SDE will develop a remediation plan for each teacher who has an ADEPT-related suspension.

- ◆ The teacher may begin work on the remediation plan at any time *after* the suspension but must complete the remediation plan within five years of the date of the certificate suspension in order to be eligible to have his or her teaching certificate reinstated. Failure to complete the remediation plan within the five-year period will result in the teacher's having not only to reapply for initial certification under the current requirements but also to complete the remediation plan if he or she wishes to return to teaching.
- ◆ The teacher must successfully complete a minimum of 6 semester hours of course work in the content area(s) in which he or she was evaluated.
- ◆ The teacher must successfully complete a minimum of 6 additional semester hours of course work related to each ADEPT domain in which weaknesses were identified during the formal evaluation.
- ◆ The teacher must take all required course work at an accredited institution of higher education.

Courses that include field experiences are strongly recommended, particularly with regard to the teacher's fulfilling requirements related to the ADEPT domains. Introductory-level courses (i.e., courses below the junior level) cannot be accepted, and previous courses that the teacher has successfully completed cannot be repeated unless major content changes and/or updates in the course content have occurred.

- ◆ The teacher must earn a final grade of B or higher in order to apply the course toward fulfillment of the ADEPT requirements.
- ◆ Although the teacher is responsible for selecting the courses he or she will take in order to meet the specified requirements, the teacher is strongly advised to request approval from the SDE prior to enrolling in each course. In order to obtain preapproval from the SDE, the teacher must submit the name of the institution of higher education that is offering the particular course and a copy of the detailed course description and/or syllabus.

CERTIFICATE REINSTATEMENT

After a minimum of two years but within five years following the suspension of his or her teaching certification *and* after having completed his or her ADEPT remediation plan, the teacher is eligible to request reinstatement of his or her teaching certificate.

- ◆ The teacher must submit official transcripts to the SDE to verify completion of the remediation plan.
- ◆ The teacher must file a request for reinstatement.

- ◆ If the SDE reinstates the teaching certificate, the teacher becomes eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must undergo an ADEPT formal evaluation during the first full year of employment.
 - ❖ If the teacher completes the formal evaluation process and meets the ADEPT formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level.
 - ❖ If the teacher completes the formal evaluation process but fails to meet the ADEPT formal evaluation criteria set by the State Board of Education, he or she will be permanently prohibited from being employed as a public school teacher in this state.

ADEPT Formal Evaluation Requirements for Special-Area Educators: Library Media Specialists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

These requirements are intended to support South Carolina’s ADEPT system by providing appropriate standards and procedures for the performance evaluation of library media specialists. The ADEPT Performance Standards (APSs) described below apply to library media specialists at all contract levels. The formal evaluation procedures apply to library media specialists at the annual-contract level as well as to continuing-contract library media specialists who have been scheduled for formal evaluation, consistent with the ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *library media specialist* refers to any individual who holds South Carolina Department of Education certification as a library media specialist and who is employed in a South Carolina public school as a library media specialist, media specialist, or library information specialist.

ADEPT PERFORMANCE STANDARDS FOR LIBRARY MEDIA SPECIALISTS

Formal evaluations of library media specialists must address the following seven ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of a library media specialist’s performance with regard to each of these standards:

APS 1: Long-Range Planning

The library media specialist must develop a long-range plan (LRP) that appropriately describes and/or references goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—that are designed to meet the specific information and technology needs of the school community.

APS 2: Administering the Library Media Program

The library media specialist effectively administers and manages the library media center to ensure the efficient use of available space, resources, and services.

APS 3: Collaboration for Instruction and Services

The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology into the state’s curriculum standards.

APS 4: Library Media Collection and Resource Management

The library media specialist appropriately selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of a diverse collection of resources and technologies.

APS 5: Maintaining an Environment Conducive to Inquiry

The library media specialist creates a safe, attractive, open, and accessible environment that is conducive to inquiry and learning.

APS 6: Assessing the Library Media Program

The library media specialist conducts appropriate assessments of the library media collection, instructional program, and facility so that he or she can use the results of these evaluations to enhance the school's library media resources and services.

APS 7: Fulfilling Professional Responsibilities

The library media specialist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- ◆ Each library media specialist who is scheduled for formal evaluation must be assigned an evaluation team.
- ◆ Each evaluation team must have a minimum of two members.
- ◆ All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for library media specialists.
- ◆ At least one member of the evaluation team must be a certified library media specialist, and at least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for library media specialists.

ORIENTATION

- ◆ All library media specialists scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- ◆ At a minimum, orientation sessions must include written and oral explanations of the ADEPT Performance Standards for library media specialists, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the library media specialist's professional performance to be obtained. Additional methods of collecting evidence may be used if such methods are in accordance with the district's approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

- ◆ During the first semester of evaluation, each evaluator must review the library media specialist's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the library media specialist receives a preliminary rating of *meets standard* on APS 1, (2) the library media specialist made no significant modifications to the long-range plan subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary.
- ◆ Data collection for APS 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Interviews (APSs 2, 4, 5, and 6)

- ◆ Near the end of the first semester of evaluation, each evaluator must conduct an interview with library media specialist to collect information and view artifacts related to APSs 2, 4, 5, and 6. These APSs need not be reviewed again during the second semester of evaluation if (1) the library media specialist receives a preliminary rating of *meets standard* on APSs 2, 4, 5, and 6 and (2) the evaluation team agrees that no additional reviews are necessary.
- ◆ Data collection for these APSs may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APS 3)

- ◆ Each evaluator must conduct a minimum of one unannounced observation of an instructional session each semester (i.e., a minimum of four observations must be conducted during the school year).
- ◆ For the purpose of the ADEPT formal evaluation, observations should not be conducted prior to the midpoint of each semester. Additional observations may be conducted at the discretion of the evaluation team.

