

STATE BOARD OF EDUCATION

SYNOPSIS AGENDA/EXECUTIVE SUMMARY

CODE:	EP-05
COMMITTEE:	Educator Professions
DATE:	September 13, 2016

SUBJECT/TITLE

Update on Educator Perceptions of Educator Evaluation in South Carolina Report

PURPOSE OF REPORT/REGULATION/ITEM

The purpose of this item is to present the findings of an external report conducted by the American Institutes of Research (AIR) on educator perceptions of educator evaluation in South Carolina, provide updates related to the implementation of the Expanded Assisting, Developing, and Evaluating Professional Teachers/Program for Assisting, Developing, and Evaluating Principal Performance (ADEPT/PADEPP) systems.

CRITICAL FACTS

The American Institutes for Research (AIR) provided assistance in collecting educator feedback in order to inform revisions to the Expanded ADEPT/PADEPP educator evaluation program in response to SC Board of Education approval to make Every Student Succeeds Act (ESSA) related revisions in January 2016.

This external evaluation process gave South Carolina educator's the opportunity to voice their opinions and perceptions of the Expanded ADEPT and PADEPP Systems in order to inform meaningful revisions to the structure and design those systems.

Findings in the report were based on two forms of data collection: 18 focus groups of teachers and administrators across South Carolina, and a survey completed by approximately 10,000 state educators.

TIMELINE/REVIEW PROCESS

January 13, 2016: Office of Educator Effectiveness requests the State Board of Education (SBE) approval to make changes to the 2015–16 Expanded ADEPT Support and Evaluation Guidelines. Requested changes included:

- Request an extension of two years from the (SBE) to train educators and implement student learning objectives, effective when the ESEA Flexibility Waiver expires in August.
- Ask the SBE to amend the ADEPT and PADEPP Guidelines effective for 2016–17 to remove the provision that ESEA-required test scores must be part of “student growth” measures.

- Authorize the implementation of focus groups with educators across the state to gain feedback related to Student Learning Objectives (SLOs) and other components of Expanded ADEPT/PADEPP systems.
- Emphasize the use of formative assessments and local measures in the SLO process to drive instructional decisions regarding student growth.
- Embed student growth measures (SLOs) as an artifact in teacher evaluation instead of a stand-alone measure.

February 2016–May 2016: Following the State Board’s approval, the Office of Educator Effectiveness partnered with the Southeast Comprehensive Center (SECC), an affiliate of AIR, to evaluate educator experiences with and perceptions of the Expanded ADEPT Support and Evaluation System. The following questions were addressed:

- What were teacher and principal experiences with training and support for the Expanded ADEPT and Expanded PADEPP systems?
- What were teacher and principal perspectives on the utility and value of the components of the Expanded ADEPT and PADEPP Systems?
- What recommendations do teachers and principals have to improve the utility and value of the Expanded ADEPT and PADEPP Systems?

May 2016: Modifications to the evaluation expectations are crafted and published to districts for the 2016–17 school year to include: aligning required Summative ADEPT Formal Evaluations of Classroom-based Teachers (SAFE-T) artifacts to the SLO process in order to reduce burden on teachers and redundancy in required tasks.

ECONOMIC IMPACT

COST: N/A
FUND/SOURCE: State

ATTACHMENTS

Attachments: yes no
(attachments must be submitted with synopsis)

Name of Attachments: Educator Perceptions of Educator Evaluation in South Carolina

RECOMMENDATION

This item is being presented as information only.

ACTION REQUEST

FOR APPROVAL: FOR INFORMATION ONLY: