

**Expanded ADEPT  
Induction/Mentoring, Formal Evaluation, & GBE  
District Implementation Plan  
2015–16**

*Instructions to school districts: Please complete the entire Expanded ADEPT Plan template, as indicated below, and return the completed plan **along with a copy of the district's school calendar for 2015–16 as e-mail attachments to Roxanne Sims, OTE Administrative Specialist, at [rlsims@ed.sc.gov](mailto:rlsims@ed.sc.gov)**. Roxanne can be reached by phone at **803.734.3163**. If a consortium has developed one alternative aligned evaluation system for each member district, the consortium director should submit one plan on behalf of the districts. The plan must include a cover sheet with signatures from each representing superintendent. Districts that have plans submitted on their behalf must still provide their individual evaluation timeline calendars. *The deadline for submission is **June 1, 2015**. Thank you.**

**School district:** South Carolina Public Charter School District

**Date of submission of plan:** May 29, 2015, revised August 20, 2015

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**Title/position of administrator submitting the plan:** Director of Academic Programs

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

- the ADEPT statute (§§ 59-26-30 and 59-26-40 of the South Carolina Code of Laws), available online at ([http://ed.sc.gov/agency/programs-services/50/documents/ADEPT\\_Statute\\_Amended2012.pdf](http://ed.sc.gov/agency/programs-services/50/documents/ADEPT_Statute_Amended2012.pdf)),
- the ADEPT regulation (R 43-205.1), available online at (<http://ed.sc.gov/agency/programs-services/50/adeptreg.cfm>), and
- the Expanded ADEPT Guidelines (approved March 2015, available online at (<http://ed.sc.gov/agency/ee/Educator-Evaluation-Effectiveness/documents/EP-01-ADEPTGuideline-Attach-03-15.pdf>).
- To the extent not superseded by the Expanded ADEPT Guidelines (<http://ed.sc.gov/agency/ee/Educator-Evaluation-Effectiveness/documents/EP-01-ADEPTGuideline-Attach-03-15.pdf>), the 2006 ADEPT Guidelines ([http://www.ed.sc.gov/agency/programs-services/50/documents/adept\\_guidelines.pdf](http://www.ed.sc.gov/agency/programs-services/50/documents/adept_guidelines.pdf)), and the SAFE-T Guidelines (<http://www.ed.sc.gov/agency/programs-services/50/documents/SAFETGuideTeachersEvaluators.pdf>).

**Section I**

**PERFORMANCE STANDARD ASSURANCES**

**2015–16**

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

Educators	The district proposes using the following standards:			
	ADEPT Performance Standards <i>(see Appendix A)</i>	Educator Evaluation Project Models		Alternate Performance Standards* <i>(see endnote below)</i>
		Enhanced ADEPT Project (EA)	SC Teaching Standards Project (SCTS)	
Classroom-Based Teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School Guidance Counselors	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Library Media Specialists	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Speech-Language Therapists	<input checked="" type="checkbox"/>			<input type="checkbox"/>

\* If the district proposes using alternate performance standards, the district must provide a list and accompanying description of the standards. Also, to establish equivalency, the district must develop and include a crosswalk that shows the alignment between each of the ADEPT Performance Domains (i.e., Planning, Instruction, Environment, and Professionalism) and the district’s proposed performance domains. The district must receive approval from the South Carolina Department of Education (SCDE) prior to implementing alternate standards. When reporting results to the SCDE, the district must use the approved alignment crosswalk to convert all alternate performance standards data to the ADEPT Performance Standards reporting format. A sample template of what the crosswalk should look like can be found at the following link:

<http://ed.sc.gov/agency/programs-services/50/documents/InTASCStandardsCrosswalk.pdf>.

**District Comments about Performance Standards** *(optional)*

In addition to the following explanation, a committee from the SCPCSD and the SCDE Office of Teacher Evaluation has been working to develop SAFE-V for virtual teacher evaluation.

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Cyber teachers will use the ADEPT Performance Standards as written for APS 1, APS 2, and APS 10. In addition to using the state outlined performance standards, the SCPCSD will add the following criteria for cyber teachers to each of the following standards:

APS 3: Demonstrates an awareness of how the use of technology may impact student testing performance; continually reviews all materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness.

APS 4: Provides an online syllabus that details the terms of class interaction for both teacher and students; defines clear expectations for both teacher and students; defines the grading criteria, establishes inappropriate behavior criteria for both teacher and students, and explains the course organization to students; provides a syllabus with objectives, concepts and learning outcomes in a clearly written, concise format.

APS 5: Incorporates multimedia and visual resources into an online module; utilizes synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards) effectively; demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis, and evaluation instead of passive lectures); differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge.

APS 6: Demonstrates the ability to effectively use and incorporate subject-specific and developmentally appropriate software in an online learning module.

APS 7: Demonstrates the ability to modify and add content and assessment, using an online Learning Management System; demonstrates knowledge and responds appropriately to the cultural background and learning needs of non-native English speakers; persists, in a consistent and reasonable manner, until students are successful; uses student data to inform instruction, guides and monitors students' management of their time, monitors learner progress with available tools and develops an intervention plan for unsuccessful learners; creates or selects fair, adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability and consistency over time; uses observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.

APS 8: Demonstrates the ability to effectively use word-processing, spreadsheets and presentation software; demonstrates effective use of Internet browsers, email applications and appropriate online etiquette; builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity; promotes learning through group interaction; leads online instruction groups

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that are goal-oriented, focused, project-based, and inquiry-oriented; demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students.

APS 9: Facilitates and monitors appropriate interaction among students; consistently models effective communication skills and maintains records of applicable communications with students; provides timely, constructive feedback to students about assignments and questions; gives students clear expectations about teacher response time; establishes standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication; identifies the risks of academic dishonesty for students; informs students of their right to privacy and the conditions under which their names or online submissions may be shared with others; demonstrates the ability to anticipate challenges and problems in the online classroom; encourages collaboration and interaction among all students.

APS 10: Demonstrates growth in technology knowledge and skills in order to stay current with emerging technologies.

[Adapted from Southern Regional Education Board: Educational Technology Cooperative, *Online Teaching Evaluation for State Virtual Schools*, October 2006, [www.sreb.org](http://www.sreb.org)]

## Section II

# INDUCTION AND MENTORING PROGRAM ASSURANCES

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The school district will provide an induction and mentoring program for all beginning classroom-based teachers and professional support specialists (i.e., library media specialists, school guidance counselors, and speech-language therapists) in order to increase the effectiveness and promote the retention of novice educators. Through its induction and mentoring program, the district will provide assistance and support to beginning educators, consistent with the requirements of the 2006 South Carolina Induction and Mentoring Program Implementation Guidelines **and the June 18, 2012 Amendments to the ADEPT Statute to include the variable induction-contract period (see a summary of the Guidelines in Appendix B).**

**Per the State Board approved 2015 Expanded ADEPT guidelines, beginning with the 2015-16 school year, Induction contract teachers will collect evidence of student growth annually. Teachers in grades 4-8 ELA/math are required to incorporate EVAAS test score measures in their evidence of student growth. Additionally, these teachers must receive a minimum of 1 integral classroom observation per semester with feedback provided at mid-year and end-of-year consensus meetings.**

### Induction and Mentoring Program for Year 1 Teachers

The district will implement the following Induction and Mentoring Plan for beginning educators and verify that this plan meets all Key Elements, as described in Appendix B.