Library Media Specialist’s “Reflection” (APS 3)

- ◆ Following each observation during the first semester of evaluation, the library media specialist must complete a written “Reflection” and submit it to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- ◆ Each “Reflection” must be reviewed by the evaluator who conducted the observation.
- ◆ The library media specialist need not complete additional reflections following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 3 and (2) the evaluation team agrees that no additional reviews are necessary. Additional reflections may be requested during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- ◆ Near the end of the first semester of evaluation, the library media specialist must complete and submit the “Professional Self-Report.”
- ◆ A building-level administrator (and other supervisors, as appropriate) must complete the “Professional Performance Description.”
- ◆ Each evaluator must review both the “Professional Self-Report” and the “Professional Performance Description.”
- ◆ The library media specialist need not complete another “Professional Self-Report” during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the “Professional Performance Description” during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the library media specialist:

- ◆ specific evidence regarding the library media specialist’s performance with regard to each of the seven APSs and
- ◆ a summary of the library media specialist’s overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- ◆ All members of the library media specialist’s evaluation team must participate in a consensus-based process to determine evaluation judgments.

- ♦ The evaluation team must reach consensus on each of the seven APSs regarding whether the library media specialist *meets standard* or *does not meet standard*.
- ♦ The library media specialist must meet the competency on APS 3 (Collaboration for Instruction and Services) *and* on at least five of the six remaining APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

ADEPT Formal Evaluation Requirements for Special-Area Educators: School Guidance Counselors

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

These requirements are intended to support South Carolina’s ADEPT system by providing appropriate standards and procedures for the performance evaluation of school guidance counselors. The ADEPT Performance Standards (APSs) described below apply to school guidance counselors at all contract levels. The formal evaluation procedures apply to school guidance counselors at the annual-contract level as well as to continuing-contract school guidance counselors who have been scheduled for formal evaluation, consistent with the ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *school guidance counselor* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification in elementary or secondary guidance, (2) has a master’s degree in the area of elementary or secondary guidance, (3) is certified in counseling by the National Board for Certified Counselors or the National Board for Professional Teaching Standards, (4) is certified as a professional counselor by the South Carolina Department of Labor, Licensing, and Regulation, and/or (5) is a mental health counselor hired under the Program of Alternative Certification for Educators (PACE).

ADEPT PERFORMANCE STANDARDS FOR SCHOOL GUIDANCE COUNSELORS

Formal evaluations of school guidance counselors must address the following seven ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of the counselor’s performance with regard to each of these standards:

APS 1: Long-Range Planning

The school guidance counselor develops an annual long-range plan, based on identified student needs, that reflects national school counseling standards and state program components related to guidance curriculum, individual student planning, responsive services, and system support.

APS 2: Short-Range Planning—Guidance and Counseling Activities

The school guidance counselor develops appropriate short-term goals, including aligned activities, resources, and schedules, to ensure full implementation of the long-range plan.

APS 3: Development and Use of Assessments

The school guidance counselor plans and conducts continuous program evaluations and maintains appropriate program accountability documentation.

APS 4: Providing Guidance and Counseling Services

The school guidance counselor effectively provides classroom and schoolwide guidance activities as well as group and individual counseling services that promote student educational, career, personal, and social development.

APS 5: Providing Consultation Services

The school guidance counselor provides effective direct and indirect consultation services to deliver appropriate information and assistance to parents/guardians, students, and colleagues.

APS 6: Coordinating Guidance and Counseling Services

The school guidance counselor effectively coordinates guidance and counseling program services with school and community services, programs, and/or agencies.

APS 7: Fulfilling Professional Responsibilities

The school guidance counselor consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- ◆ Each school guidance counselor who is scheduled for formal evaluation must be assigned an evaluation team.
- ◆ Each evaluation team must have a minimum of two members.
- ◆ All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for school guidance counselors.
- ◆ At least one member of the evaluation team must be a certified school guidance counselor.
- ◆ At least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for school guidance counselors.

ORIENTATION

- ◆ Each school guidance counselor who is scheduled for formal evaluation must receive a comprehensive orientation prior to the initiation of the evaluation process.
- ◆ Orientation sessions must, at a minimum, include written and oral explanations of the ADEPT APSs for school guidance counselors, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the school guidance counselor's professional performance to be obtained. Additional methods of collecting evidence may be used if such methods are in accordance with the district's approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

- ◆ During the first month of evaluation, each evaluator must review the school guidance counselor's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on APS 1, (2) the long-range plan required no significant modifications subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary.
- ◆ Data collection for APS 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Interviews (APSs 2, 3, and 6)

- ◆ During the first semester of evaluation, each evaluator must conduct at least one interview with the school guidance counselor to collect information and view artifacts related to these APSs.
- ◆ The member of the evaluation team certified in school guidance counseling must focus at least one interview on the areas related to counseling.
- ◆ The other evaluator(s) must focus at least one interview on the areas related to guidance.
- ◆ Additional interviews in any area may be conducted at the discretion of the evaluation team. APSs 2, 3, and 6 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APSs 2, 3, and 6 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APS 4)

- ◆ Each evaluator must conduct a minimum of one unannounced observation each semester (i.e., a total of four observations must be conducted during the school year).
- ◆ The member of the evaluation team certified in school guidance counseling must conduct one or more observations of an individual, small-group, or crisis counseling session, consistent with all confidentiality guidelines set forth in the *Ethical Standards for School Counselors* (American School Counselor Association, 1998).

- ♦ The other evaluator(s) must conduct at least one observation of a large-group or classroom guidance activity or a group or individual planning session.
- ♦ All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the evaluation team.

School Guidance Counselor’s “Reflection” (APS 4)

- ♦ Following every observation conducted during the first semester of evaluation, the school guidance counselor must complete a written “Reflection” on the session. The “Reflection” should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- ♦ Each “Reflection” must be reviewed by the evaluator who conducted the observation.
- ♦ The school guidance counselor need not complete another “Reflection” following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 4 and (2) the evaluation team agrees that no additional written reflections are necessary. A “Reflection” may be requested at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.

Consultation Surveys (APS 5)

- ♦ During the first semester of evaluation, the school guidance counselor must obtain feedback regarding his or her consultation activities.
- ♦ The feedback must include, but need not be limited to, written surveys (e.g., the “Consultation Survey” form) completed by parents/guardians, students, teachers, and administrators.
- ♦ Surveys must be completed by at least ten different respondents, including at least one building-level administrator.
- ♦ The school guidance counselor must complete the “Consultation Summary Report” on the basis of the surveys.
- ♦ Each evaluator must review the school guidance counselor’s “Consultation Summary Report.” Copies of the actual completed surveys must be made available to the evaluators upon request. Supportive evidence may be obtained via interviews and/or observations of consultation activities, as deemed appropriate by the evaluation team.
- ♦ APS 5 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on this APS and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 5 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.

Professional Self-Report and Description (APS 7)

- ♦ Near the end of the first semester of evaluation, the school guidance counselor must complete and submit the “Professional Self-Report.”
- ♦ A building-level administrator (and other supervisors, as appropriate) must complete the “Professional Performance Description.”
- ♦ Each evaluator must review the “Professional Self-Report” and the “Professional Performance Description.”
- ♦ The school guidance counselor need not complete another “Professional Self-Report” during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the “Professional Performance Description” during both semesters.

DOCUMENTATION

- ♦ The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the school guidance counselor:
 - ❖ specific evidence of the school guidance counselor’s performance with regard to each of the seven APSs and
 - ❖ a summary of the school guidance counselor’s overall performance.
- ♦ This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- ♦ All members of the school guidance counselor’s evaluation team must participate in a consensus-based process to determine evaluation judgments.
- ♦ The evaluation team must reach consensus on each of the seven APSs regarding whether the school guidance counselor *meets standard* or *does not meet standard*.
- ♦ The school guidance counselor must meet the competency standard on all seven of the APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

ADEPT Formal Evaluation Requirements for Special-Area Educators: Speech-Language Therapists

PURPOSE AND INTENDED USE OF THE REQUIREMENTS

These requirements are intended to support South Carolina's ADEPT system by providing appropriate standards and procedures for the performance evaluation of speech-language therapists. The ADEPT Performance Standards (APSs) described below apply to speech-language therapists at all contract levels. The formal evaluation procedures apply to speech-language therapists at the annual-contract level as well as to continuing-contract speech-language therapists who have been scheduled for formal evaluation, consistent with the State Board of Education ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *speech-language therapist* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification as a speech-language therapist (formerly, *speech correctionist*), (2) has a Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association (ASHA), and/or (3) is licensed by the South Carolina Board of Examiners in speech-language pathology.

ADEPT PERFORMANCE STANDARDS FOR SPEECH-LANGUAGE THERAPISTS

Formal performance evaluations of speech-language therapists must address the following ten ADEPT Performance Standards (APSs) and provide clear, consistent, and convincing evidence of the speech-language therapist's performance with regard to each of these standards:

APS 1: Long-Range Planning

The speech-language therapist develops a long-range plan (LRP) that describes and/or references appropriate procedures for identifying, assessing, and providing comprehensive services to speech-language-impaired children and for establishing and maintaining the ongoing program operations that are necessary to effectively address the specific needs of the students and the school.

APS 2: Complying with Guidelines and Regulations

The speech-language therapist follows applicable federal, state, and local regulations and guidelines that relate to procedural due process, program eligibility, Medicaid, and program documentation.

APS 3: Short-Range Planning of Therapy

The speech-language therapist develops, evaluates, and revises short-term objectives—including aligned treatment strategies, resources, and schedules—that facilitate the accomplishment of the individualized education program (IEP) goals for each student.

APS 4: Short-Range Planning of Assessment

The speech-language therapist demonstrates the ability to select/develop, interpret, and use the results of appropriate formal and informal measures to conduct comprehensive and ongoing student assessments.

APS 5: Establishing and Maintaining High Expectations for Students

The speech-language therapist establishes, maintains, and reinforces appropriate expectations for the performance and participation of each student, both within and outside of the therapy setting, and appropriately involves others (e.g., parents, teachers, other IEP team members) in the various aspects of the therapy process.

APS 6: Using Strategies That Facilitate Communication Skills

The speech-language therapist selects and effectively uses a variety of appropriate methods, strategies, and techniques to enhance each student's communication skills.

