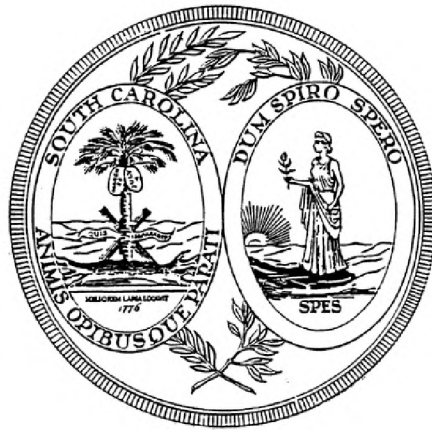


# **South Carolina Expanded Educator Support and Evaluation Guidelines**



**To be approved by the  
South Carolina State Board of Education**

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State Superintendent of Education**

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## Purpose

The purpose of the **2014 South Carolina Educator Support and Evaluation Guidelines** document is to provide a framework for *updating, enhancing, and expanding* the support and evaluation systems that are authorized under the following sources:

- S.C. Code Ann. §§ 59-26-30 (2004 and Supp. 2013) and 59-26-40 (Supp. 2013): Training, Certification, and Evaluation of Public Educators, available online at <http://ed.sc.gov/agency/programs-services/50/documents/ADEPTStatute.pdf>;
- State Board of Education Regulation 43-205.1 (Supp. 2011): Assisting, Developing, and Evaluating Professional Teaching (ADEPT), available online at <http://ed.sc.gov/agency/programs-services/50/adeptreg.cfm>;
- S.C. Code Ann. §§ 59-24-5 through 59-24-80 (2004 and Supp. 2013): School Administrators, available online at [http://ed.sc.gov/agency/programs-services/49/documents/SouthCarolinaCodeofLaws-Title59-Chapter24\\_SchoolAdministrators\\_.pdf](http://ed.sc.gov/agency/programs-services/49/documents/SouthCarolinaCodeofLaws-Title59-Chapter24_SchoolAdministrators_.pdf); and
- State Board of Education Regulation 43-165.1 (2011): Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP), available online at <http://ed.sc.gov/agency/programs-services/49/documents/43165finalregulations.pdf>.

To accomplish this purpose, the 2014 South Carolina Educator Support and Evaluation Guidelines call for data-driven improvements to the State's support and evaluation systems for teachers via the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) process and for principals via the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). The changes described in this document will result in a support and evaluation system that is valid, reliable, and fair and that will

- support the continuous improvement of instruction;
- systematically assess and differentiate educator performance (using five performance levels);
- use multiple valid measures (including but not limited to observations, professional practice, and student growth) in determining performance levels, with data on student growth for all students (including English Language Learners and students with disabilities) being a significant factor in the calculation of the overall effectiveness score (growth measure for teachers of tested grades and subjects include growth based on statewide assessments as a component);
- include appropriate processes for evaluating educators on a regular basis;
- provide educators with clear, timely, and useful feedback that identifies areas for improvement and guides professional development;
- inform personnel decisions; and
- include training for all educators to help them understand the purposes of the evaluation systems, the elements of the evaluation systems, and their roles and responsibilities in implementing these systems.

## **Background**

The 2014 South Carolina Educator Support and Evaluation Guidelines are the latest in an ongoing effort to improve and enhance South Carolina's statewide systems for evaluating teachers (ADEPT) and principals (PADEPP). In the spring of 2011, shortly following the release of the revised Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the South Carolina Department of Education (SCDE) convened a 33-member ADEPT Upgrade Task Force to review the State's ADEPT Performance Standards and the 2006 ADEPT System Guidelines. Similarly, groups of educators provided input into the 2011 amendments to the State Board of Education regulation (R 43-165.1) regarding the requirements for principal evaluation. Recommendations stemming from these groups served as the basis for the next step: the development of Principle 3 of South Carolina's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Request.

In addition to the 21 ESEA regional stakeholder community meetings that were held throughout the State, SCDE staff met with groups of instructional leaders and personnel administrators to help develop the framework for ESEA Principle 3. Then, in February 2012, the SCDE's Office of Instructional Practices and Evaluations partnered with the Office of School Transformation, the Office of School Leadership, the Office of Data Management & Analysis, and an independent research consultant to work with 22 School Improvement Grant (SIG) schools to create a new educator support and evaluation system based on SIG and ESEA requirements. Meetings were held with representative schools and districts, with input received from participating teachers and school and district administrators.

Building on these efforts, a Statewide Educator Evaluation Stakeholder Committee (EESC) was formed that included teachers, school principals, district office administrators, and

representatives from higher education and other stakeholder groups. This committee was charged with advising SCDE staff on the design, validation, and implementation of the updated educator evaluation guidelines for the State.

On June 18, 2012, the EESC convened to review and provide feedback on the draft of the 2012 Educator Support and Evaluation Guidelines. Following the discussion at the meeting, participants provided additional written feedback and comments. The majority of responses were affirmative in nature. The remainder of the comments were classified into the following categories: (1) items that require further clarification via future information and training sessions, (2) items that require further discussion at future stakeholder meetings (e.g., items about which there was stakeholder disagreement), (3) items that were rejected due to lack of majority support, and (4) items that were changed in the Guidelines.

In fall 2013, the SCDE and EESC convened on two separate occasions, October 14 and December 6, to continue working on the pilot evaluation system. The EESC offered the SCDE input on the new, enhanced guidelines for both ADEPT and PADEPP evaluation and support processes. During the 2013–14 pilot year, the SCDE contracted with an external evaluation team from the Office of Program Evaluation at the University of South Carolina to gather and analyze feedback from teachers and administrators in pilot schools. A preliminary report of those data was presented to the State Board of Education on March 12, 2014. An update report will be available in June 2014. Those data will also inform implementation decisions.