- The district will implement an Induction and Mentoring Plan for year 1 teachers to include: an assigned mentor; an observation team consisting of at a minimum the school principal or trained administrative designee (at least 1 integral classroom observation must be conducted per semester); annual student growth measures; and, a professional growth and development plan. In the box below, please provide a description of the district's Induction and Mentoring Plan for year 1 teachers.  
The SCPCSD will require individual schools to conduct an orientation, monthly professional development, bi-weekly meetings with mentor, monthly informal evaluations, and formal evaluations each semester by mentor and administrator. Induction teachers will be trained on the use of SLOs and will develop a professional growth and development plan that will be evaluated using informal and formal evaluations.

### Induction Year 2 Teachers

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

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

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- The district will have Induction Year 2 teachers

A brief description of the plans to provide support and assistance to Induction 2 teachers is provided here. The SCPCSD will assign a Mentor to work with the 2nd year teachers to ensure the teacher receives support to improve in the area(s) which have been identified. A team of two school members, one administrator and a teacher certified in the same certification area as the beginning teacher will observe and assist the beginning teacher. The teacher and the administrator will observe two times each during the fall and spring semesters and provide feedback to the beginning teacher after each observation. The SCPCSD Induction Feedback Form will be used to record the observations and serve as a discussion tool for feedback to the beginning teacher. Emphasis will be placed on beginning teacher improvement in the areas of weakness identified. After the final spring observations the teacher and the administrator will determine the beginning teacher's readiness to advance to Formal 1 or to remain in Induction for Year 3. Induction Year 2 teachers will be trained on and will write SLOs to evaluate student growth.

### Induction Year 3 Teachers

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

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

A brief description of the plans to provide support and assistance to Induction 3 teachers is provided here. SCPCSD will assign the teacher and the administrator from the Induction Year 2 Team to write a Professional Growth and Development Plan for the beginning teacher focusing on the identified area(s) for improvement. There will be a new team assigned that will include a teacher with the same certification area, a teacher with strengths in the areas of weakness of the beginning teacher and an administrator. All three team members will observe once each during fall and spring semesters and meet with the beginning teacher at the conclusion of the observation to provide feedback. At the end of fall semester the teachers and administrator will meet to write an updated Professional Growth and Development Plan again focusing on area(s) for improvement. At the end of the spring semester the team will reach consensus to advance or not the beginning teacher to Formal 1. Induction Year 3 teachers will be trained on and will write SLOs to evaluate student growth.

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

### **Induction and Mentoring Program Evaluation and Improvement** *(required)*

By submitting this Expanded ADEPT Plan, and unless otherwise noted, the district agrees to collect and maintain qualitative and quantitative data on the effectiveness of its Induction and Mentoring Program and to make this documentation available at the request of the SCDE or during a site visit.

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

The district ADEPT Coordinator ensures the fidelity of implementation through review of paperwork, site visits and informal interviews with teachers being evaluated and those serving either as Mentors or team members. Frequently school leaders are reminded of ADEPT deadlines for completion of required evaluation paperwork. Administrators and teachers who participated in any component of ADEPT were asked to respond to a survey to evaluate the effectiveness of the process. Survey questions focus on the components of the process as well as the delivery system, such as the time line, the number and frequency of observations, the number and frequency of information sessions, the format of documentation, etc. The ADEPT Coordinator reviews the survey responses and responds to suggestions for improvement. The necessary adjustments to the process are made each summer and the revisions are shared with the leadership of the schools prior to the beginning of the new school year.

Based on 2014-15 quantitative and qualitative data, briefly describe your district's strengths in terms of promoting the growth, performance, and effectiveness of its Induction teachers relative to the ADEPT Performance Standards. Also based on that data, please describe your district's opportunities for improvement and plans for implementing those improvements. Examples of possible data sources include teacher and mentor surveys, observation data, walkthrough data, etc.

The SCPCSD acknowledges some weakness in the area of induction and mentoring. It is sometimes very difficult to find a mentor for teachers in a small school where they may be the only person teaching that specific subject. We have had some success in asking teachers from other schools to serve as Mentors. We also depend on the individual schools to provide monthly meetings to work with Induction teachers. SCPCSD has schools all over the state and it is not practical to have a district training opportunity. We are investigating on-line support for Induction teachers in addition to local school support. SCPCSD is recruiting teachers to attend Mentor training to ensure that in the district every subject area has at least two Mentors available. Schools are required to have teachers and administrators trained as Mentors or SAFE-T evaluators in order to have enough people to serve on ADEPT teams in every subject area. Schools are encouraged to craft goals based evaluations around the goals of the school charter.

**Section III**

**FORMAL (SUMMATIVE) EVALUATION**

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**The district will use the following formal observation models to evaluate teacher Professional Practice:**  
*(For each of the four groups of educators listed below, check the evaluation model that the district will use.)*

<b>Educators</b>	<b>The district proposes using the following Observation Instruments:</b>			
	<b>ADEPT</b>	<b>Educator Evaluation Project Models</b>		<b>Alternate Formal Observation Model*</b> <i>(see endnote below)</i>
		<b>Enhanced ADEPT Project (EA)</b>	<b>SC Teaching Standards Project (SCTS)</b>	
<b>Classroom-Based Teachers</b> <i>In order to pass the formal evaluation, teachers must pass all four domains.</i>	<input checked="" type="checkbox"/> <b>SAFE-T</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>School Guidance Counselors</b> <i>In order to pass the formal evaluation, school guidance counselors must pass all seven of their performance standards.</i>	<input checked="" type="checkbox"/> <b>2006 ADEPT Model</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Library Media Specialists</b> <i>In order to pass the formal evaluation, library media specialists must pass ADEPT Performance Standard/Dimension 3 (Collaborating for Instruction and Services) and at least five of their remaining six standards.</i>	<input checked="" type="checkbox"/> <b>2006 ADEPT Model</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speech-Language Therapists</b> <i>In order to pass the formal evaluation, speech-language therapists must pass at least nine of their performance standards.</i>	<input checked="" type="checkbox"/> <b>2006 ADEPT Model</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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\* If the district proposes using one or more **Alternate Formal Observation Models** (NOTE: **Educator Evaluation Project** districts using **Enhanced ADEPT (EA)** or **South Carolina Teaching Standards (SCTS)** do not have to provide a description of this information), the district must provide a comprehensive evaluation guide for each proposed model. Alternate observation models for teachers (including special area educators) must meet all current requirements of the ADEPT statute, regulation, and guidelines (see page 1 of this document for online links).