APS 7: Monitoring and Enhancing Communication

The speech-language therapist effectively and continuously monitors each student's performance and uses this information to make appropriate decisions regarding the immediate and long-term course of therapy.

APS 8: Maintaining an Environment That Promotes Communication

The speech-language therapist maintains an engaging physical environment and establishes a positive, inviting climate that is designed to enhance each student's communication interactions.

APS 9: Managing the Therapy Setting

The speech-language therapist establishes, communicates, and enforces appropriate rules for student behavior and procedures for managing noninstructional routines.

APS 10: Fulfilling Professional Responsibilities

The speech-language therapist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

EVALUATION TEAMS

- ◆ Each speech-language therapist who is scheduled for formal evaluation must be assigned an evaluation team.
- ◆ Each evaluation team must have a minimum of two members.
- ◆ All evaluation team members must be certified ADEPT evaluators and must have successfully completed training in the ADEPT evaluation process for speech-language therapists.

- ◆ At least one member of the evaluation team must be a certified speech-language therapist, and at least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for speech-language therapists.

ORIENTATION

- ◆ Each speech-language therapist who is scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process.
- ◆ At a minimum, this orientation must include written and oral explanations of the ADEPT Performance Standards for speech-language therapists, the evaluation process, the criteria for successful completion of the evaluation (including the district’s procedural requirements for special education/speech and Medicaid documentation), and the intended use of the evaluation results.

REQUIRED DATA SOURCES AND TIMELINES

A variety of data-collection methods must be used in order for an accurate representation of the speech-language therapist’s professional performance to be obtained. Additional methods of collecting evidence may be used if such methods are in accordance with the district’s approved ADEPT plan and are deemed appropriate by the evaluation team.

Long-Range Plan (APS 1)

- ◆ During the first semester of evaluation, each evaluator must review the speech-language therapist’s long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on APS 1, (2) the speech-language therapist made no significant modifications to the long-range plan subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary.
- ◆ Data collection for APS 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be given a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.

Speech-Language Records and Documentation (APS 2)

- ◆ Near the end of the first semester of evaluation, each evaluator must review a random sampling of the speech-language records (including due process and Medicaid records) to determine compliance with applicable regulations and guidelines.
- ◆ Each evaluator should review a minimum of five records, except in special circumstances where the therapist’s caseload requires fewer records to be generated. Only those records actually completed by the speech-language therapist should be selected for review; documents “inherited” from previous speech-language therapists do not constitute appropriate evidence.

- ◆ Criteria for the evaluation of the speech-language records must be consistent with the district's special education requirements for speech and Medicaid documentation.
- ◆ A records review need not be conducted during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on APS 2 and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APS 2 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

IEP Meetings and Interviews (APSs 3 and 4)

- ◆ During the first semester of evaluation, each evaluator must attend at least one IEP meeting (e.g., initial placement, annual review) conducted by the speech-language therapist. The evaluator may serve as the designated "administrator" for the meeting, if district policy allows.
- ◆ After each IEP meeting, the evaluator must conduct a follow-up interview with the speech-language therapist to collect information and review artifacts related to these APSs. APSs 3 and 4 need not be reviewed again during the second semester of evaluation if (1) the speech-language therapist receives a preliminary rating of *meets standard* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary.
- ◆ Data collection for APSs 3 and 4 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Observations (APSs 5, 6, 7, 8, and 9)

- ◆ Each evaluator must conduct at least one unannounced observation of a therapy session each semester (i.e., a minimum of four observations must be conducted during the school year).
- ◆ All observations must last a minimum of one entire session. Evaluators should plan to arrive early to allow sufficient time for the speech-language therapist to access the student(s) IEP(s) prior to the beginning of the session. Additional observations may be conducted at the discretion of the evaluation team.

Speech-Language Therapist's "Reflection" (APS 7)

- ◆ Following every therapy-session observation conducted during the first semester of evaluation, the speech-language therapist must complete a written "Reflection" on the session. The "Reflection" should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator.
- ◆ Each "Reflection" must be reviewed by the evaluator who conducted the observation.
- ◆ The speech-language therapist need not complete another "Reflection" following the observations conducted during the second semester of evaluation if (1) he or she receives a

preliminary rating of *meets standard* on APS 7 and (2) the evaluation team agrees that no additional written reflections are necessary. Additional reflections may be requested during the second semester of evaluation, at the discretion of the evaluation team. In such instances, the speech-language therapist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

Professional Self-Report and Description (APS 10)

- ◆ Near the end of the first semester of evaluation, the speech-language therapist must complete and submit the "Professional Self-Report."
- ◆ A building-level administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description."
- ◆ Each evaluator must review the "Professional Self-Report" and the "Professional Performance Description."
- ◆ The speech-language therapist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on APS 10 and (2) the evaluation team agrees that no additional reviews are necessary. The building-level administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

DOCUMENTATION

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the speech-language therapist:

- ◆ specific evidence regarding the speech-language therapist's performance with regard to each of the ten APSs and
- ◆ a summary of the speech-language therapist's overall performance.

This information also must be made available to the SDE upon request.

EVALUATION JUDGMENTS AND CONFERENCES

- ◆ All members of the speech-language therapist's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- ◆ The evaluation team must reach consensus on each of the ten APSs regarding whether the speech-language therapist *meets standard* or *does not meet standard*.
- ◆ The speech-language therapist must meet the competency standard on at least nine of the ten APSs at the time of the final evaluation in order to receive an overall judgment of *met* on the formal evaluation.

Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those for classroom-based teachers, which are delineated in an earlier section of this document.

APPENDIX A

Contract Types, ADEPT Processes, and District Options

INDUCTION CONTRACT	
<ul style="list-style-type: none"> ◆ Issued to educators who have less than one year of teaching experience ◆ Required for all educators, except for experienced out-of-state or nonpublic school teachers 	
<p>ADEPT process: induction</p> <ul style="list-style-type: none"> ◆ Induction program and mentoring support and assistance ◆ Formative feedback ◆ Formal evaluation not required 	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Annual-contract formal evaluation 1—if educator was successful in induction-contract year ◆ Annual-contract diagnostic assistance—if more time is needed before formal evaluation ◆ Contract nonrenewal* (educator has no due process rights in statute)
ANNUAL CONTRACT	
<ul style="list-style-type: none"> ◆ Issued to educators who <ul style="list-style-type: none"> ❖ have completed an induction-contract year, <i>or</i> ❖ are from out of state or from a nonpublic school setting and have more than one year of teaching experience, <i>or</i> ❖ are returning to teaching following ADEPT-related state sanctions ◆ Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting 	
<p>ADEPT process: diagnostic assistance</p> <ul style="list-style-type: none"> ◆ Provided to educators who <ul style="list-style-type: none"> ❖ need additional assistance following an induction-contract year, <i>or</i> ❖ have an unsuccessful annual-contract formal evaluation 1 year, <i>or</i> ❖ have more than one year of teaching experience in another state or a nonpublic school setting, <i>if</i> time is needed for an orientation to the district and/or the ADEPT system prior to formal evaluation <p>[Note: Educators are eligible for no more than one annual-contract diagnostic assistance year.]</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Annual-contract formal evaluation 1—if the annual-contract diagnostic assistance year followed the induction-contract year ◆ Annual-contract formal evaluation 2—if the annual-contract diagnostic assistance year followed an unsuccessful annual-contract formal evaluation 1 year ◆ Contract nonrenewal* (educator has limited due process rights in statute) <p>[Note: An annual-contract diagnostic assistance year is always followed by an annual-contract formal evaluation during the next year of teaching employment.]</p>
<p>ADEPT process: formal evaluation 1</p> <p>Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract diagnostic assistance—if teacher was not successful on formal evaluation and has had no previous annual-contract diagnostic assistance ◆ Annual-contract formal evaluation 2—if educator was not successful on formal evaluation and has had a previous annual-contract diagnostic assistance year ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal* (educator has limited due process rights in statute)

Contract Types, ADEPT Processes, and District Options

<p>ADEPT process: formal evaluation 2 Required for all educators who did not successfully complete an annual-contract formal evaluation 1 year</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Contract nonrenewal*—if educator was successful on formal evaluation (educator has limited appeal procedure in statute) ◆ State sanctions**—if educator was not successful on second formal evaluation (educator has limited due process rights in statute)
<p>ADEPT process: informal GBE Provided <i>only</i> to educators (most often PACE, CATE, or international teachers) who have completed a successful annual-contract formal evaluation 1 year or annual-contract formal evaluation 2 year but who have not yet completed all other requirements for a professional teaching certificate</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE—if educator was successful on annual-contract GBE and is eligible for a professional teaching certificate ◆ Annual-contract GBE—if educator was successful on previous annual-contract GBE but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) ◆ Annual-contract discretionary formal evaluation—if educator was not successful on annual-contract GBE ◆ Contract nonrenewal* (educator has limited due process rights in statute)
<p>CONTINUING CONTRACT</p> <p>Issued to individuals who</p> <ul style="list-style-type: none"> ◆ have successfully completed a formal evaluation at the annual-contract level and have fulfilled all requirements for a professional teaching certificate <i>or</i> ◆ hold a valid teaching certificate and have been employed under a previous continuing contract 	
<p>ADEPT process: informal GBE</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)
<p>ADEPT process: formal evaluation (If recommended for formal evaluation, the educator must be notified in writing no later than April 15 or at the time of hire if the educator is new to the district.)</p>	<p>Resulting year-end options for school districts:</p> <ul style="list-style-type: none"> ◆ Continuing-contract GBE ◆ Continuing-contract discretionary formal evaluation ◆ Contract nonrenewal* (educator has full due process rights in statute)