Following the presentation of the expanded educator evaluation system to the State Board of Education on April 9, 2014, for first reading, the State Board recommended agency staff convene an Educator Evaluation Work Group to review the proposed evaluation system and provide feedback on individual components and their associated weightings. One of the major

contributions of the work group was the development of the Educator Evaluation Preamble. The Educator Evaluation Work Group consisted of teachers, school and district administrators, curriculum and evaluation coordinators, faculty from institutions of higher education that provide teacher preparation, and educator association representatives. The work group met on three separate occasions (April 29, May 14, and May 28). Following these full-day work group sessions, the Expanded Educator Support and Evaluation system was presented to the State Board for second reading and approval. A summary of the items that were changed based on stakeholder/work group input is presented in Appendix A.

## **Scope**

In the context of these guidelines, the term *educator* refers to any individual who works in one or more South Carolina public schools in a position that requires licensure by the South Carolina State Board of Education.



## **A Note to South Carolina Teachers**

We appreciate the good work you do as a teacher. Yours is not an easy task. We should remind ourselves that the purpose of evaluation is to help us improve our practice. The feedback you receive from classroom observations and data analysis is similar to the coaching techniques used in athletics. Good coaches are not interested in critiquing and criticizing their players. Moreover, effective coaches want to elevate the athletes. Reflective practices help teachers improve their teaching. Consequently, student learning improves.

Thank you for the work you are doing for the children in our state. Thank you for inspiring students to increase their knowledge and skills. Each day, you have a positive influence on the future leaders of the Palmetto State.

## **Educator Evaluation Preamble**

The Expanded Educator Support and Evaluation System continues to build upon the core beliefs of South Carolina's foundational ADEPT educator evaluation system that are delineated in the original *Team-Based Evaluator and Assistance Model* (TEAM). Components of the system that also support South Carolina's ESEA Flexibility Waiver are shown in bold italics.

### **Foundational Assumptions of South Carolina Educator Support and Evaluation System:**

- All educators should benefit from appropriate evaluation of their job performance.
- Evaluation decisions for experienced educators should be based on an educator's characteristic level of job performance over the course of the school year, not based on an atypical or rare performance.
- The majority of experienced educators are competent professionals who consistently perform their job duties at levels commensurate with state and district expectations.
- Educators who consistently perform their job duties at levels substantially below state and district expectations can be identified through a valid and reliable evaluation process.
- The appropriateness and effectiveness of instructional practices are context and content – specific.
- Educators must be evaluated by other experienced educators who have successfully completed an evaluator training for the program specifically designed for the evaluation process.

Education is a dynamic and evolving profession. At this time in public education, the focus is shifting from educators being “highly qualified” to being “highly effective.” Our Expanded Educator Support and Evaluation System is designed to provide assistance, development,

evaluation, and ***continuous support*** for educators as they grow professionally via state- level technical assistance and district and school-level professional development opportunities. The *development* of our educator workforce begins with the well-designed educator preparation programs at our institutions of higher education (IHEs) and continues with quality mentorship for our novice educators and those who enter the profession through alternative routes. The impetus behind educator evaluation is ***continuous improvement*** for every educator, with the ultimate goal of providing improved learning for every student. In order to gather data on educator performance, a system for formally evaluating and informally observing educators for the purpose of ***giving timely, relevant, and actionable feedback*** is necessary. This purposeful implementation of the assistance and evaluation process then lends itself to greater opportunities over time for educators to reflect, prepare, and strengthen teaching strategies designed to stimulate, support, and increase students' learning at broader and deeper levels of inquiry and understanding. The newly designed system strongly encourages and supports the collaboration of educators, even across disciplines, to accomplish these desired student outcomes with the ultimate end goal of producing academically and socially well-rounded individuals who will be able to compete with our global counterparts and are skilled collaborators when engaged in tasks with others—a critical competency for 21<sup>st</sup> Century learners. With such a system, educators can expect to be evaluated, for the aforementioned purpose, ***on a regular basis***.

It is our belief that evaluation decisions for experienced educators ***should be based on educators' typical job performance*** while implementing well-defined, structured and aligned professional performance standards which can then ***inform personnel decisions***. We believe that an educator's job performance must be assessed over time by ***well-trained evaluators*** implementing the processes with fidelity in an effort to glean a holistic view of the educator's

***typical performance***. It is critical that educators understand the process in which they are engaged and the purposes for which it is used. Likewise, ***evaluators must become skilled observers*** through a ***comprehensive training and certification*** process supported by on-going state-level technical assistance and district-level support in order to be able to ***recognize effective teaching practices in the classroom*** so that instructional coaching and constructive (critically focused) ***feedback can be provided to facilitate improved teaching and student learning***. Through this process, a culture of ***continuous improvement*** is established. ***The state will provide appropriate supplemental trainings***, determined largely by expressed needs from our colleagues in the field, to include district- and school-level calibration and inter-rater reliability activities and refresher trainings to ensure and maintain successful implementation.

