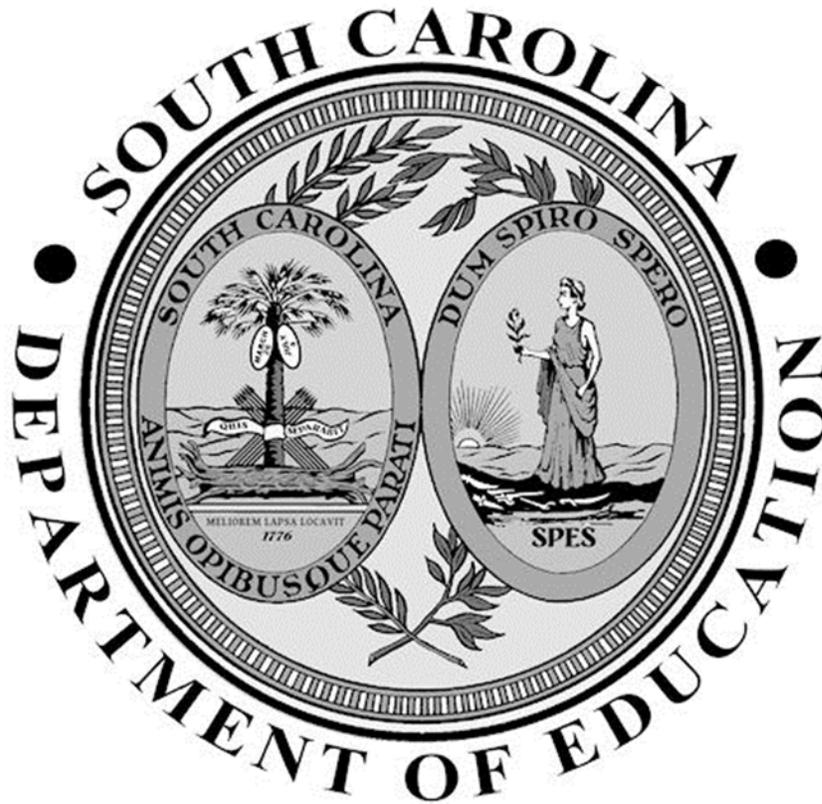


**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

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STATE SUPERINTENDENT OF EDUCATION



Expanded ADEPT Process Manual

December 2021

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Preface

Implemented statewide in 1998, the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) system has become a vital part of South Carolina’s overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations of both subject matter (content) and general teaching area, teachers were required to complete all ADEPT requirements to be eligible for a professional teaching certificate. In 2006 ADEPT Guidelines were approved by the South Carolina State Board of Education and have continued to be the basis for teacher evaluation and licensure. In 2012, the South Carolina Department of Education (SCDE) applied for and was granted a waiver from the Elementary and Secondary Education Act (ESEA) requirements. The United States Department of Education approved the waiver provided that an expanded system for educator evaluation was developed and implemented statewide that included student growth measures.

In December 2015, ESEA legislation was reauthorized, allowing states greater flexibility in designing educator evaluation systems. The SCDE took this opportunity to rethink its approach to the redesign of the *Expanded ADEPT Support and Evaluation System*. Four requests were made of the State Board of Education:

- Remove the requirement of test score-based measures within educator evaluation.
- Continue to collect student growth measures through the student learning objectives (SLO) process and the use of local growth measures.
- Use the student growth measure as an artifact that supports ratings within professional practice domains rather than as its own measure.
- Grant permission to convene educator stakeholder focus groups to get feedback related to changes in the system.

These four requests were approved on January 13, 2016. Refinements in the system guidelines reflect stakeholder feedback gathered from focus groups, an online feedback survey and multiple reviews from advisory groups across the state of South Carolina. Based on their responses, educators indicated that what they wanted most from an evaluation system was clear, timely, useful feedback. The South Carolina Department of Education used this feedback to revise our vision for supporting teacher evaluation in South Carolina. South Carolina’s *Expanded ADEPT* system represents a shift from an evaluation system that assigns teachers a “Met” or “Not Met” rating at the end of the year to a professional growth and development system that gives teachers timely, thoughtful feedback about their practice.

Expanded ADEPT focuses attention on intended student outcomes, allowing educators to align and strengthen professional practice to support those outcomes. The system uses data-driven improvements to the state’s existing support and evaluation systems authorized under the following:

- [S.C. Code Ann. §§ 59-26-40 \(Supp. 2016\): Training, Certification, and Evaluation of Public Educators](http://ed.sc.gov/scdoe/assets/file/programs-services/50/documents/ADEPT_Statute_Amended2012.pdf), available at http://ed.sc.gov/scdoe/assets/file/programs-services/50/documents/ADEPT_Statute_Amended2012.pdf
- [State Board of Education Regulation § 43-205.1 \(Supp. 2016\): Assisting, Developing, and Evaluating Professional Teaching \(ADEPT\)](https://ed.sc.gov/state-board/state-board-of-education/additional-resources/regulations-table-of-contents/state-board-of-education-regulation-43-205-1-assisting-developing-and-evaluating-professional-teaching-adept/), available at <https://ed.sc.gov/state-board/state-board-of-education/additional-resources/regulations-table-of-contents/state-board-of-education-regulation-43-205-1-assisting-developing-and-evaluating-professional-teaching-adept/>