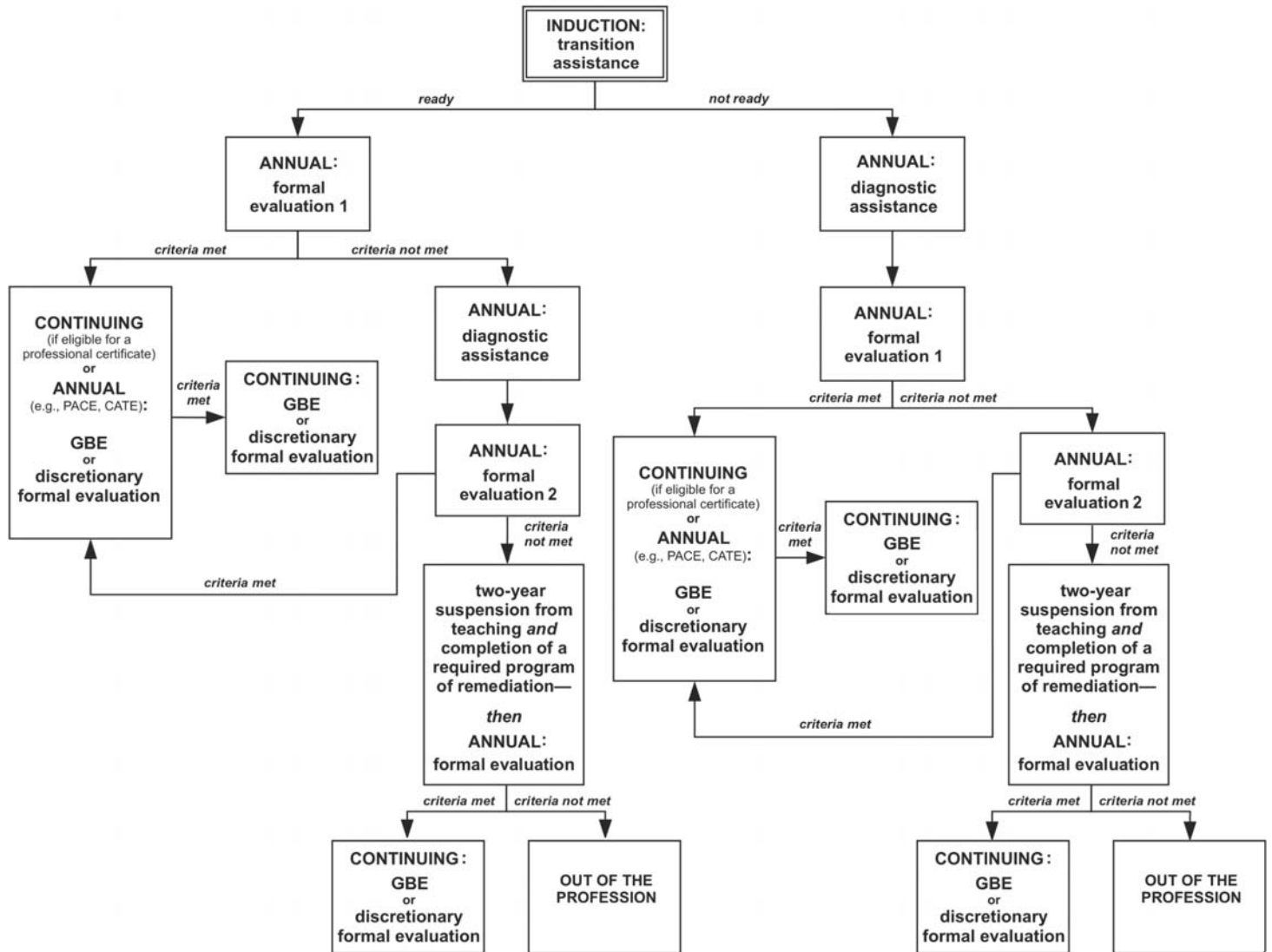
The *most typical* sequence for traditionally prepared educators is as follows:



* Educators whose contracts are not renewed are still eligible for employment in another school district.

** Educators may remain an *annual* contract for up to four years. However, after two unsuccessful formal evaluations at the annual-contract level, state sanctions are imposed. In these instances, educators may not teach for a minimum of two years and must complete a state-approved remediation plan in order to become eligible to reenter the profession.

Flow Chart: Contract Types, ADEPT Processes, and District Options



APPENDIX B

ADEPT Formal Evaluation Observation Record for Classroom-Based Teachers

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Date/time of observation: _____ Observer: _____

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

A. What was the physical environment of the classroom like?

B. What type of affective climate did the teacher establish for the students?

C. What type of learning climate did the teacher establish for the students?

APS 9: MANAGING THE CLASSROOM

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

A. What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave?

B. In what ways did the teacher maximize—or *fail* to maximize— instructional time?

C. What types of instructional materials, resources, and technologies were used during the lesson, and how did the teacher manage them?

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

A. What did the teacher expect the students to *learn* from the lesson? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?

B. What did the teacher expect the students to *do* during and after the lesson? In what ways did the students demonstrate that they understood what the teacher expected them to do?

C. How did the teacher help the students *relate* to the learning? In what ways did the students demonstrate that they understood the relevance and/or importance of the learning?

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

A. What instructional strategies did the teacher use during the lesson?

B. In what ways did the teacher vary the instructional strategies during the lesson, and why?

C. What evidence suggests that the instructional strategies were—or were *not*—effective in terms of promoting student learning and success?

APS 6: PROVIDING CONTENT FOR LEARNERS

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.

A. What evidence suggests that the teacher did—or did *not*—have a thorough knowledge and understanding of the content?

APS 6: PROVIDING CONTENT FOR LEARNERS

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.

B. What was the content of the lesson?

C. How did the teacher explain and/or demonstrate the content to the students, and how effective were the explanations/demonstrations?