We stand firm on the belief that the majority of experienced educators are competent, performing their job duties at levels commensurate with state and district expectations. Our Expanded Educator Support and Evaluation System is designed to continuously develop educators at all performance levels. ***Thus, our evaluation is based on five distinct educator performance levels: Exemplary, Highly Effective, Proficient, Needs Improvement, and Ineffective. This allows for discretely differentiated performance and identification of professional development needs and support based on strengths and weaknesses identified in an educator's performance and reflected in one or more standards of both teacher and principal evaluation. This enables districts and schools to tailor their professional development opportunities to meet their local educators' specific needs.*** The Expanded Educator Support and Evaluation System is designed to provide increased opportunities for educators to ***receive more frequent feedback, thus creating a roadmap for continuous professional growth and development.***

The system's design must be clearly defined so that educators understand the indicators and standards that result in a particular effectiveness rating. ***Multiple measures will be used*** in determining educators' final effectiveness ratings and are not solely based on classroom observations. Educators will be required to produce a number of artifacts as evidence that supports the totality of their responsibilities as an educator. Those artifacts include, but are not limited to, the following: lesson plans, assessments, interventions, and reflections. Furthermore, evidence of differentiated instruction, appropriate data collection and data analysis, and student-driven learning are considered. ***Student growth as a significant factor must now be included as authentic outcomes of the educator's instructional effectiveness.*** We believe that districts should be allowed the flexibility to incorporate measures, as defined and prioritized by the district, based on the most critical needs of their student populations and school communities. By doing this, the district ensures that it is developing a strong pipeline of college-ready student cohorts and a cadre of workforce-ready citizens that productively contribute to the continued growth of the local community, the state and the country.

Educator evaluation provides the opportunity to look closely at the instructional practices at the classroom, school, and district levels. Our schools are best served when the practices support the school and district strategic plans. Additionally, we believe that instructional practices should be context/content-specific, adhere to professional standards, and are in some instances influenced by the professional scope of practice of the educator's discipline. This is an effort to ensure that ***the practices employed are appropriate for every student, in every setting and effective in reaching desired student academic growth outcomes.***

The SCDE recognizes that the success of the Expanded Educator Support and Evaluation System requires thorough and ongoing ***training for educators, mentors, school administrators,***

*and evaluators as well as on-going technical assistance.* We look forward to partnering with districts to provide this training and support and ensure the successful state-wide implementation of the system.

## Educator Support and Evaluation System Requirements

To ensure maximum validity, reliability, and freedom from bias, the SCDE is charged with overseeing the implementation of the following action plan for updating and enhancing the State's systems for ADEPT and PADEPP.

Phase School Year	SCDE Action Plan
<b>Phase I</b> <b>SY 2012–13</b> <b>Beta Test</b>	<ul style="list-style-type: none"> <li>▪ Twenty-two South Carolina schools that received School Improvement Grant (SIG) awards volunteered to participate in the SIG-Educator Evaluation Project, a beta test of the enhanced ADEPT and PADEPP systems. <ul style="list-style-type: none"> <li>▫ The SIG schools implemented the SIG-Enhanced ADEPT model using the TOPS rubric and which included an additional value-added assessment component.</li> <li>▫ The SIG schools implemented the current SIG-PADEPP model that included an additional value-added assessment component.</li> </ul> </li> <li>▪ Based on the results and recommendations from the Educator Evaluation Beta test as well as additional research from the field, the SCDE further developed and enhanced its models for evaluating and supporting educators.</li> <li>▪ All schools and districts that did not participate in the Educator Evaluation Pilot Project (i.e., the beta test) continued to implement the current State ADEPT model (based on the 2006 ADEPT Guidelines, available online at <a href="http://ed.sc.gov/agency/programs-services/50/EvaluatingEducators.cfm">http://ed.sc.gov/agency/programs-services/50/EvaluatingEducators.cfm</a>) and PADEPP model (based on the 2010 PADEPP regulation, available online at <a href="http://ed.sc.gov/agency/programs-services/49/documents/43165finalregulations.pdf">http://ed.sc.gov/agency/programs-services/49/documents/43165finalregulations.pdf</a>) , unless otherwise approved in their 2012–13 ADEPT and PADEPP plans.</li> </ul>

<b>Phase School Year</b>	<b>SCDE Action Plan</b>
<b>Phase II SY 2013–14 Pilot Project</b>	<ul style="list-style-type: none"> <li>▪ Phase II of the ADEPT and PADEPP models were piloted in 12 school districts across the State by selecting one of two models (Enhanced ADEPT or South Carolina Teaching Standards). The district sample was selected from districts that volunteered to participate, as well as those that were mandated to participate as a requirement of their SIG or Palmetto Priority (PP) funding. Throughout the project year, a research consultation team from the University of South Carolina collected and analyzed the performance data and participant feedback regarding the implementation of the enhanced educator evaluation models. The evaluation team reported the results and provided recommendations to the SCDE.</li> <li>▪ The SCDE revised the enhanced evaluation models, based on the results and recommendations from the pilot project as well as on additional input from the field.</li> <li>▪ All schools and districts that are not participating in the Educator Evaluation Pilot Project continued to implement the current State ADEPT model (based on the 2006 ADEPT Guidelines) and PADEPP model (based on the 2010 PADEPP regulation), unless otherwise approved in their 2013–14 ADEPT and PADEPP plans.</li> <li>▪ The SCDE presented the Expanded Educator Support and Evaluation Guidelines to the State Board of Education for approval.</li> <li>▪ Two Requests for Proposals (RFPs) will be released to select a Value-Added vendor, and a Teacher Observation Rubric and Online Data Management System.</li> </ul>
<b>Phase III SY 2014–15 Initial Implementation</b>	<ul style="list-style-type: none"> <li>▪ Local education agencies (LEAs) have the option of continuing to use the current ADEPT evaluation tool (SAFE-T), or implementing one of the two pilot rubrics, South Carolina Teaching Standards or Enhanced ADEPT, or any other pre-approved rubric via the normal waiver process.</li> <li>▪ Teachers in tested grades and subjects will engage in the roster verification process to initiate the first year of the 3-year rolling average for calculating value-added scores.</li> <li>▪ The SCDE will begin training LEAs on the use of Student Learning Objectives (SLOs) for calculating growth scores for teachers in non-tested grades and subjects.</li> <li>▪ The SCDE will select a value-added vendor and a vendor to supply a teacher observation rubric and a comprehensive evaluation database system. Vendors will be selected based on competitive bidding through the normal state procurement procedures.</li> <li>▪ The SCDE will develop and release business rules to guide local implementation.</li> <li>▪ The SCDE will develop and release opt-out criteria for LEAs. .</li> </ul>