Every student in South Carolina schools deserves an effective teacher. Teachers deserve timely, thoughtful feedback about their practice to grow and develop at all stages of their professional career. The *Expanded ADEPT Support and Evaluation System* represents a significant step in the journey of improving teacher professional practice for the benefit of ALL students in South Carolina. The primary goal is to use evaluation as a tool that informs an educator's professional growth and development, with emphasis on the direct connection between teacher practices and increased student learning through the incorporation of student academic growth measures into classroom-based teachers' evaluation. Revisions in our current system are intended to align and strengthen professional practice to support the intended student outcomes.

Introduction to South Carolina Teaching Standards

As part of the *Expanded ADEPT* system, South Carolina Teaching Standards (SCTS) 4.0 is South Carolina's primary formal evaluation model for classroom-based teachers. The SCTS 4.0 rubric is based on sets of performance standards designed and validated by the National Institute for Excellence in Teaching (NIET) and establishes the expectations for what classroom-based teachers are to know, be able to do, and carry out as an integral part of their practice. These expectations, called the SCTS Indicators, are the foundation for good teaching and are designed to grow classroom-based teachers throughout their career continuum, beginning with teacher preparation and continuing through Induction, summative performance evaluations, and ongoing professional growth and development. A classroom-based teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of the teaching career.

The SCTS 4.0 rubric is *not* intended to be used to evaluate special area personnel, including library media specialists, school guidance counselors, and speech-language therapists. They will continue to be evaluated under the existing 2006 ADEPT guidelines.

Application of SCTS

In order to qualify for advancement to a professional teaching certificate and/or to become eligible for employment under a continuing contract, educators must successfully complete an *Expanded ADEPT* summative evaluation at the annual-contract level. The following requirements apply to the use of SCTS for the purpose of certificate and/or contract advancement:

- Teachers must be evaluated in an area or areas in which they are *fully certified* at the time of the evaluation.
- Teachers must be employed *at least half-time* (i.e., full time educator = >0.5) at the annual-contract level at the time they are evaluated in order to qualify for certificate advancement.

Orientations

The school district must ensure that all classroom-based teachers scheduled for summative evaluation receive a *comprehensive* orientation to the evaluation process prior to the beginning of the evaluation. The orientation may be presented to the teachers in a group setting or on an individual basis. The orientation must include, at minimum, written and oral explanations of the SCTS instrument or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results. Additionally, prior to the beginning of the preliminary evaluation period, each teacher must be informed of the names of the members of his or her evaluation team. In districts using the SCTS rubric, teachers must

participate in the SCDE approved one-day teacher rubric training before their first summative evaluation. Teachers only need to receive the SCTS rubric one-day rubric training once.

All classroom-based teachers and special area educators scheduled for annual or continuing contract formative and GBE evaluations must be oriented to the district’s general approach to *Expanded ADEPT* for their evaluation type.

SCTS 4.0 Rubric Indicators

There are 23 SCTS Indicators for classroom-based teachers. These indicators are grouped into four broad categories, or domains:

Planning	Instruction	Environment	Professionalism
<ul style="list-style-type: none"> • Instructional Plans • Student Work • Assessment 	<ul style="list-style-type: none"> • Standards & Objectives • Motivating Students • Presenting Instructional Content • Lesson Structure & Pacing • Activities & Materials • Questioning • Academic Feedback • Grouping Students • Teacher Content Knowledge • Teacher Knowledge of Students • Thinking • Problem Solving 	<ul style="list-style-type: none"> • Expectations • Engaging Students and Managing Behavior • Environment • Respectful Culture 	<ul style="list-style-type: none"> • Growing & Developing Professionally • Reflecting on Teaching • Community Involvement • School Responsibilities

Each of these Indicators contains a set of Descriptors—the critical components of the Indicator. Together, the Indicators and Descriptors establish the proficiency expectations for each Domain. While the indicators and descriptors provide expected behaviors under each domain, Descriptors are not intended to be used as a checklist. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes, a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used for gauging teacher effectiveness.

SCTS Evaluation Teams

SCTS evaluators vary based on the contract level of the teacher being evaluated. All evaluators must have met all SCTS evaluator training requirements. For all evaluation teams, one member must serve as the chair.

Induction Contract Teachers

- Principal or SCTS certified administrative designee (each induction teacher must also be assigned a trained mentor who will not evaluate the teacher's performance)

Annual & Continuing Summative Contract Teachers

- Principal or SCTS certified administrative designee and content expert

Annual Contract Teachers Undergoing Diagnostic Assistance

- Principal or SCTS certified administrative designee and content expert (each teacher undergoing diagnostic assistance must also be assigned a trained mentor who will not evaluate the teacher's performance)

Continuing Contract Teachers Undergoing Comprehensive Formative Evaluations

- Principal or SCTS certified administrative designee and IF NECESSARY a content expert

Annual Contract Teachers Undergoing Second Formal Evaluations/Returning Following State Sanctions

- Principal or SCTS certified administrative designee, content expert, and other SCTS certified evaluator

Responsibilities of Team Member

- Maintain all observation evidence for each teacher he/she observes through SCLead.org or other district system
- Hold appropriate conferences/meetings with teacher under evaluation
- Report teacher evaluation ratings

Responsibilities of Team Chair

- Maintain all evaluation evidence for each teacher who is undergoing formal evaluation
- Ensure that copies of all evaluation documents are made available to each member of the evaluation team through SCLead.org or other district system
- Hold appropriate conferences/meetings with teacher under evaluation
- Report teacher evaluation ratings

Responsibilities of the Mentor

- Must be trained and assigned in accordance with the South Carolina Mentoring and Induction Program: Implementation Guidelines as well as with the *Expanded ADEPT* training requirements that are described in this document. The role of the mentor is to provide additional support to the educator.
- Must have regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the educator, as specified in the educator's Professional Growth and Development Plan (PGDP). The mentor should keep a log to document the assistance he or she has provided to the educator throughout the year.
- Must *not* serve as an evaluator for the educator.

Evaluation Team Responsibility Chart

Person(s) Responsible	Responsibilities
Evaluation Team Member	<ul style="list-style-type: none"> • Undergo three-day SCTS evaluator training/pass certification • Hold 1 preconference (1st semester) prior to observation • Conduct 1 observation per semester • Document evidence collected from classroom observations (student and teacher) • Hold 2 post-conferences (1 per semester) within 5 school days of observation • Participate in evaluation team meetings
Team Chair	<ul style="list-style-type: none"> • Complete all team member responsibilities • Ensure all team-members have access to appropriate evaluation documents • Maintain all evidence through SCLead.org or district system (for consensus) • Meet with teacher to discuss the overall evaluation rating and SLO (within 5 school days of consensus meeting; prior to May 1) • Report teacher’s evaluation ratings
SLO Approver (If different)	<ul style="list-style-type: none"> • Conduct initial, mid-course, and end of year SLO conferences with teacher
Mentor (If assigned)	<ul style="list-style-type: none"> • Complete two-day SC Mentor training • Communicate regularly with induction teacher • Observe teacher in practice • Provide support through coaching, planning, resources, etc.

SCTS Timelines

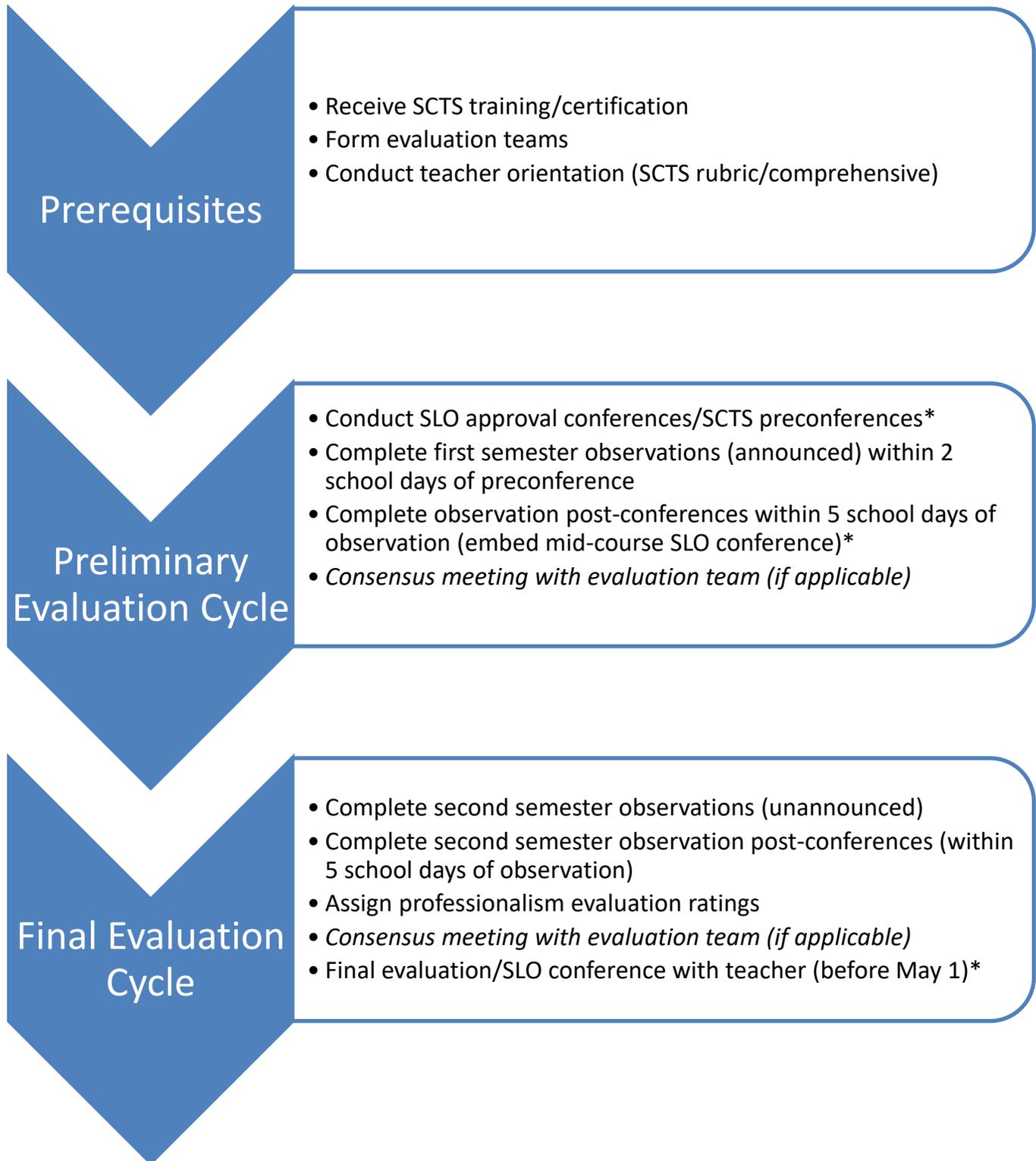
SCTS evaluations must cover a minimum of 90 working days over the course of the academic year and must consist of two evaluation periods: a preliminary evaluation period and a final evaluation period. Each evaluation period must include the following procedures: (1) classroom observations, (2) the collection of all required evidence (including SLO), (3) conferences with the teacher, and (4) the evaluators’ consensus meeting (when appropriate). The preliminary and final evaluation periods should be roughly equal in length, with each evaluation period covering a minimum of 45 student attendance days.

The preliminary (i.e., first) evaluation period must begin on or after the date that the teacher orientation is held. The entire preliminary evaluation period must occur during the first semester of the school year. The preliminary evaluation results are intended to serve as a “progress report” to the teacher.

At least a portion of the final evaluation period must occur during the second semester of the school year.

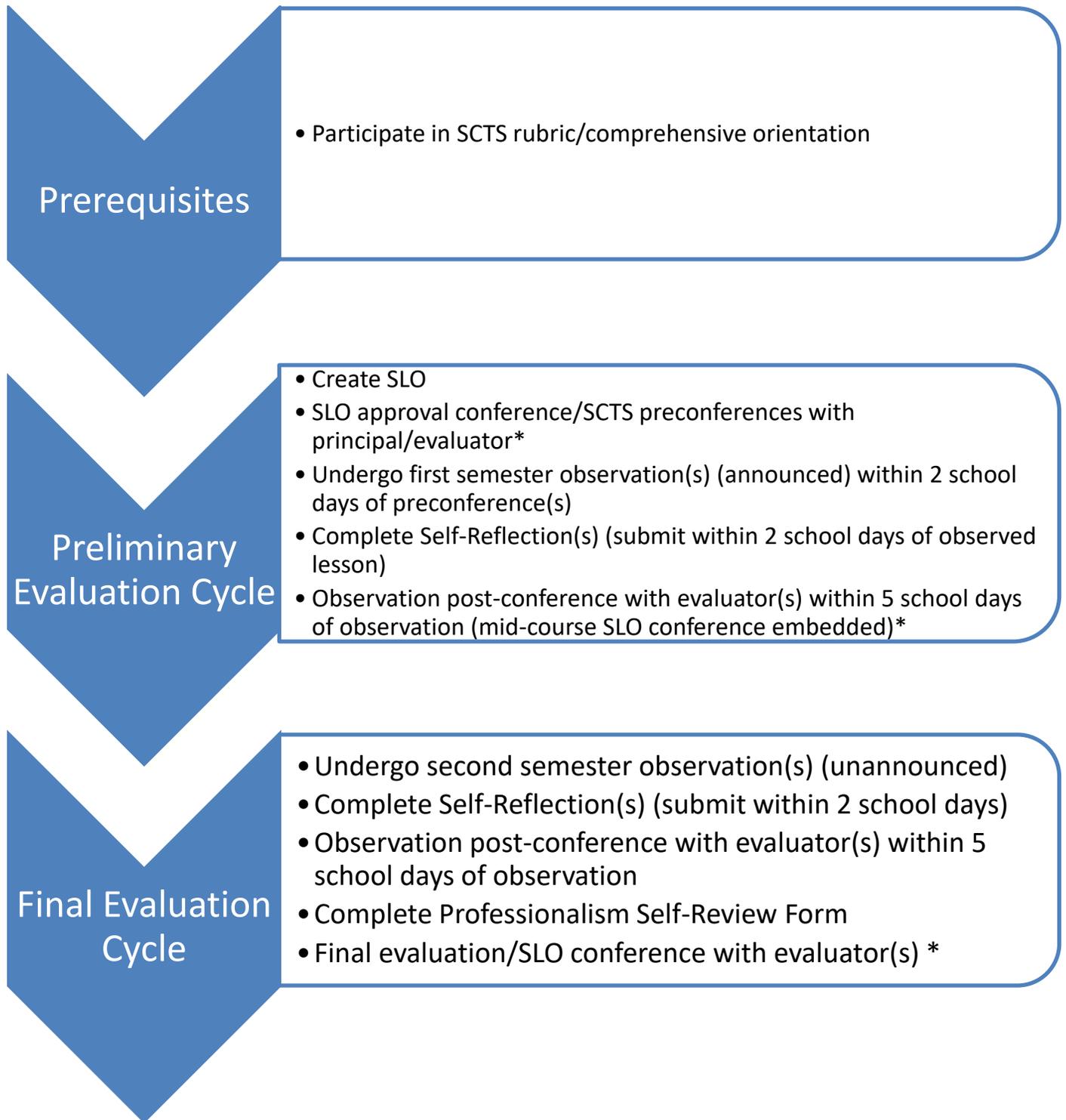
The final evaluation period must end prior to the dates that contracts are issued annually. Each school district must include the dates of the formal evaluation period in its annual *Expanded ADEPT* plan. All evaluators, as well as teachers who are scheduled to undergo formal evaluation, must be informed in advance of these dates.

SCTS Evaluation Cycle for Principals/Evaluators



* Districts may decide to hold SLO conferences separately

SCTS Evaluation Cycle for Teachers



* Districts may decide to hold SLO conferences separately

* For educators completing second semester SLOs, conferences may occur during the final evaluation cycle.

Expanded ADEPT SCTS Process Log

Teacher's name _____	School _____
District _____	Grade level/ Subject area(s) _____
Academic year _____	Contract level _____
Evaluation Chair _____	Evaluator 2 (if applicable) _____
Evaluator 3 (if applicable) _____	

Preliminary Evaluation Period

The teacher received a comprehensive orientation to the SCTS and SLO process.	Date	Teacher's Initials
The teacher's SLO was approved.	Date	Chair's Initials
Pre-conference, Observation #1, and Post-conference were conducted.	_____ _____ _____	Evaluator's Initials
The teacher submitted the self-reflection form on observation #1.	Date	Chair's Initials
Pre-conference, Observation #2, and Post-conference were conducted.	_____ _____ _____	Evaluator's Initials
The teacher submitted the self-reflection form on observation #2.	Date	Chair's Initials
The teacher participated in a mid-course SLO check-in.	Date	Chair's Initials
(CONSENSUS ONLY) The evaluation team consensus meeting was held.	Date	Chair's Initials
(CONSENSUS ONLY) The preliminary evaluation conference was held with the teacher.	Date	Chair's Initials

Comments and/or description of other ADEPT related activities (e.g., additional comprehensive classroom observations, additional reflections, walk-through observations) conducted during the preliminary evaluation period (optional).

Final Evaluation Period

Observation #3 and Post-conference were conducted.	Date <hr/> <hr/>	Evaluator's Initials
The teacher submitted the self-reflection form on observation #3.	Date	Chair's Initials
Observation #4 and Post-conference were conducted.	Date <hr/> <hr/>	Evaluator's Initials
The teacher submitted the self-reflection form on observation #4.	Date	Chair's Initials
The professionalism review form was submitted.	Date	Chair's Initials
The teacher submitted the professionalism self-review form <i>if required</i> .	Date	Chair's Initials
(CONSENSUS ONLY) The evaluation team consensus meeting was held.	Date	Chair's Initials
The final SLO Summative Conference was held with the teacher. (can be combined with the final evaluation conference)	Date	Chair's Initials
The final evaluation conference was held with the teacher.	Date	Chair's Initials

Comments and/or description of other ADEPT related activities (e.g., additional comprehensive classroom observations, additional reflections, walk-through observations) conducted during the final evaluation period (optional).

By signing below, I verify the accuracy of the above ADEPT Process log.

Evaluator _____ Date _____

Evaluator _____ Date _____

Evaluator _____ Date _____

Teacher _____ Date _____

Required Data Sources and Evidence

- All *Expanded ADEPT* formal evaluation systems must include multiple sources of evidence that reflect the teacher's typical performance relative to each of the SCTS Indicators.
- Evidence can be collected from the following six sources: lesson plans from the targeted unit, classroom observations, reflections on instruction and student learning, the professionalism review, the professional growth and development plan, and the SLO. Evaluation teams may also request student work from observed lessons to support SCTS Indicator ratings.

Lesson Plans

- Each teacher undergoing formal evaluation must provide their evaluators with lesson plans to support ratings for the Planning Domain. Lesson plans for the unit from which observed lesson occurs must be provided. Additional lesson plans may be requested by the evaluation team.
- Evaluators must review the teacher's lesson plan(s) to support evaluation ratings for each observation they conduct.

Classroom Observation Pre-Conferences

The purpose of the pre-conference is to collect evidence related to planning and to give the educator the opportunity to provide context for the lesson.

- It is best practice for teachers to be notified of the date and time for the pre-conference at least three school days in advance.
- Absent unusual circumstances (e.g., weather, absences, illness, etc.) announced observations should occur no later than two school days following the pre-conference.
- If the evaluator is unable to observe the intended lesson, a new pre-conference must be scheduled and conducted.
- During the pre-conference, the evaluator can ask questions and collect evidence prior to the upcoming observation. Additionally, teachers can ask their evaluators clarifying questions about the SCTS 4.0 rubric and/or specific Indicators within the rubric.

Pre-Conference Planning Sheet

TEACHER NAME: _____ GRADE & SUBJECT: _____

DATE: _____

CONFERENCE INTRODUCTION/GREETING

- ✓ Greeting / Set the Tone
- ✓ Establish the length of the conference (~10-20 minutes)
- ✓ Review the Process
 - Purpose is to give the observer an opportunity to get more context and begin collecting evidence about the upcoming lesson
 - We will think through together any issues that might impact the lesson.
- ✓ Ask a general question

QUESTIONS ABOUT THE LESSON

CLOSING

- ✓ Summary of next steps (if needed)
- ✓ Confirm logistics for observation (when, where, where observer can sit)

Classroom Observations

The purpose of classroom observations is to gather information about the teacher's typical teaching performance. The required classroom observations for SCTS are known as full classroom observations. All fall semester full classroom observations must be announced, and all spring semester observations must be unannounced. Each observation must cover a complete lesson and must address all SCTS indicators identified in the Planning, Instruction, and Environment domains. In addition to the required full classroom observations, evaluators may conduct optional walk-through observations as often as needed. Beginning academic year 2021–22 Induction Formative educators may have a walk-through in lieu of the Fall Observation requirement. The walk-through must be a minimum of 20-minutes to be able to gather substantial evidence on a few SCTS 4.0 indicators under the Planning, Instruction and Environment Domains.

Classroom Observation Requirements for Induction Teachers

Educator and Observation Type	Observations: type and frequency (If Applicable)	Observer	Level of Impact
<p>Induction Formative</p>	<p>Each induction contract year: ≥ 1 – Full Classroom Observation per semester with conferences. Additional informal observations and feedback at the evaluator’s discretion.</p> <p>The fall semester observation will be announced, and accompanied by a pre- and post-conference. The spring semester observation will be unannounced and accompanied by a post-conference.</p> <p>Each observation must cover the entirety of the lesson, and address all SCTS Indicators identified in the Planning, Instruction, and Environment domains.</p> <p>Target focus must be given to the teacher’s identified area(s) of improvement.</p> <p>Induction Year 1: Mentors must be assigned.</p> <p>Additional Induction Years: Mentors provided at discretion of district. Teachers may seek additional support at their volition.</p>	<p>Principal or SCTS certified administrative designee</p> <p>Trained Mentor</p>	<p>School district employment; number of induction years; contents of the professional development plan.</p>

Classroom Observation Requirements for Annual and Continuing Teachers

Educator and Observation Type	Observations: type and frequency	Observer	Level of Impact
<p>Annual & Continuing Summative</p>	<p>>2 – Full Classroom Observations per semester, conducted separately by at least two observers (each observer conducts 1 per semester for a total of 4 for the year), with conferences. Additional informal observations and feedback at the evaluator’s discretion.</p> <p>Preliminary cycle observations (fall semester) must be announced accompanied by pre- and post-conferences. Final cycle observations (spring semester) must be unannounced and accompanied by post-conferences.</p> <p>All observations must cover the entirety of the lesson.</p> <p>Additional Informal or Walk-Through Classroom Observations per semester are encouraged.</p>	<p>Principal or trained administration designee & Content Expert</p> <p>Each evaluator must conduct at least one observation per cycle.</p>	<p>School district employment; SC certification; possible highly consequential evaluation; contents of the professional development plan.</p>

Classroom Observations for Annual Contract Teachers Undergoing Diagnostic Assistance

Educator and Observation Type	Observations: type and frequency	Observer	Level of Impact
<p>Annual Formative (Diagnostic Assistance)</p>	<p>Each annual contract year: ≥ 2 – Full Classroom Observation per semester with conferences. Additional informal observations and feedback at the evaluator’s discretion.</p> <p>The fall semester observations will be announced, and accompanied by a pre- and post-conference. The spring semester observations will be unannounced and accompanied by a post-conference.</p> <p>Each observation must cover the entirety of the lesson, and address all SCTS Indicators identified in the Planning, Instruction, and Environment domains.</p> <p>Target focus must be given to the teacher’s identified area(s) of improvement.</p> <p>Mentors must be assigned.</p>	<p>Principal or trained administration designee & Content Expert</p> <p>Each evaluator must conduct at least one observation per cycle.</p> <p>Trained Mentor</p>	<p>School district employment; contents of the professional development plan.</p>

Classroom Observations for Continuing Contract Teachers Undergoing Comprehensive Evaluations

Educator and Observation Type	Observations: type and frequency	Observer	Level of Impact
<p>Continuing Contract Formative (Comprehensive)</p> <p>Comprehensive evaluation occurs at least once within a recertification cycle.</p>	<p>>1 – Full Comprehensive Classroom Observation per semester with conferences.</p> <p><i>**If all SCTS Indicators are scored Proficient or higher during the preliminary observations(s) (i.e., fall semester), observations scheduled for the final cycle (i.e., spring semester) can be waived at the evaluator’s discretion.</i></p> <p>If more than one observation is conducted per semester, then at least two observers are needed.</p> <p>The fall semester observation will be announced and accompanied by a pre- and post-conference. The spring semester observation, if not waived, will be unannounced and accompanied by a post-conference.</p> <p>Each observation must cover the entirety of the lesson, and address all SCTS Indicators identified in</p>	<p>Principal or trained administration designee & if necessary, a content expert</p>	<p>The need for a formal/summative evaluation; contents of the professional growth and development plan.</p>

Reflections on Instruction and Student Learning

- Following each required observation, the teacher must complete the Post-Conference Teacher Self-Reflection Form. The purpose of this reflection is to allow the teacher to reflect on the observed lessons and provide self-scores for Indicators in the Planning, Instruction, and Environment Domains.
- All reflections are to be submitted to the evaluation team within two school days following the observation, unless an extension is approved by the evaluation team.
- The teacher's Self-Reflection Form will be used for discussion during the post-conference.

Teacher Self-Reflection on Observation:

Teacher Signature _____

Date _____

Classroom Observation Post-Conferences

The purpose of the post-conference is to provide teachers the opportunity to self-reflect on their lesson. The post-conference must occur within five school days of the observation. Prior to the post-conference, the evaluator will identify an area of reinforcement (i.e., area of strength) and an area of refinement (i.e., an area for improvement). These areas will be relative to the SCTS Indicators and will be discussed with the teacher during the post-conference.

Observer Reflection on Observation (Optional):

Teacher Self-Reflection on Observation (Optional):

Observer Signature _____

Date _____

Teacher Signature _____

Date _____

Observer Reflection on Observation (Optional):

Teacher Self-Reflection on Observation:

***Note: Indicator level scores will be shared at the preliminary or final cycle conference. ***

Observer Signature _____

Date _____

Teacher Signature _____

Date _____

Post-Conference Planning Sheet

TEACHER NAME: _____ GRADE & SUBJECT: _____

DATE: _____

CONFERENCE INTRODUCTION/GREETING

- ✓ Greeting / Set the Tone
- ✓ Establish the Length of the Conference
- ✓ Review the Process
 - Purpose is to reflect on the lesson observed and to focus on best practice professional development
 - We will reflect on a strength of the lesson observed (area of reinforcement).
 - We will then identify an area of reinforcement we want to strengthen, and an area that could have extended student learning (area of refinement).
- ✓ Ask a General Question

REINFORCEMENT PLAN:

Objective:

Questions for Teacher Reflection:

Evidence from lesson that indicates strong support of student learning. (at least 3 examples)

REFINEMENT PLAN:

Objective:

Questions for Teacher Reflection:

Evidence from lesson that indicates needed support for student learning. (at least 3 examples)

SUPPORT PLAN

CLOSING

- ✓ Restate area of Refinement and Reinforcement
- ✓ Share Scores
- ✓ Sign Documentation
- ✓ Closing statement

Coaching Questions for Post-Conferences

Standards and Objectives:

- How do you decide on the standards/objectives you will teach?
- How do you identify the sub-objectives for a lesson?
- How do you decide on the method you will use to communicate the standards/objectives to students?
- How do you utilize a visual of the standards/objectives during a lesson?
- How do you communicate your expectations to the students?
- How will you obtain evidence that most students have demonstrated mastery of the objective?

Motivating Students:

- How do you organize the content of a lesson so that it is meaningful and relevant to the students?
- How do you develop learning experiences that provide opportunities for students to ask questions and explore?
- How do you reinforce and reward the efforts of all students?
- Why is it important for students to have opportunities to develop their own questions and explore for the answers?
- How does motivation impact student achievement?

Presenting Instructional Content:

- How do you decide on the types of visuals you will use during a lesson?
- Why is it important for the teacher to model his/her expectations for students?
- How do you plan for effective modeling during a lesson?
- How do students clearly know your expectations for their assignments and for what they are to learn?
- When planning a lesson, how do you decide on the sequencing of the instruction within the lesson?
- When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented?
- How do you maintain focus in a lesson on the learning objectives?