The district must report all formal evaluation results to the SCDE in a format that is consistent with the state's ADEPT formal evaluation models.

The district must receive approval from the SCDE prior to implementing an alternate formal evaluation model (NOTE: **Educator Evaluation Project** participants do not have to submit this information regarding implementation of the **project** evaluation models).

#### **District Comments about Teacher Professional Practice** (*optional*)

The SCPCSD and the SCDE office of teacher evaluation have formed a committee to develop a new evaluation model SAFE-V to use as the formal evaluation of cyber classroom teachers.

Cyber teachers will use the ADEPT Performance Standards as written for APS 1, APS 2, APS 4, and APS 10. In addition to using the state outlined performance standards, the SCPCSD will add the following criteria for cyber teachers to each of the following standards:

APS 3: The teacher must consider the use of technology and how that may impact student testing performance.

APS 5: Instructional Strategies will include, but are not limited to, the incorporation of multimedia and visual resources into an online module; utilizing synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards) effectively; strategies that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis, and evaluation instead of passive lectures); differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge.

APS 6: Demonstrates the ability to effectively use and incorporate subject-specific and developmentally appropriate software in an online learning module.

APS 7: Demonstrates the ability to modify and add content and assessment, using an online Learning Management System; demonstrates knowledge and responds appropriately to the cultural background and learning needs of non-native English speakers; persists, in a consistent and reasonable manner, until students are successful; uses student data to inform instruction, guides and monitors students' management of their time, monitors learner progress with available tools and develops an intervention plan for unsuccessful learners; creates or selects fair, adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability and consistency over time; uses observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.

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APS 8: Demonstrates the ability to effectively use word-processing, spreadsheets and presentation software; demonstrates effective use of Internet browsers, email applications and appropriate online etiquette; builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity; promotes learning through group interaction; leads online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented; demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students.

APS 9: Facilitates and monitors appropriate interaction among students; consistently models effective communication skills and maintains records of applicable communications with students; provides timely, constructive feedback to students about assignments and questions; gives students clear expectations about teacher response time; establishes standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication; identifies the risks of academic dishonesty for students; informs students of their right to privacy and the conditions under which their names or online submissions may be shared with others; demonstrates the ability to anticipate challenges and problems in the online classroom; encourages collaboration and interaction among all students.

APS 10: Demonstrates growth in technology knowledge and skills in order to stay current with emerging technologies.

[Adapted from Southern Regional Education Board: Educational Technology Cooperative, *Online Teaching Evaluation for State Virtual Schools*, October 2006, [www.sreb.org](http://www.sreb.org)]

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Pursuant to the state’s ESEA Flexibility Waiver, the state education agency must define a statewide approach for measuring student growth for grades and subjects in which state assessments are required. SCDE selected SAS EVAAS value-added measures (VAM) as the statewide test score measure for student growth purposes. **Teachers in grades 4-8 ELA/math are required to incorporate EVAAS test score measures in their evidence of student growth.** EVAAS test score measures are being calculated for grades 4-8 science and social studies, as well as on all end-of-course assessments, at no cost to districts. Even though this additional VAM data is not *required* to be used in the evaluation system, by doing roster verification in all of these areas, districts will have data that they may want to use for examining student performance. Additionally, teachers in these other grades/subject areas may want to use VAM data as part of their student learning objectives (SLOs). The March 11, 2015 guidelines allow districts flexibility on its use in subjects other than grades 4-8 ELA and math (where it is required).

Educators	The district proposes using the following student growth measures:	
	EVAAS Test Score Measures without an SLO	Student Learning Objectives ( <i>On page 8, in the same provided, please provide the district’s SLO scoring rubric</i> )
Classroom teachers grades 4-8, ELA/math (ESEA required)	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>**If using SLOs, EVAAS test score measures must be incorporated**</i>
All other classroom teachers with state standardized assessments (grades 5-8, SC PASS science/social studies; end-of-course assessments)	<input type="checkbox"/>	<input checked="" type="checkbox"/> Without VAM <input type="checkbox"/> With VAM
Classroom-based teachers without state standardized assessments	<input type="checkbox"/> <i>(If your district is using a non-state- standardized assessment to produce EVAAS test score measures, please provide the following on page 9 in the space provided: the name of the assessment and the grade(s) and subjects in which it is being used.</i>	<input checked="" type="checkbox"/> Without VAM <input type="checkbox"/> With VAM

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### **Description of non-state-standardized assessments the district will use (at district expense) to produce EVAAS or VAM test score measures, grades, and subjects:**

Due to the unique nature of charter schools, the SCPCSD will allow each school the autonomy to decide whether to use EVAAS measures and/or student learning objectives, with or without value added measures. Each school obtains its own non-state-standardized assessments to use for this purpose. Examples include NWEA MAP, Renaissance Learning STAR, SCANTRON, etc.

### **SLO Scoring Rubric(s):**

The teacher

- develops appropriate student learning objectives;
- sets rigorous yet attainable growth targets;
- monitors student progress, and
- demonstrates acceptable, measurable progress for a significant number of students.

Student Learning Objective (SLO) Rating Scale:

4 = 90-100% of students met or exceeded their growth goal

3 = 70-89% of students met or exceeded their growth goal

2 = 40-69% of students met or exceeded their growth goal

1 = Fewer than 40% of students met or exceeded their growth goal

Value-Added Measures (VAM) Modifier:

+1 = Students are achieving exceptional progress (teacher effectiveness level 5)

0 = Students are achieving near-average progress (teacher effectiveness level 2-4)

-1 = Students are achieving significantly below average progress (teacher effectiveness level 1)

*Please Complete the SLO District Readiness Checklist, providing brief responses where necessary.*

### **SLO District Readiness Checklist**

#### **Overarching Considerations**

- 1) What is the role of teachers in making district decisions related to SLOs? Very limited decisions will be made at the district level; the majority of decisions will be made at the school or teacher level.
- 2) How will your district balance teacher autonomy with the need for district consistency and comparability? Due to the nature of charter schools, individual schools and teachers will be given a great deal of autonomy and minimal effort will be made to maintain district-level consistency.

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- 3) How will your district go about balancing what's expected within the SLO process with district and school leader responsibilities? With teacher and teacher leader responsibilities? Charter School Law grants a great deal of autonomy to school leaders and their individual boards. Balancing their existing responsibilities with the SLO process will be an individual school board decision.
- 4) What support structures will your district have in place? SLO guidance? Coaching? Evaluator Support in reviewing and approving SLOs? The SCPCSD will provide the minimum training and support as required.
- 5) What is your district's timeline for implementation and deadlines for the SLO Cycle throughout the year?
  - Approval – As required by the SCDE or as decided by the individual school
  - post-assessment – As required by the SCDE or as decided by the individual school
  - and summative conference – As required by the SCDE or as decided by the individual school
- 6) How will your district coordinate SLO implementation with existing processes and structures? The SCPCSD does not currently have existing processes and structures in this area, so SLO implementation will be up to the individual school leaders.