Phase School Year	SCDE Action Plan
<b>Phase III</b> <b>SY 2015–16</b> <b>Implementation</b> <b>and Continued</b> <b>Development</b>	<ul style="list-style-type: none"> <li>▪ All schools and districts will implement the State’s expanded support and evaluation model, unless otherwise directed in their 2014–15 educator evaluation plans.</li> <li>▪ The SCDE will monitor the implementation of the support and evaluation models. Improvements will be made and new details added, as needed.</li> </ul>

The following is a description of the major components of the Expanded Educator Support and Evaluation system as seen through the lens of the requirements of the ESEA Flexibility Request Waiver process.

**Federal Requirement 1: South Carolina’s systems for evaluating and supporting teachers and principals will be used for continual improvement of instruction.**

In order to ensure that the South Carolina Educator Support and Evaluation system supports the continual improvement of instruction, the SCDE will oversee the revalidation and/or development of additional statewide educator performance standards that directly relate to student outcomes. That is, all educator performance standards must reflect not only the requisite educator knowledge and skills but also the intended and actual impact on students. This increased emphasis on learners and learning, coupled with the current emphasis on teachers and teaching, will help to create the proper reciprocal relationship between educator performance and student growth.

The statewide educator performance standards must be specific to educators’ assigned positions (e.g., classroom-based teachers, certified instructional support personnel, school administrators) and must be aligned with nationally recognized professional standards for each group of educators. All sets of educator performance standards must include one or more student

outcome components that relate to the intended and actual impact of the educator on his or her students.

As part of the SCDE's commitment to the continual improvement of instruction, the agency has developed a Request for Proposals to secure a Comprehensive Online Observation Data Management Tool to maintain and manage educator evaluation data and a Professional Development Portal equipped with a library of teaching videos. The data management system will allow for building-level decisions to be made in terms of providing specific and targeted support to teachers by identifying common needs and unusual strengths. In addition, an Evaluator Certification training portal is operational which will require potential evaluators to demonstrate an acceptable level of inter-rater reliability in order to be certified. The purpose of this system is to improve the efficiency, productivity, and reliability of educator evaluations in South Carolina, making the evaluation process transparent and data readily accessible to inform practice on a frequent basis.

**Federal Requirements 2 and 3: South Carolina's Systems for Evaluating and Supporting Teachers and Principals will Differentiate Performance using at least Three Performance Levels. South Carolina's Systems for Evaluating and Supporting Teachers and Principals will use Multiple Valid Measures to Determine Performance Levels, Including, as a Significant Factor, Data in Student Growth for all Students (Including English Language Learners and Students with Disabilities), and other Measures of Professional Practice.**

The SCDE will oversee the development of a system that differentiates educator effectiveness according to the following five Educator Effectiveness Levels:

Exemplary

Highly Effective

Proficient

Needs Improvement

## Ineffective

The overall Educator (Teacher or Principal) Effectiveness Rating will include a performance rating (based on the established performance standards) as well as one or more student growth ratings, as explained in the next section. Districts will also have the option of incorporating additional measures.

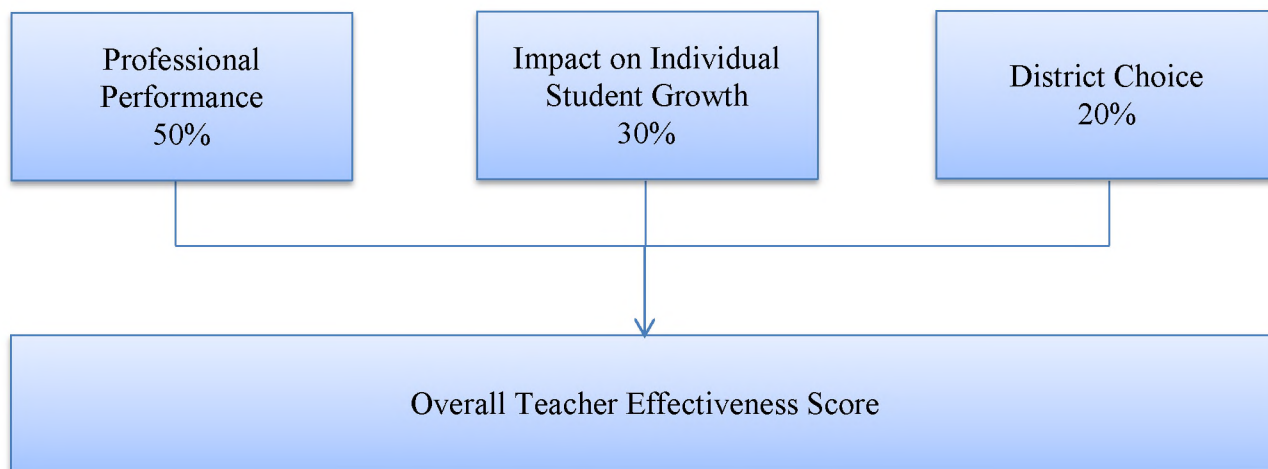
In order to determine summative rating designations for each teacher, districts shall

- Rate teacher performance in each of three categories—indicators of student academic growth and development, observations and demonstration of teacher performance and practice, and district choice, which may include one or more pre-approved data sources in Appendix B, or districts can opt to propose a data source as part of their annual ADEPT plans. Districts can also choose not to include a district choice component and reallocate the district choice weighting into student growth.
- Combine the indicators of teacher performance, student growth, and district choice into a single rating, taking into account their relative weights; this will represent an overall “outcomes rating” of Exemplary, Highly Proficient, Proficient, Needs Improvement, or Ineffective.