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

A. In what ways—and how effectively—did the teacher monitor student learning during the lesson?

B. In what ways—and how effectively—did the teacher make adjustments to accommodate the learning needs of the students?

C. What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?

Comments

APPENDIX C

ADEPT Formal Evaluation Consensus Report

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Academic year: _____ Cycle: preliminary final

DOMAIN 1: PLANNING

APS 1: Long-Range Planning		Met (1point)	Not Met (0 points)	Rationale
1.A	Obtaining and analyzing student information and using this information to guide instructional planning			
1.B	Establishing appropriate learning and developmental goals for all students			
1.C	Identifying and sequencing appropriate instructional units			
1.D	Developing appropriate processes for evaluating and recording students' progress and achievement			
1.E	Planning appropriate procedures for managing the classroom			

APS 2: Short-Range Planning of Instruction		Met (1point)	Not Met (0 points)	Rationale
2.A	Developing unit objectives			
2.B	Developing unit plans (content, strategies, materials, resources)			
2.C	Using student performance data to guide instructional planning			

APS 3: Planning Assessments and Using Data		Met (1point)	Not Met (0 points)	Rationale
3.A	Developing/selecting and administering appropriate assessments			
3.B	Gathering, analyzing, and using assessment data			
3.C	Using assessment data to reflect student progress and achievement			

Domain 1 (APSs 1–3) total points earned:		(Total points possible = 11)
Domain 1 rating:	<input type="checkbox"/> Pass (≥ 10 points)	<input type="checkbox"/> Fail (≤ 9 points)

DOMAIN 2: INSTRUCTION

APS 4: Establishing and Maintaining High Expectations for Learners		Met (1point)	Not Met (0 points)	Rationale
4.A	Establishing, communicating, and maintaining high expectations for student achievement			
4.B	Establishing, communicating, and maintaining high expectations for student participation			
4.C	Helping students assume responsibility for their own participation and learning			

APS 5: Using Instructional Strategies to Facilitate Learning		Met (1point)	Not Met (0 points)	Rationale
5.A	Using appropriate instructional strategies			
5.B	Using a variety of instructional strategies			
5.C	Using instructional strategies effectively			

APS 6: Providing Content for Learners		Met (1point)	Not Met (0 points)	Rationale
6.A	Demonstrating a thorough command of the subject matter			
6.B	Providing appropriate content			
6.C	Structuring the content to promote meaningful learning			

APS 7: Monitoring, Assessing, and Enhancing Learning		Met (1point)	Not Met (0 points)	Rationale
7.A	Monitoring student learning during instruction			
7.B	Enhancing student learning during instruction			
7.C	Providing appropriate instructional feedback to all students			

Domain 2 (APSs 4–7) total points earned:		(Total points possible = 12)
Domain 2 rating:	<input type="checkbox"/> Pass (≥ 11 points)	<input type="checkbox"/> Fail (≤ 10 points)

DOMAIN 3: ENVIRONMENT

APS 8: Maintaining an Environment That Promotes Learning		Met (1point)	Not Met (0 points)	Rationale
8.A	Creating a safe physical environment that is conducive to learning			
8.B	Creating and maintaining a positive classroom climate			
8.C	Creating and maintaining a classroom culture of learning			

APS 9: Managing the Classroom		Met (1point)	Not Met (0 points)	Rationale
9.A	Managing student behavior appropriately			
9.B	Making maximum use of instructional time			
9.C	Managing noninstructional routines efficiently			

Domain 3 (APSs 8–9) total points earned:		(Total points possible = 6)
Domain 3 rating:	<input type="checkbox"/> Pass (≥ 5 points)	<input type="checkbox"/> Fail (≤ 4 points)

DOMAIN 4: PROFESSIONALISM

APS 10: Fulfilling Professional Responsibilities		Met (1point)	Not Met (0 points)	Rationale
10.A	Advocating for the students			
10.B	Working to achieve organizational goals			
10.C	Communicating effectively			
10.D	Exhibiting professional demeanor and behavior			
10.E	Becoming an active, lifelong learner			

Domain 4 (APS 10) total points earned:		(Total points possible = 5)
Domain 4 rating:	<input type="checkbox"/> Pass (≥ 4 points)	<input type="checkbox"/> Fail (≤ 3 points)

Overall judgment: **Met** (all four domains passed) **Not Met** (one or more domains failed)

Evaluators' signatures: *By signing below, I verify that the formal evaluation process was conducted in accordance with the approved ADEPT plan and that I participated in making—and am in agreement with—the above judgments.*

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____
(optional)

Teacher's signature: *By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.*

Teacher: _____ Date: _____

APPENDIX D

ADEPT Goals-Based Evaluation

Teacher's name: _____ Grade(s)/subject(s): _____

District: _____ School: _____

Dates of GBE cycle: from _____ to _____

PROFESSIONAL GROWTH AND DEVELOPMENT PLAN

♦ **Goal:**

(This goal is number _____ of _____ goals for the educator's five-year GBE cycle.)

♦ **Duration of goal:**

Anticipated beginning date (*school year*): _____ Anticipated completion date (*school year*): _____

♦ **Types of evidence** required to verify annual progress/overall goal accomplishment:

♦ **Level of performance** required to determine satisfactory progress/goal accomplishment:

♦ **Certificate renewal:**

Activities related to this goal

may apply toward this educator's certificate renewal *if* approved by the district.

may not apply toward this educator's certificate renewal.

The above plan was jointly prepared and agreed upon by the following individuals: [*please sign*]

Educator: _____ Date: _____

Supervisor: _____ Date: _____

GBE REVIEW

♦ **Evaluation summary:** (to be completed by the supervisor on the basis of the evidence presented by the educator)

The educator has *met* the above goal.

The educator is making *satisfactory progress* toward achieving this goal.

The educator is *not* making satisfactory progress toward achieving this goal.

Other/comments:

♦ **Overall recommendation:** (to be completed by the supervisor with input from the educator)

Continue the above goal.

Develop/pursue a *new* goal because

the above goal has been met.

the above goal is no longer appropriate for this educator.

one or more new priorities have been established for this educator.