The number of SLOs a teacher will write in any one academic year (state requires one, no more than two is recommended)

- 7) Will semester long SLOs be required first semester only? (This will ensure a full SLO interval is completed for purposes of scoring and informing personnel decisions). Individual school decision.

### **Communication, Feedback, and Buy-In Questions**

- 1) At what points in the implementation timeline are school leaders and teachers able to give feedback and share insights around district decisions? The SCPCSD will invite feedback throughout the process.
- 2) Who will be responsible for communicating with stakeholders and what methods of communication will be used? Individual school principals and boards will be responsible for this communication through their websites, parent meetings, and board meetings.
- 3) How will the district gather and use information from implementation to refine and revise the SLO process? The SCPCSD will use the feedback provided by school leaders to refine the process.

### **Determining the level of district standardization in key areas:**

#### **Content:**

- 1) Will the district identify core content standards for each course? No
- 2) Will teachers be able to identify content standards (on their own or in addition to district-identified standards)? Yes
- 3) Will the district allow teachers to include multiple types of standards (i.e. academic standards and technical standards for the same course and SLO)? Yes

#### **Gathering and Analyzing Baseline Data:**

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- 1) How will the district ensure that teachers have access to multiple years of baseline data, trend data, attendance data, and other relevant student data? This will be a school responsibility.
- 2) Will the district provide guidance or support for individual teachers on how to gather and analyze student data in developing SLOs? The SCPCSD will use a train-the-trainer model and will work with select individuals at each school, not every individual teacher.
- 3) Will the district provide time or resources to support teacher collaboration around analyzing student data? No

### Determining the focus of an SLO

- 1) In what instances (if any) will the district determine the focus of SLOs for teachers that teach multiple subjects (i.e. elementary teachers)? None, this will be a school decision.
- 2) Will the district determine the focus of SLOs for teachers that teach courses with multiple sets of standards (i.e. applied academic courses)? No

### Selecting or Developing Assessments:

- 1) What assessments (currently being used) may be appropriate for use in SLOs? The SCPCSD does not currently have any non-state-mandated assessments that are used district-wide.
  - How do these assessments align with the course content and scope and sequence? n/a
  - Do teachers see these assessments as meaningful? n/a
  - Are these assessments regularly implemented with fidelity? n/a
- 2) Will the district choose assessments for teachers? No **\*\*If unknown, please amend your plan with this info by October 15, 2015)\*\***
- 3) Will the district require teachers to use a pre-assessment that is similar to the post-assessment? Yes **\*\*If unknown, please amend your plan with this info by October 15, 2015)\*\***
- 4) Will the district allow teachers to create their own assessments? Yes **\*\*If unknown, please amend your plan with this info by October 15, 2015)\*\***
- 5) Will the district allow teachers to use multiple assessments to address all content standards in the SLO? Yes **\*\*If unknown, please amend your plan with this info by October 15, 2015)\*\***
- 6) What processes will the district use to ensure that the assessments chosen are of sufficient quality and rigor? This will be a school decision. **\*\*If unknown, please amend your plan with this info by October 15, 2015)\*\***

### Developing a growth target and rationale

- 1) Will the district set initial growth targets for teachers? No
- 2) Will the district require teachers to set their own growth targets? Yes
- 3) Will the district provide suggestions on how to set and adjust growth targets for district assessments? N/A

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### SLO Process Considerations

#### Approval Conference

- 1) Will the principal or evaluator designee conduct the approval conference? Yes
- 2) What process will the district create around supporting teachers in preparing SLOs, and reviewing SLO plans? The SCPCSD will use a train-the-trainer model.
- 3) What training is needed for reviewers/approvers to understand rigor or content standards, and quality assessments? The SCPCSD anticipates a high need for this type of training.

#### Mid-Course Check-in

- 1) Under what circumstances (if any) will the district allow teachers to adjust growth targets or other components of the SLO based on the midcourse check-in? This will be a school decision.
- 2) Will the district include professional recommendations for instructional delivery from the midcourse check-in with other overall evaluation evidence? No
- 3) Will the principal or evaluator designee conduct the mid-course check in? Yes
- 4) What training will be needed for those leading the mid-course check in? Data analysis, writing and evaluating SLOs
- 5) Will the district provide guidance or resources for supporting school leaders in having professional conversations around student performance and SLO progress? Yes

#### Scoring the SLO

- 1) What will the district SLO scoring process and rubric look like? This will be a school decision.
- 2) What percentage of students needs to have met their growth target for a teacher to meet each effectiveness level? This will be a school decision.
- 3) Are there implications for students greatly exceeding or missing their growth targets? This will be a school decision.

#### Summative Conference

- 1) Will the district provide guidance or support for school or teacher leaders in having professional conversations on student data and teacher performance in the end of year conference? Yes
- 2) Will the district provide guidance or support around connecting SLO data to professional growth opportunities? Yes

SCDE recognizes the uniqueness of school districts across the state. The *District Choice* measure is included to honor district-based initiatives and foster innovation. South Carolina also encourages measures designed to promote the non-academic portions of the *Profile of the South Carolina Graduate* (World Class Skills and Life Characteristics). It is recommended that a district choose only one option and apply it to all teachers, especially in the first year of implementation. However, it is allowable for a district to differentiate the measure based on contract type, school type, tested versus non-tested grades and subjects, or any other classification.

The following options are approved for *District Choice*. Other options may be submitted for approval; however, new options may not be implemented prior to SCDE approval.

**Section III**

**FORMAL (SUMMATIVE) EVALUATION**

**2015–16**

- District-wide test score measures provided by state-contracted vendor
- School-wide test score measures provided by state-contracted vendor
- Test score measures based on formative assessments or locally procured assessments and calculated by a vendor contracted by the district
- Surveys of students
- District-wide student learning objectives (SLO)
- Teacher self-reflection

**District Choice for Classroom-Based Teachers**

Please check on of the following options regarding the use of *District Choice*.

- The district *WILL* implement one or more District Choice measures for the 2015-16 school year. When selecting a *District Choice* option, the district should consider data sources that produce useful information to inform a teacher’s professional growth. Ideally, the information should suggest a course of action that would result in a change in the teacher’s instructional practice and lead to a student’s success at meeting the *Profile of the South Carolina Graduate*. In the space provided, please describe:

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

- The district chooses *NOT* to implement a District Choice measure for the 2015-16 school year.