## **Teacher Support and Evaluation Models**

The teacher support and evaluation model reflects three major components: (1) the teacher’s Professional Performance, (2) the teacher’s impact on Student Academic Growth as measured by longitudinal tracking of individual students, and (3) District Choice.

**Figure 1: Educator Support and Evaluation System Components**



### **Professional Performance**

The first component involves educator performance ratings based on each educator's performance in the professional standards (ADEPT Performance Standards) that relate to the educator's assigned position (e.g., classroom-based teacher, certified instructional support personnel). These ratings are derived from multiple measures that provide quantitative and qualitative evidence of the educator's implementation of the professional standards. One or more valid performance measures must be specified for each performance standard, and a scoring rubric must accompany each standard. Additionally, each standard will receive a weighted value, based on its relative importance to overall educator performance.

In the Educator Support and Evaluation Pilot Project, the professional performance component is measured through written documents provided by the teachers and the use of one of two educator observation rubrics, South Carolina Teaching Standards and Enhanced ADEPT. The South Carolina Teaching Standards are based primarily on the Teacher Achievement Program (TAP) performance criteria that align with the four ADEPT domains of professional performance. Enhanced ADEPT is the new educator performance model that builds on the

current ADEPT system and applies to all classroom-based educators, educators of core content subjects, related subjects (e.g., physical education, career and technology education), and special education.

Both rubrics contain four performance domains (Planning, Instruction, Environment, and Professionalism), which are aligned with the 2011 InTASC Model Core Teaching Standards. These domains increase the utility of the standards by making them fewer, deeper, and clearer, and ensure the domains are aligned with College- and Career-Readiness Standards. Each domain contains a series of Key Indicators and Descriptors, to provide guidance for evaluating exemplary instruction. Teachers may earn a score of 1, 2, 3, 4, or 5 for each Key Indicator. Both the South Carolina Teaching Standards and Enhanced ADEPT measures include systematic classroom observations (complete with teacher reflections on their own performance), written documents provided by the teachers themselves, and forms completed by members of the evaluation team. Both instruments include an evaluation process for all educators, based on each educator's experience, professional development needs, and effectiveness. A request for proposals (RFP) has been developed. When approved for release by the Budget and Control Board, the State applications from vendors for the development of an observation rubric that meets the standards set above combined with an online data and professional development portal. The results of that RFP process will determine what rubric is used in 2015–16. For the 2014–15 school year, districts have the option of choosing from the existing ADEPT criteria, Enhanced ADEPT, or the South Carolina Teaching Standards.

## Individual Student Growth

The second component, referred to as individual student growth, is based on measurable growth in a student's academic achievement over at least two separate points in time. A teacher's impact on student growth will be determined by looking at student growth data over multiple academic years. Individual student growth will be calculated in two distinct ways.

### Value-add measures

For teachers who teach subjects and grades which have ESEA or state-required assessments, their individual student growth will be based on gains in student learning as measured by value-add calculations using state-level assessment data. All other educators (including *other* classroom-based teachers, speech-language therapists, school guidance counselors, library media specialists, etc.) will be referred to as the Non State Tested teachers (NST). For NST teachers, their student growth score will come from measures of student growth through assessments designed or selected at the local level (Student Learning Objectives). The SCDE will work with educators in the pilot project to begin designing examples and providing guidance on how to create such assessments, which will eventually be used to start a bank of optional SLOs to be made available for use statewide.

### Student Learning Objectives (SLOs)

Teachers in non-tested grades and subjects, including many special educators at all school levels, will not have value-added scores. Instead, these teachers will develop

#### Teachers for whom individual student growth will be calculated using value-add measures:

- Grade 4 ELA and math
- Grades 5–8 ELA, math, science, and social studies
- High school teachers who teach a subject with an End-of-Course exam (currently Biology 1, Algebra 1, English 1, and US History)

Student Learning Objectives (SLOs). Teachers of tested grades and subjects may also develop SLOs to use as their District Choice option. An SLO is an academic goal the educator sets for his or her students at the start of a course. It represents the growth in learning an educator expects to see over the course of one academic period of instruction—a quarter, semester, or year. The SLOs must be aligned to South Carolina academic standards, as well as any other school and district priorities. The goals must be specific and measurable and based on available prior student learning data. If prior student learning data is unavailable, the educator can administer a pre-assessment to gauge student knowledge. Student learning data may come from a variety of sources such as common assessments (i.e., classroom and benchmark assessments) and/or a student’s prior academic history. Educators’ scores will be based upon the degree to which the goals were attained, as evidenced by student academic performance at the end of the instructional period or the course. This end-of-course-performance can be captured in a variety of ways, such as through performance tasks, extended essay responses, and/or other authentic application of skills. The SCDE will provide districts with guidelines and optional templates for creating SLOs as well as exemplar SLOs that may be used as appropriate by districts and educators. Each district will then establish the processes by which their educators will set and measure their individual SLOs. Acceptable processes range from the district selecting or developing a single SLO focus for all non-tested grades and subjects (such as literacy and or mathematics) to each educator proposing an individual SLO with input and approval from his or her principal or supervisor at the beginning of the school year. SLOs should be developed using as much available student data as possible and should be created to be ambitious but achievable. It is recommended that elementary teachers include a focus on literacy in the selection or

development of their SLOs. All districts will be required to provide assurances that principals will be held responsible for the quality and fidelity of SLO implementation.