Other/comments:

The signatures below verify that the educator has received a written and oral explanation of the above evaluation summary and recommendations:

Educator: _____ Date: _____

Supervisor: _____ Date: _____

APPENDIX E

ADEPT Formal Evaluation At-a-Glance: Classroom-Based Teachers

CLASSROOM-BASED TEACHER	EVALUATOR 1 (ADMINISTRATOR/ SUPERVISOR)	EVALUATOR 2 (EVALUATOR)	PEER EVALUATOR <i>(Consequential Evaluation)</i>
Complete the LRP (APS 1) and submit for inclusion in dossier			
Complete the (8-step) unit work sampling process (APSs 2 and 3) and submit for inclusion in the dossier			
Complete a reflection (APSs 4–9) following each data-collection observation and submit for inclusion in the dossier	Conduct data-collection observations (APSs 4–9) and place documentation in the dossier	Conduct data-collection observations (APSs 4–9) and place documentation in the dossier	(Optional) Conduct data-collection observations (APSs 4–9) and place documentation in the dossier
Complete the self-assessment (APS 10.E) and submit for inclusion in the dossier	Complete the professional review (APS 10.A–D) and submit for inclusion in the dossier		
	Review the dossier	Review the dossier	Review the dossier
	Hold the consensus meeting; complete the “ADEPT Formal Evaluation Consensus Report” form		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the teacher’s successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance: Library Media Specialists

LIBRARY MEDIA SPECIALIST (LMS)	EVALUATOR 1 (CERTIFIED LMS)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/SUPERVISOR
Complete the LRP (APS 1)			
	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Participate in interviews (APSs 2, 4, 5, and 6)	Conduct the interview; complete documentation (APSs 2, 4, 5, and 6)	Conduct interview; complete documentation (APSs 2, 4, 5, and 6)	
Complete a written reflection (APS 3) following each observation	Conduct the observations	Conduct the observations	
	Review the reflection	Review the reflection	
	Complete the documentation (APS 3)	Complete the documentation (APS 3)	
Complete the “Professional Self-Report” (APS 7)			Complete the “Professional Performance Description” (APS 7)
	Review the “Professional Self-Report”	Review the “Professional Self-Report”	
	Review the “Professional Performance Description”; complete the documentation (APS 7)	Review the “Professional Performance Description”; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and the “Evaluation Summary”		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the library media specialist’s successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance: School Guidance Counselors

SCHOOL GUIDANCE COUNSELOR	EVALUATOR 1 (CERTIFIED COUNSELOR)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/SUPERVISOR
Complete the LRP (APS 1)			
Begin distributing the “ Consultation Survey ” forms (APS 5)	Review the LRP; complete the documentation (APS1)	Review the LRP; complete the documentation (APS 1)	
Participate in interviews (APSs 2, 3, 6)	Conduct the counseling interview; complete the documentation (APSs 2, 3, 6)	Conduct the guidance interview; complete the documentation (APSs 2, 3, 6)	
Complete a written counseling or guidance reflection following each observation (APS 4)	Conduct the counseling observation	Conduct the guidance observation	
	Review the counseling reflection	Review the guidance reflection	
	Complete the documentation (APS 4)	Complete the documentation (APS 4)	
Analyze the results of “ Consultation Survey ”; complete the “Consultation Summary Report” (APS 5)			
Complete the “ Professional Self-Report ” (APS 7)	Review the “Consultation Summary Report”; complete the documentation (APS 5)	Review the “Consultation Summary Report”; complete the documentation (APS 5)	Complete the “Professional Performance Description” (APS 7)
	Review the “Professional Self-Report”	Review the “Professional Self-Report”	
	Review the “Professional Performance Description”; complete the documentation (APS 7)	Review the “Professional Performance Description”; complete the documentation (APS 7)	
	Hold the consensus meeting; complete the consensus documentation and “Evaluation Summary”		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the school guidance counselor’s successful preliminary evaluation results in each respective APS.

ADEPT Formal Evaluation At-a-Glance: Speech-Language Therapists

SPEECH- LANGUAGE THERAPIST (SLT)	EVALUATOR 1 (CERTIFIED SLT)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete an LRP (APS 1)	Review the LRP; complete the documentation (APS 1)	Review the LRP; complete the documentation (APS 1)	
Make records available for review (APS 2)	Review randomly selected records; complete documentation (APS 2)	Review randomly selected records; complete documentation (APS 2)	
Conduct IEP meetings ; participate in interviews (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APSs 3 and 4)	Attend an IEP meeting; conduct a follow-up interview with the SLT; complete the documentation (APS 3 and 4)	
Complete a written reflection following each observation (APS 7)	Conduct the observation	Conduct the observation	
	Review the reflection	Review the reflection	
	Complete the documentation (APSs 5, 6, 7, 8, and 9)	Complete the documentation (APSs 5, 6, 7, 8, and 9)	
Complete the “Professional Self-Report” (APS 10)	Review the “Professional Self-Report”	Review the “Professional Self-Report”	Complete the “Professional Performance Description” (APS 10)
	Review the “Professional Performance Description”; complete the documentation (APS 10)	Review “Professional Performance Description”; complete the documentation (APS 10)	
	Hold the consensus meeting; complete the consensus documentation and the “Evaluation Summary”		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the final evaluation cycle, at the discretion of the evaluation team, contingent upon the speech-language therapist’s successful preliminary evaluation results in each respective APS.