**Section III**  
**FORMAL (SUMMATIVE) EVALUATION**  
**2015–16**

All districts will be required to implement the Expanded ADEPT system beginning 2015–16. Districts have flexibility to develop an alternative, yet aligned approach to evaluation of teacher effectiveness. **Any district that proposes using an alternative to the State’s model for evaluating and supporting teacher must present the proposal as part of the district’s annual ADEPT Plan. A decision matrix must be included, and in no event may Student Growth account for less than 20% of the overall formal, summative rating. Any alternative must meet all six ESEA flexibility requirements and the two state-level requirements. (March 11, 2015 Guidelines at 8-9).** Additionally, alternative models must yield teacher effectiveness ratings that are aligned with the state’s ratings and that can be reported annually to the SCDE in the standard statewide reporting format. All alternative teacher support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

**The district will use the following Summative Rating Decision Matrix to evaluate teacher effectiveness:**

Educators	The district proposes using the following Summative Rating Decision Matrix	
	State Model	Alternate Formal Evaluation Matrix*
<b>Classroom-Based Teachers</b> <i>In order to pass the formal evaluation, teachers must pass all four domains.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <i>Please present your proposed matrix below</i>

**Alternate Proposal:**

**Section IV**

**Expanded ADEPT EVALUATION TIMELINE**

**2015–16**

**School district:**            South Carolina Public Charter School District

1. *Please submit a copy of your district’s 2015-16 school year calendar along with this plan.*
2. *The district is required to disseminate this approved timeline to all educators and evaluators who are involved in the formal evaluation process during the 2015–16 school year.*
3. *The district is responsible for developing and disseminating timelines for collecting additional data that apply to special area personnel (i.e., library media specialists, school guidance counselors, and speech-language therapists, respectively) if any of these educators are undergoing formal evaluation in the district during the 2015–16 school year.*
4. **Note: Districts opting to use South Carolina Teaching Standards (SCTS) or Enhanced ADEPT must use the same evaluation timeline dates for implementation. . All participants in the evaluation process must be given a copy of the appropriate evaluation timeline.**

<b>District Calendar for 2015–16</b>	<b>Date</b>
Beginning date for teachers for the 2015–16 school year	Early August 2014 (varies)
Beginning date for students for the 2015–16 school year	Mid-August 2014 (varies)
<b>Prerequisites (These activities must be accomplished <i>prior to the beginning of the preliminary evaluation cycle.</i>)</b>	<b>Date</b>
Training of all evaluators on the revised Expanded ADEPT Guidelines Number of evaluators trained? 70	By July 31, 2015
Training of all principals on the Expanded ADEPT Guidelines Number of principals trained? 30	By July 31, 2015
Evaluator selection, assignment, and briefings	By August 31, 2015
Orientation(s) for educators scheduled for formal (summative) evaluation	By August 31, 2015
Orientation(s) of all educators on the Expanded ADEPT Guidelines	By August 31, 2015
Training(s) of teachers in grades/subjects with statewide assessments on EVAAS roster verification Number of teachers trained? 520	By May 20, 2016
Training(s) of Induction teachers on SLOs Number of teachers trained? Approximately 100	By September 30, 2015

**Section IV**

**Expanded ADEPT EVALUATION TIMELINE**

**2015–16**

Training(s) of principals on SLOs Number of principals trained? Approximately 75	By September 30, 2015
Training(s) of evaluators on SLOs Number of evaluators trained? Approximately 75	By September 30, 2015
Training(s) of PK-5 Continuing teachers on SLOs Number of teachers trained? 260	By September 30, 2015
Training(s) of 6-12 Continuing teachers on SLOs Number of teachers trained? 270	By September 30, 2015
Training(s) of Annual teachers on SLOs Number of teachers trained? 0	By September 30, 2015
<b>Preliminary Evaluation Cycle</b> (Minimum length* = 45 student attendance days, beginning <i>after</i> the date that the teachers receive their orientation. See endnote.)	<b>Date</b>
Beginning date of the Preliminary Evaluation Cycle ( <i>Must be <u>after</u> the teacher orientation.</i> )	<b>September 8, 2015</b>
Deadline for conducting Beginning of Year Conferences (SLO, GBE, etc.)	<b>September 30, 2015</b>
Deadline for submitting the Long-Range Plan(s) Beginning date for integral classroom observations	} ( <i>Same date</i> ) <b>September 30, 2015</b>
Deadline for submitting the <ul style="list-style-type: none"> <li>▪ Unit Work Sample (TT2),</li> <li>▪ Professional Self-Assessment (TT4), and</li> <li>▪ Professional Performance Review(s) (ET2)</li> </ul>	} ( <b>SAFE-T</b> ) ( <i>The date for submitting these documents should be the same and should occur near the end of the evaluation cycle.</i> ) <b>November 30, 2015</b>
Ending date for integral classroom observations <i>Teachers have <b>seven calendar days</b> to submit the related lesson reflection to the team chair for inclusion in the dossier. As a result, the deadline for conducting preliminary evaluation consensus meetings must allow teachers to submit the final reflection, and the evaluation team to review the completed dossier prior to the consensus meeting.</i>	<b>November 30, 2015</b>
Deadline for conducting preliminary evaluation consensus meetings	<b>December 18, 2015</b>
Deadline for conducting Middle of Year Conferences (SLO, GBE, etc.)	<b>December 18, 2015</b>
Deadline for conducting preliminary evaluation conferences with teachers ( <i>A copy of the consensus-based preliminary Evaluation Summary—ET3—must be provided to the teacher.</i> )	<b>December 18, 2015</b>

**Section IV**

**Expanded ADEPT EVALUATION TIMELINE**

**2015–16**

<b>Final Evaluation Cycle</b> (Minimum length* = 45 student attendance days, beginning <i>after</i> the date that the teachers' preliminary conferences have been held. See endnote.)	<b>Date</b>
Beginning date of the Final Evaluation Cycle	<b>January 11, 2016</b>
Deadline for submitting the Long-Range Plan(s), <i>if required</i> . Beginning date for integral classroom observations for teachers who are required to submit LRP(s) for the Final Evaluation Cycle	} (Same date) <b>January 29, 2015</b>
Beginning date for integral classroom observations for teachers who are <u>not</u> required to submit LRP(s) for the Final Evaluation Cycle	<b>January 29, 2015</b>
Deadline for submission of <ul style="list-style-type: none"> <li>▪ the Unit Work Sample (TT2), <i>if required</i>,</li> <li>▪ the Professional Self-Assessment (TT4), <i>if required</i>, and</li> <li>▪ the Professional Performance Review(s) (ET2)</li> </ul>	(SAFE-T) } (The date for submitting all required documents should be the same and should occur near the end of the evaluation cycle.) <b>March 31, 2015</b>
Ending date for integral classroom observations <i>Teachers have <b>seven calendar days</b> to submit the related lesson reflection to the team chair for inclusion in the dossier. As a result, the deadline for conducting preliminary evaluation consensus meetings must allow teachers to submit the final reflection and the evaluation team to review the completed dossier prior to the consensus meeting.</i>	<b>March 31, 2015</b>
Deadline for conducting final evaluation consensus meetings	<b>April 29, 2015</b>
Deadline for conducting End of Year Conferences (SLO, GBE, etc.)	<b>April 29, 2015</b>
Deadline for conducting final evaluation conferences with teachers (A copy of the consensus-based final Evaluation Summary—ET3—must be provided to the teacher.)	<b>April 29, 2015</b>
Deadline for submitting evaluation summaries to the district office	<b>April 29, 2015</b>

\*The number of days for the year's evaluation process (Preliminary Evaluation Cycle + Final Evaluation Cycle) must total at least 90 student attendance days.