The SLO process will have three phases:

- Goal-setting conference: Each teacher, through mutual agreement with his or her evaluator(s), will select at least one but no more than two goals/objectives for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and teacher experience. For each objective/goal, each teacher, through mutual agreement with his or her evaluator, will select assessments of growth and development and evidence based on the range of criteria used by the district. Each goal/objective will take into account the academic histories and overall needs and strengths of the students the teacher is teaching that year/semester.
- Mid-year check-in: Evaluators and teachers will review progress toward the goals/objectives at least once during the school year using available information, including agreed upon indicators. This review may result in revisions to the strategies or approach being used and/or teachers and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).
- End of Year Conference: The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning



goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for five levels of performance. Examples of assessment data that may be used to produce evidence of academic growth and development include but are not limited to standardized indicators (e.g., AP exams, DIBELS, NWEA), and non-standardized indicators (e.g., music performance, dance performance, constructed projects, student oratory activities, student portfolios).

### **District Choice**

School districts will have the option of designating the data source, activities, and goals used to determine 20 percent of a classroom teacher's overall effectiveness rating. Districts may either select from the list of pre-approved data sources and activities in Appendix B or may propose a data source and activity as part of their annual ADEPT plan. Districts who will be proposing new data sources are requested to contact the SCDE well in advance of the deadline for ADEPT plans so that we may provide formative feedback to help the district construct an approvable alternative. Districts who construct new alternatives that are approved will be requested to allow the SCDE to publish the details and any materials so that that option can be used by other districts in the future. The major criterion by which those proposed alternatives will be evaluated is that the data source(s) must be relevant, reliable, valid, and constructed or selected in such a way as to produce information that provides *meaningful* support of the professional growth of a teacher; the data source must 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 increased student academic growth.

Approvable plans will include a description of the data source, how the evidence will be evaluated, and the criteria for rating on a 1-to-5 scale the success of the teacher in meeting that goal. Key to this plan is the justification for how the information will improve their professional practice leading to increased student learning. This plan will include mechanisms for how the school will track the use of the data source and the resulting changes to instruction.

For example: An acceptable alternative would be if a district had a goal of raising parents' awareness of college- and career-ready standards in English language arts and mathematics and methods by which parents can support their students' learning. The district could survey parents at the end of the school year and assign scores to the percentage of parents who score a certain proficiency level on the survey (e.g., 0–20 percent of parents can demonstrate knowledge of standards = 1; 21–40 percent = 2; 41–60 percent = 3, etc.). Teachers' success at reaching out to parents would be based on the overall proficiency achieved at the end of the year. Another alternative for a district with that same goal would be to administer the same survey both at the beginning and the end of the school year, and the teacher's score would depend on the amount of *increase* in parental understanding that occurs, which was then tied to an increase in student learning as a result of increased parental involvement and support.

### **Principal Support and Evaluation Models**

The principal support and evaluation model includes two major components: (1) the principal's professional performance rating, and (2) the school's value-added rating.

#### **Professional Performance**

The first component involves educator performance ratings based on each principal's performance in the existing nine professional standards (PADEPP Performance Standards). These ratings are derived from multiple measures that provide quantitative and qualitative

evidence of the principal's implementation of the professional standards. Principals will assemble these data, which respond to the criteria, over the course of the school year. The evidence items will enable the evaluator (district superintendent or his or her designee) to rate the principal's performance in every standard. The PADEPP instrument is unweighted, which enables district superintendents to prioritize particular standards based on district goals/directions, school renewal plans, and principal needs. A principal's contract renewal is not contingent on a satisfactory evaluation, but moreover is determined at the discretion of the superintendent with reference to expressed goals for the principal, school, school community, and district.

**Table 1 Components, Scales, and Weights for Principals**

<b>COMPONENT</b>	<b>SCALE</b> (Lowest to Highest)	<b>TOTAL WEIGHT</b>
<b>Principal Performance Scale (PPS)</b> PADEPP Standard 1: Vision PADEPP Standard 2: Instruction PADEPP Standard 3: Effective Management PADEPP Standard 4: Climate PADEPP Standard 5: School-Community Relations PADEPP Standard 6: Ethical Behavior PADEPP Standard 7: Interpersonal Skills PADEPP Standard 8: Staff Development PADEPP Standard 9: Principal's Professional Development	1 to 5	50%
<b>Student Growth (Calculated using School-Wide Value-Add Score)</b>	1 to 5	50%

**Federal Requirement 4: South Carolina will Evaluate Teachers and Principals on a Regular Basis.**

**and**

**Federal Requirement 5: South Carolina will Provide Teachers and Principals with Clear, Timely, and Useful Feedback, Including Feedback that Identifies Needs and Guides Professional Development.**

All educators must be evaluated on an annual basis. However, the type and extent of the evaluation must be based on the intended purpose of the evaluation (see Section 7 below), the

educator's level of experience, the educator's prior effectiveness rating(s), and the educator's current performance.

### **Evaluation Cycle for Teachers**

There are five types of ADEPT performance evaluation processes for teachers (i.e., non-school administrators), as follows:

**Formative Evaluation Process (South Carolina Teaching Standards and Enhanced ADEPT).** The Formative Evaluation Process is designed to promote the professional performance and effectiveness of beginning teachers through structured assistance and ongoing, formative feedback. During the Formative Evaluation process, teachers must be provided with immediate written and verbal feedback regarding their performance, and appropriate coaching and assistance must be provided in areas of identified weakness. Teachers on formative evaluation must be observed and provided with feedback at least twice per academic year, and the feedback must be provided to the educator within 7 calendar days of the observation.

**Summative Evaluation Process (South Carolina Teaching Standards and Enhanced ADEPT).** The Summative Evaluation Process is designed to assess professional performance and inform decisions regarding license and contract advancement, as well as employment decisions for experienced teachers. Teachers undergoing the Summative Evaluation process must receive written and verbal feedback at least twice per year (i.e., at the end of the preliminary evaluation period and at the end of the final evaluation period) from at least two different certified evaluators (two observations per evaluator for a minimum of four observations per year).

***Annual contract*** teachers who have been unsuccessful during their first summative evaluation and are undergoing the summative process for a second time (i.e. Highly

Consequential Evaluation), ***must*** be evaluated by a team of ***three*** certified ADEPT evaluators. This evaluation is deemed “highly consequential” because if the teacher is unsuccessful, his or her license will be sanctioned by the state and the teacher will be ***ineligible for hire*** for a minimum period of two years.

**Goals-Based Evaluation Process (South Carolina Teaching Standards only).** The Goals-Based Evaluation Process is designed to facilitate the development of exemplary teaching practices in successful, experienced educators while still maintaining performance accountability for these educators. Teachers participating in the Research and Development Goals-Based Evaluation process must receive written and verbal feedback on their performance at least once per year.

**Project-Based Inquiry & Study Goals-Based Evaluation Process (Enhanced ADEPT only).** The Project-Based Inquiry & Study Goals-Based Evaluation Process is an abridged summative evaluation process that is designed to monitor and ensure ongoing teaching effectiveness and to facilitate the development of exemplary professional practices through Project Based Inquiry and Study collaborations. The design of the Project-Based Inquiry and Study Goals-Based Evaluation process allows the educator to impact beyond a single classroom and into the education community by encouraging collaboration among professionals. The intended result is to advance the effectiveness of not only the educator, but also the profession.

**Focused Goals-Based Evaluation Process (Enhanced ADEPT only).** The Focused Goals-Based Evaluation Process is designed to target specific Key Indicators in which educator growth, or professional development, is needed while maintaining performance accountability in all areas. During this process educators specifically concentrate on one or more Key Elements where educator growth is needed based on an on-going documentation over time. The Focused

Goals-Based Evaluation is designed to serve two purposes: to monitor and ensure ongoing teaching effectiveness, and to promote educator growth in specific and targeted areas to increase efficacy. Teachers undergoing the Focused Goals-Based Evaluation Process must receive written and verbal feedback regarding identified areas of weakness at least twice per year (i.e., at the end of the preliminary evaluation period and at the end of the final evaluation period). All teachers must receive annual professional growth and development plans, based on the results of their previous evaluation and planned evaluation type.

### **Evaluation Cycle for Principals**

After the induction year, principals shall be evaluated annually. A full evaluation using all PADEPP Performance Standards will be conducted every other year. Principal evaluations on years between full evaluations will include Performance Standard 2 (Instructional Leadership), any Performance Standards rated the previous year as “Ineffective” or “Needs Improvement,” and any additional Performance Standards identified for growth in the Principal’s Professional Development Plan. When available, school-wide value-add measures will be calculated and provided to the principal and the district every year. Full evaluations may be conducted every year, at the discretion of the district superintendent. After reviewing the overall results of the evaluation, the principal and evaluator shall establish the principal’s annual Professional Development Plan on the basis of the identified strengths and weaknesses, as well as the school's renewal plan.

### **Federal Requirement 6: South Carolina’s Teacher and Principal Evaluation and Support Systems will Generate Data that will be used to Inform Personnel Decisions.**

The definition of what constitutes an (un)satisfactory overall teacher effectiveness score will be determined by the State Board of Education. If a teacher is in a summative evaluation

year and does not earn an overall effectiveness score above that defined level, this can affect either advancement from initial license to professional license or result in the sanctioning of a license if an unsatisfactory score occurs twice (in two different years), while the teacher is on the annual contract level. If a teacher is not on summative evaluation, the state takes no action against the teacher's license regardless of the overall effectiveness score. The school district has the discretion to place a teacher on summative evaluation, based at least in part on the teacher's past professional performance, as it relates to *one or more* of the ADEPT teaching standards and with consideration of his or her overall effectiveness score. Act 231 of 2012 amended section 59-26-40 of the Code of Laws of South Carolina (2004) and allows up to three years of Induction; therefore, a teacher can teach for four years (three years of Induction and then the summative evaluation at the annual contract level during the fourth year) before the consideration of advancement to professional license occurs. This definition of what overall effectiveness score is deemed insufficient for advancement to a professional license or which results in the sanctioning of a license will be set by the State Board of Education upon the recommendation of the SCDE, after receipt of the value-add data from the 2013–14 school year. This cut-off score may be adjusted annually if the State Board feels such adjustment is warranted based on data that will be presented annually at the appropriate time of the year.