**Section V**

**ANNUAL – DIAGNOSTIC ASSISTANCE**

**2015–16**

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

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

**Diagnostic Assistance** (*check one of the following options*)

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

**District Comments about Diagnostic Assistance** (*optional*)

**Section VI**

**GOALS – BASED EVALUATION (GBE)**

**2015–16**

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

*Teachers writing SLOs will satisfy the GBE requirement. All teachers not writing SLOs will need to complete the ADEPT 2006 GBE template.*

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

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

Comments: (*optional*)

- The district proposes an alternate model for promoting educators’ continuous professional growth and development. (*A detailed description of the district’s proposal must be provided. Approval is required prior to implementation.*)

Section VII

SUPPLEMENTAL INFORMATION (REQUIRED)

2015–16

*Enhanced ADEPT Educator Evaluation Project Participants Only*

**Project Based Inquiry & Study (PBI&S)** is the ongoing professional growth practice of facilitating the educator’s impact beyond a single classroom and into the education community by encouraging collaboration among professionals. This process is most similar to the Goals-Based Evaluation (GBE) process. The intended result is to advance the effectiveness of not only the teacher, but also the profession. It is designed to serve two purposes:

1. To monitor and ensure ongoing teaching effectiveness, and
2. To facilitate the development of exemplary professional practices through Project Based Inquiry and Study collaborations.

**ADEPT Educator Evaluation Project only: Project Based Inquiry & Study (PBI&S)**

- The school district will implement the *Project Based Inquiry and Study (PBI&S) process*.

Comments: *(optional)*

**Focused Goals-Based Evaluation (F-GBE)** specifically focuses on one or more Key Elements that have been identified as an area(s) of need based on documentation collected over time. This process is most similar to the Diagnostic Assistance process. The F-GBE process engages the educator in direct “focused” attention to *at least one* and *“up to four”* of the Key Elements from the Enhanced ADEPT rubric, *and not more than two full APSs*. If more than four Key Elements or two complete APSs warrant focused attention, it is recommended that the educator be considered for a summative evaluation, under the allowable situations and with appropriate documentation. It is designed to serve two purposes:

1. To enhance or increase and support ongoing teaching effectiveness, and
2. To promote educator growth in specific and targeted areas to increase effectiveness.

**ADEPT Educator Evaluation Project only: Focused GBE**

- The school district will implement the *Focused GBE process*.

Comments: *(optional)*

**Section VII**

**SUPPLEMENTAL INFORMATION (REQUIRED)**

**2015–16**

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

- The contract between the charter school and its sponsoring school district must include an ADEPT provision. The ADEPT provision must address the charter school’s responsibilities for ensuring the fidelity of implementation of the ADEPT system. The ADEPT provision also *must address the district’s responsibilities in terms of staff training and program implementation*. At a minimum, the district must agree to disseminate all ADEPT-related information from the SCDE to the charter school and to **report charter school teacher data to the SCDE**.
- All certified teachers in the charter school must be assisted and evaluated in accordance with the sponsoring school district’s approved ADEPT plan (Sections I–VI). If the charter school does not issue teacher contracts, each teacher’s ADEPT requirements must be determined based on the teacher’s prior experience and ADEPT history. That is, “What contract level would the teacher be eligible for, and what ADEPT process would the teacher undergo, if the teacher were employed in a traditional public school in the district?”

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

- There are no charter schools that will participate in the district’s ADEPT plan.
- There are charters in your district, but they will *NOT* participate in the district’s ADEPT plan or in the district’s ADEPT Data System (ADS) reporting. *Please list the centers below.*
- The district has entered into a formal agreement, consistent with Section XI.C of the ADEPT regulation (R 43-205.1), to have the following charter schools participate in the district’s ADEPT plan: (*Please list all participating charter schools in the chart below.*)

Name of the charter school	Approved Evaluation Model for the charter School				
	SAFE-T	Educator Evaluation Project Models		TAP	Alternate Evaluation Model
		EA Evaluation Project	SCTS Evaluation Project		
Bridges Preparatory School	X				
Calhoun Falls Charter School	X				

**Section VII**

**SUPPLEMENTAL INFORMATION (REQUIRED)**

**2015–16**

Cape Romain Environmental Education Charter School	<b>X</b>				
Coastal Leadership Academy	<b>X</b>				
Cyber Academy of SC	<b>X</b>				
Early Career Academy	<b>X</b>				
East Point Academy	<b>X</b>				
Fox Creek High School	<b>X</b>				
Garden City Preparatory Academy for Boys	<b>X</b>				
Gray Collegiate Academy	<b>X</b>				
GREEN Charter School	<b>X</b>				
High Point Academy Spartanburg	<b>X</b>				
Imagine Columbia Leadership Academy	<b>X</b>				
Lead Academy				<b>X</b>	
Lowcountry Leadership Charter School				<b>X</b>	
Lowcountry Montessori School	<b>X</b>				
Midlands Middle College	<b>X</b>				
Midlands STEM Institute	<b>X</b>				
NEXT High School	<b>X</b>				
Palmetto Scholars Academy	<b>X</b>				
Pee Dee Math, Science and Technology Academy	<b>X</b>				
Provost Academy SC	<b>X</b>				

**Section VII**

**SUPPLEMENTAL INFORMATION (REQUIRED)**

**2015–16**

Quest Leadership Academy	<b>X</b>				
Riverwalk Academy	<b>X</b>				
Royal Live Oaks Academy of the Arts and Sciences	<b>X</b>				
SC Calvert Academy	<b>X</b>				
SC Connections Academy	<b>X</b>				
SC Virtual Charter School	<b>X</b>				
SC Whitmore School	<b>X</b>				
South Carolina Science Academy	<b>X</b>				
Spartanburg Preparatory School	<b>X</b>				
York Preparatory Academy	<b>X</b>				
Youth Leadership Academy				<b>X</b>	

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

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

**C. Teacher Advancement Program/Teacher Incentive Fund (TAP/TIF) Participation** *(Check one of the following options.)*

- There are no schools in the district that will implement the TAP/TIF model.

**Section VII**

**SUPPLEMENTAL INFORMATION (REQUIRED)**

**2015–16**

- The following school(s) in the district plan to implement the TAP /TIF model: *(Please list all participating schools.)*  
Lead Academy  
Lowcountry Leadership Charter School  
Youth Leadership Academy

**D. Residential Treatment Facility Participation** *(Check one of the following options.)*

- There are no residential treatment facilities in the district that will be included in the district's ADEPT plan.
- The following residential treatment facilities will participate in the district's ADEPT plan and/or in the district's ADEPT Data System (ADS) reporting: *(Please list all residential treatment facilities for which your district will assume ADEPT-related responsibilities.)*

**E. Additional Comments.** *(Optional)*

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

## Appendix A

### Expanded ADEPT Performance Standards

**Per Expanded ADEPT system guidelines, a district's evaluation and improvement plan must include:**

*Instructions to the district: Please respond to each of the following questions. (A response to each question is required.)*

**1. How will your district determine the fidelity of implementation and the effectiveness of the Expanded ADEPT program?**

The district ADEPT Coordinator ensures the fidelity of implementation through review of paperwork, site visits and informal interviews with teachers being evaluated and those serving either as Mentors or SAFE-T team members. Frequently school leaders are reminded of ADEPT deadlines for completion of required evaluation paperwork. Administrators and teachers who participated in any component of ADEPT were asked to respond to a survey to evaluate the effectiveness of the process. Survey questions focus on the components of the process as well as the delivery system, such as the time line, the number and frequency of observations, the number and frequency of information sessions, the format of documentation, etc. The ADEPT Coordinator reviews the survey responses and responds to suggestions for improvement. The necessary adjustments to the process are made each summer and the revisions are shared with the leadership of the schools prior to the beginning of the new school year.

**2. What are the district's strengths in terms of using the current ADEPT processes (i.e., induction and mentoring, formal (summative) evaluation, and goals-based evaluation) to promote teaching performance and effectiveness?**

SCPCSD strengths are in the SAFE-T process. School leaders take the evaluation process very seriously and do an excellent job of working with the members of the SAFE-T team and the teacher being evaluated. SCPCSD has dismissed teachers in the middle of the year in part due to poor performance on SAFE-T. Charter schools have the benefit of having teachers on letter of agreement and not under a continuing contract; therefore, we can dismiss ineffective teachers immediately. SCPCSD offers SAFE-T training at a minimum of three times per year and as a result many teachers and administrators are trained to serve on teams. The goals-based evaluation process is very effective in the SCPCSD due to the different requirements of teacher professional development depending on the curriculum and instruction required at individual schools based on their Charter. The weakest area in SCPCSD is induction and mentoring. It is sometimes very difficult to find a mentor for teachers in a small school where they may be the only person teaching that specific subject. We have had some success in asking teachers from other schools to serve as Mentors. We also depend on the individual schools to provide monthly meetings to work with Induction teachers. SCPCSD has schools all over the state and it is not practical to have a district training opportunity. We are investigating on-line support for Induction teachers in addition to local school support.

**3. What mechanism process will your district use to collect feedback on the Expanded ADEPT Support and Evaluation System implementation? Results of the feedback must be used to**

## Appendix A

### Expanded ADEPT Performance Standards

craft the district's 2016-17 Expanded ADEPT plan. *Providing this data to the SCDE is critical to system changes over time.*

Administrators and teachers who participated in any component of ADEPT were asked to respond to a survey to evaluate the effectiveness of the process. Survey questions focus on the components of the process as well as the delivery system, such as the time line, the number and frequency of observations, the number and frequency of information sessions, the format of documentation, etc. The ADEPT Coordinator reviews the survey responses and responds to suggestions for improvement.

**4. What changes, if any, should the state consider making to the Expanded ADEPT Support and Evaluation System requirements?**

SCPCSD has many virtual schools and is continuing to add new schools every year. We need to look at the evaluation process to ensure cyber teachers are being evaluated appropriately. The Mentor support should have different requirements for cyber teachers. Currently in the Mentor training there is nothing to support those who mentor cyber teachers.

**5. How will your district ensure rigor and comparability within the district on student growth measures?**

Due to the autonomy granted to charter schools per the Charter School Law, the SCPCSD will have limited influence over the rigor and comparability of student growth measures.

**6. What monitoring will the district perform to ensure proper implementation of the Expanded ADEPT Guidelines?**

The SCPCSD will monitor compliance with document submission and results of the feedback survey.

#### ADEPT Performance Standards for Classroom-Based Teachers (2006)

##### SAFE-T

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

<h2 style="margin: 0;">Appendix A</h2> <h3 style="margin: 0;">Expanded ADEPT Performance Standards</h3>
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	APS 5: Using Instructional Strategies to Facilitate Learning APS 6: Providing Content for Learners APS 7: Monitoring, Assessing, and Enhancing Learning
Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning APS 9: Managing the Classroom
Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities

**ADEPT Performance Standards for Classroom-Based Teachers (Educator Evaluation Project)**

**Enhanced ADEPT**

PS 1: Instruction	Key Indicator 1.A Key Indicator 1.B Key Indicator 1.C	Student-Oriented Active Learning Instructional Content Instructional Assessment and Efficacy
PS 2: Instructional Planning and Design	Key Indicator 2.A Key Indicator 2.B Key Indicator 2.C	Planning Student Activities Planning Content Material Planning for Meaningful Assessment
PS 3: Learning Environment	Key Indicator 3.A Key Indicator 3.B Key Indicator 3.C	Creating a Class Culture Promoting a Culture of Learning Managing the Classroom
PS 4: Professionalism	Key Indicator 4.A Key Indicator 4.B	Communication and Advocacy Professional Responsibility

**ADEPT Performance Standards for Classroom-Based Teachers (Educator Evaluation Project)**

**SC Teaching Standards**

SCTS 1: Instruction	Key Indicators:	Thinking Problem Solving Academic Feedback Grouping Students Content Implementation
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## Appendix A

### Expanded ADEPT Performance Standards

		Teacher Knowledge of Students Activities and Materials Questioning Standards and Objectives Motivating Students Presenting Instructional Content Lesson Structure and Pacing
SCTS 2: Designing and Planning Instruction	Key Indicators:	Instructional Plans Student Work Assessment
SCTS 3: The Learning Environment	Key Indicators:	Expectations Managing Student Behavior Environment Respectful Culture
SCTS 4: Responsibilities	Key Indicators:	Staff Development Instructional Supervision School Responsibilities Reflection on Teaching

#### **ADEPT Performance Standards (Performance Dimensions) for Library Media Specialists (2003)**

- APS 1: Long-Range Planning
- APS 2: Administering the Library Media Program
- APS 3: Collaboration for Instruction and Services
- APS 4: Library Media Collection and Resource Management
- APS 5: Maintaining an Environment Conducive to Inquiry
- APS 6: Assessing the Library Media Program
- APS 7: Fulfilling Professional Responsibilities

#### **ADEPT Performance Standards (Performance Dimensions) for School Guidance Counselors (2003)**

- APS 1: Long-Range Planning
- APS 2: Short-Range Planning of Guidance and Counseling Activities
- APS 3: Development and Use of Assessments
- APS 4: Providing Guidance and Counseling Services
- APS 5: Providing Consultation Services
- APS 6: Coordinating Guidance and Counseling Services
- APS 7: Fulfilling Professional Responsibilities

## **Appendix A**

### **Expanded ADEPT Performance Standards**

#### **ADEPT Performance Standards (Performance Dimensions) for Speech-Language Therapists (2003)**

- APS 1: Long-Range Planning
- APS 2: Complying with Guidelines and Regulations
- APS 3: Short-Range Planning of Therapy
- APS 4: Short-Range Planning of Assessments
- APS 5: Establishing and Maintaining High Expectations for Students
- APS 6: Using Strategies That Facilitate Communication Skills
- APS 7: Monitoring and Enhancing Communication
- APS 8: Maintaining an Environment That Promotes Communication
- APS 9: Managing the Therapy Setting
- APS 10: Fulfilling Professional Responsibilities

## Appendix B

# Induction and Mentoring Program Requirements

Districts must implement the **South Carolina Induction and Mentoring Program Guidelines (2006)**, as follows: <http://ed.sc.gov/agency/se/Teacher-Effectiveness/Induction-Mentoring/index.cfm> .