In the case of principals, eligibility to advance the principal from a Tier 1 to a Tier 2 certificate is correspondingly based on the results of the PADEPP evaluation conducted by the district during the principal's Induction Year and a Full evaluation in year two. The definition of satisfactory performance for certificate advancement for a principal would be the same definition as used for a teacher. *In general, it is recommended that contract renewal decisions for beginning teachers be based on data from the most recent year, whereas certificate and/or*

*contract advancement decisions for experienced educators be based on multiple years of data. As student academic growth is the primary concern of the entire educational system, districts are strongly encouraged to consider student growth as a significant component of the factors reviewed when making these decisions.*

These annual component patterns for educators will be maintained by the SCDE in a secure web-based data system. The SCDE will make these data available to approved district personnel to assist them in making personnel decisions within and across school districts.

**Federal Requirement 7: South Carolina will provide Ongoing Training to all Teachers, Principals, and Evaluators to help them understand the purposes of the evaluation systems, the elements of the evaluation systems, and their roles and responsibilities in implementing these systems.**

Consistent with State regulations, all educators must receive a comprehensive orientation prior to beginning the evaluation process. Similarly, all evaluators must undergo training and certification prior to serving as an evaluator. S.C.Code Ann. § 59-26-10 requires

*...all state and local officials, agencies, and boards in interpreting and implementing the provisions of this chapter so that the system provided for herein shall: ...*

*(d) assure that prospective teachers know and understand their teaching areas and are given assistance toward the achievement of their potential;*

*(e) assure that school districts implement a comprehensive system for assisting, developing, and evaluating teachers employed at all contract levels.*

District ADEPT evaluators are trained via a train-the-trainer model. The SCDE is responsible for establishing the eligibility criteria for trainers, for developing the training and providing it to the trainers, and for certifying trainers who have successfully completed the training. The SCDE also is responsible for establishing the eligibility criteria for evaluators, for developing the evaluator training, for developing and administering the proficiency assessment for evaluators, and for certifying evaluators. However, the evaluator training is carried out by the certified trainers.



Principal evaluators are trained and certified directly through the SCDE.

The SCDE is responsible for maintaining a statewide database of certified trainers and evaluators for both teachers and principals.

The SCDE is charged with developing the annual recalibration requirements for certified evaluators and trainers who will be serving in that capacity during the academic year.

South Carolina educator support and evaluation models must be implemented with fidelity. Each school district must submit an ADEPT plan on an annual basis to the SCDE for review and approval. All Educator Support and Evaluation plans must receive SCDE approval prior to implementation. In order to ensure that every educator is provided with a valid, reliable, and fair evaluation, each district must establish an internal process for educators to appeal their evaluation results.

Each school district must report all educator evaluation results on an annual basis to the SCDE using the State's web-based educator evaluation data collection and reporting systems.

The SCDE is responsible for monitoring the fidelity of implementation of the educator evaluation systems throughout the State. Reviews may be conducted remotely and/or on-site and may include, but need not be limited to, surveys, interviews, observations, and records reviews. The SCDE also is responsible for conducting ongoing reviews of the evaluation systems to determine the need for future updates and improvements.

### **Alternative Options for Districts**

Any district that proposes using an alternative to the State's standards and/or models for evaluating and supporting educators must present, as part of the district's annual educator evaluation plans, evidence that verifies that the proposed standards and/or models meet all six federal and two state-level specifications of these guidelines. Additionally, alternative models

must yield educator 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 educator support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

### **Privacy Statement**

Though the purpose of the South Carolina Freedom of Information Act is to create an affirmative duty on the part of public bodies to disclose information, the Act enumerates fifteen categories of public records that may be exempt from mandatory disclosure. See S.C. Code Ann. § 30-4-40 (a)(2), which allows a public body to exempt from public disclosure "[i]nformation of a personal nature where the public disclosure thereof would constitute unreasonable invasion of personal privacy." Individual educator evaluation scores fall within the purview of this exemption and will remain private, free from unwarranted publicity.

### **Grievance Statement**

Nothing in these guidelines modifies an educator's rights under the Employment and Dismissal Act, S.C. Code Ann. § 59-25-410, *et seq.*

**Appendix A attached due to different page layout.**

## **Appendix B**

### List of pre-approved data sources:

- Any survey posted to the SCDE resource page (access to pre-approved, vetted surveys with evidence of providing useful information will be provided to districts by the SCDE).
- School-wide value-add measures calculated by the state-selected vendor.
- Student growth as measured by an approved SLO (could be used by teachers in tested grades and subjects as well as non-tested grades and subjects).
- Student growth as measured by MAP or any other state-approved formative assessment, or any assessment approved for use in SIG, Priority, or other SCDE-monitored program.
- Extensive use of self-reflection regarding their students' individual growth; providing or receiving professional development or any other relevant professional practice. Educator to provide written documentation of their self-reflection and resulting changes to their professional practice. This written documentation must include evidence of how that change in professional practice improved student learning. To be scored using a self-reflection and implementation rubric constructed by the SCDE, which will be heavily focused on increasing student academic growth.
- If an educator engages in research that informs professional practice regarding improving student learning, written documentation of that research can be submitted for the district choice option. Co-authored publication, especially in a peer-reviewed academic journal is certainly an acceptable form of documentation. If the educator co-authors a grant proposal that is focused on informing professional practice regarding student learning, that also is acceptable written documentation.

- If an educator develops a curriculum unit, formative assessment, or other instructional material, that instructional material may be submitted and scored using a rubric approved by the SCDE, such as the Publisher's Criteria for evaluating Common Core instructional materials ([http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_3-12.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf))

All district options using scoring rubrics must provide written assurances in their ADEPT plan that detail how the quality and integrity of those scores will be monitored and maintained.