### **Induction and Mentoring Key Element 1: Local Induction and Mentoring Program Leadership**

1. The district will **designate an Induction and Mentoring (I&M) Program Coordinator**. The I&M Program Coordinator will hold primary responsibility for overseeing the development, implementation, evaluation, and continuous improvement of the district's I&M program.
2. The district will **maintain a local Leadership Team**, comprised of representative stakeholders, that will meet on a regular, consistent basis to assist the I&M Program Coordinator in developing, implementing, evaluating, and continuously improving the district's I&M program.
3. The district will **provide induction and mentoring professional development and information to school leaders** so that these leaders may effectively support their beginning educators.

### **Induction and Mentoring Key Element 2: District Program for Beginning Educators**

1. The district will **provide a mentor-guided formative assessment process** for each beginning educator that includes opportunities for the beginning educator to collaborate with his or her assigned mentor, to reflect on his or her own practice, and to receive formative feedback from his or her assistance team (i.e., an administrator and the assigned mentor).
2. The district will **provide each beginning educator with the opportunity to collaborate with his or her assistance team members to create a Professional Growth and Development Plan** based on the educator's formative assessment data.
3. The district will **provide an induction program** for its beginning educators that includes
  - ♦ an orientation to the district's induction requirements, timeline, and criteria for successfully completing the program;
  - ♦ regular opportunities for induction-contract educators to observe and consult with a variety of experienced educators;
  - ♦ regular opportunities for induction-contract educators to consult with other novice educators at the school or district level through face-to-face or online meetings and networks; and
  - ♦ regular opportunities for induction-contract educators to develop a working knowledge of the ADEPT system and processes in order to help them achieve ADEPT expectations for educator performance and effectiveness.
4. The district will **provide a program for annual-contract an educator that, at a minimum, includes** mentor-guided support for annual-contract educators who are receiving diagnostic assistance.

## Appendix B

# Induction and Mentoring Program Requirements

### Induction and Mentoring Key Element 3: District Program for Mentors

1. The district has established criteria, procedures, and timelines for mentor selection and assignment, and ensures that mentors meet the eligibility requirements prescribed by the I&M Guidelines.
2. The district ensures that mentors receive initial mentor training and ongoing professional development related to mentoring.
3. The district ensures that each beginning educator (i.e., classroom-based teacher, library-media specialist, school-guidance counselor, and speech-language therapist) is assigned an appropriately trained mentor matched as closely as possible to the beginning educator's area of certification, grade level, and location.

### Induction and Mentoring Key Element 4: District Plan for Program Evaluation

1. The district will **implement a plan for annually evaluating the effectiveness of the district's I&M program**. The plan must include a description of the formal and informal methods for gathering data, the ways in which the data will be analyzed, and the ways in which the district will use the findings to promote continuous program improvement.

# Appendix B

## Induction and Mentoring Program Requirements

### Formative Evaluation for Induction-Contract Educators

*Classroom-Based Teachers | Library Media Specialists  
School Guidance Counselors | Speech-Language Therapists*

ADEPT system components at this level are designed to promote the professional performance and effectiveness of beginning teachers. While employed at the induction-contract level, educators are not eligible to participate in Summative Evaluation or GBE.

**\*\* Important Change in State Statute Regarding the Induction Period \*\***

Act 231 of 2012 amended section 59-26-40 of the Code of Laws of South Carolina (1976), increasing the induction-contract period for beginning educators from one year *up to* a maximum of three years. As a result, South Carolina now has a variable induction-contract period (i.e., one, two, or three years) rather than the previous fixed-length induction period of one year. The length of the induction period for each educator is left to the discretion of the employing school district and should be based on locally-established decision rules regarding each beginning teacher's successful completion of induction requirements and the teacher's readiness to advance to summative evaluation at the annual-contract level.

	Induction Year 1	Induction Years 2 and 3
<b>District Induction Program</b>	Participation Required	Targeted participation, as needed
<b>Assigned Mentor</b> <i>An assigned mentor is specifically matched to the teacher in order to provide more intensive and individualized support, beyond the level of support provided to other teachers.</i>	Required	Recommended
	A qualified mentor <i>must</i> be assigned to each first-year induction-contract teacher.	A qualified mentor <i>may</i> be assigned; coaching and assistance, however, are required, focusing particularly on the beginning teacher's identified area(s) for improvement.
<b>Assistance Team</b>	A team of at least two members, including at minimum one school-based administrator or supervisor, must observe and assist the beginning educator. The mentor may serve as a member of the assistance team.	A team consisting of at least two school and/or district administrators or supervisors must observe and assist the beginning educator.
<b>Required Processes and Induction Components</b> <i>During the induction period, particular emphasis is placed on the growth of the teacher.</i>	Formative evaluation processes must address all ADEPT Performance Standards.	Formative evaluation processes must address all ADEPT Performance Standards, with targeted focus on the beginning educator's identified area(s) for improvement.
	Immediate feedback must be provided to the teacher.	
	A Professional Growth and Development Plan must be developed with the educator based on data gathered through the formative evaluation process.	The Professional Growth and Development Plan must be reviewed and updated with the educator based on data gathered through the formative evaluation process.

## Appendix C

# Formal (Summative) Evaluation Requirements

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

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

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

1. An **evaluation team** must be appointed for each educator who is scheduled for formal (summative) evaluation. All evaluation team members must be qualified, appropriately trained, and certified. Each evaluation team must consist of a minimum of two members. One evaluator must be a school or district administrator or supervisor, and at least one member of the evaluation team must possess knowledge of the content taught by the teacher who is being formally evaluated.
2. Every educator who is scheduled to undergo a formal (summative) evaluation must receive a **comprehensive orientation** prior to the beginning of the evaluation process.
3. The formal (summative) evaluation process must be based on **multiple sources of evidence**. Evidence must be collected and documented over time.
4. All decisions must be based on informed, professional judgments, and all **overall judgments must be consensus-based**.
5. Every educator who undergoes a formal (summative) evaluation must receive a **minimum of two conferences** during the evaluation year: one conference at the end of the preliminary evaluation period and a second conference at the end of the final evaluation period.