Lesson Structure and Pacing:

- How do you decide on the manner in which you will segment the different parts of a lesson?
- How do you plan for effective closure within a lesson?
- How do you plan for the pacing of a lesson that provides opportunities for students who progress at different rates?
- How do you ensure that instructional time is used efficiently throughout a lesson so that all students remain actively engaged in learning?

Activities and Materials:

- How do you decide on the types of materials you will use during a lesson?
- How do you decide on the types of activities you will use during a lesson?
- How do you develop activities that are aligned to the learning objective?

Questioning:

- How do you decide on the types and frequency of questions you ask during a lesson?
- Why is it important for teachers to ask higher-order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- How do you provide for wait time during a lesson?
- What is the purpose for a teacher to provide wait time?

Academic Feedback:

- How do you decide on the type of feedback you provide to students?
- How do you use student feedback to make adjustments to your instruction?
- How do you engage students in providing quality feedback to one another?

Grouping:

- How do you decide on the instructional grouping of students during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do you communicate your expectations to students for their own work and that of the group?
- How do you assess the performance of groups and individuals when it is completed in a group setting?

Teacher Content Knowledge:

- How do you prepare yourself to teach (insert topic taught)?
- How do you develop or select instructional strategies to teach (insert the specific topic being taught)?
- How do you decide on the ways in which you will connect the content being taught to more powerful ideas?
- What are some other ideas to which you could have connected during the lesson?

Teacher Knowledge of Students:

- How do you identify the learning styles of your students and incorporate these into your lessons?
- How do you identify the interests of your students and incorporate these into your lessons?
- How do you provide differentiated instructional methods within your lessons?

Thinking and Problem Solving:

- How do you plan for activities and/or assignments that teach students different types of thinking or problem solving?
- Ask teachers to reflect on the specific activities and/or assignments utilized within the lesson and then identify the type of thinking and/or problem solving each taught. This type of reflection will provide a means for assessing a teacher's understanding of analytical, practical, and research-based thinking and the types of problem solving referenced under this indicator.

Professionalism Review

During the summative evaluation period, the building principal (or designated school- or district-level administrator as appropriate) must complete the Professionalism Review Form. The purpose of this review is to generate evaluation ratings for Indicators in the Professionalism Domain of the SCTS rubric.

Professionalism Review

Teacher Name _____

Grade Level/Subject Area _____

School _____

Evaluator Name _____

Performance Standard		Exemplary 4	Proficient 3	Needs Improvement 2	Unsatisfactory 1
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

Evaluator Signature _____

Date _____

Teacher Signature _____

Date _____

Professionalism Self-Review

During the evaluation period, the teacher must complete the Professionalism Self-Review Form. The purpose is for the teacher to reflect on his or her professional performance.

Professionalism Self-Review Form

Teacher Name _____

	Performance Standard	Exemplary 4	Proficient 3	Needs Improvement 2	Unsatisfactory 1
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self- reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

Teacher Signature _____ Date _____

Student Learning Objective

The SLO serves to measure the impact of teaching performance on student growth, determined by the teacher's ability to set appropriate goals for student learning and development, accurately measure and analyze student growth, and to plan, implement, and adjust instruction to ensure maximum student progress.

- At least one SLO must be developed by all classroom-teachers undergoing summative evaluation.
- The SLO approver will review and score the SLO as supporting evidence for the teacher's overall evaluation rating.
- The SLO may serve as the teacher's PGDP, if no SCTS Indicators are scored as Unsatisfactory during the summative evaluation period.
- At the discretion of the employing district, a PGDP may be required, even if no SCTS Indicators are identified as Unsatisfactory.

SLO FAQs

- **How much flexibility do districts have with SLO conferences?** SLO conferences can be streamlined to correspond with conferences taking place during the evaluation cycle. Depending on the time of year the SLO occurs, conferences may take place during the preliminary and/or final evaluation cycle. All teacher reflections and SLO conferences must be completed prior to May 1.
- **Does the person that monitors and scores the SLO have to be a member of the evaluation team?** Yes. The SLO approver can be someone designated by the school administrator. The SLO approver should be listed on the Evaluation Team in SCLead.org but is not required to be SCTS 4.0 certified evaluator.
- **If an educator's SLO data will not be available prior to the final SLO conference (e.g. standardized test scores), how will progress be measured?** To adequately monitor student progress throughout the year, educators are encouraged to use locally-developed measures of student performance. Teachers benefit from a process that allows them to engage with goal-setting based on consistent data gathering. Teachers report that when they use assessments that are locally-designed, they are better able to support students throughout the SLO process.

Professional Growth and Development Plan

If it is determined that the teacher requires a PGDP that focuses on additional areas of professional growth outside of the SLO, the following requirements must be met:

- On the basis of the results of the summative evaluation period, the evaluation team and/or designated supervisor(s) must collaborate with the teacher to develop an appropriate PGDP.
- The plan must include the area of refinement that was identified during the evaluation.
- If multiple areas of refinement were identified, the areas must be prioritized so that no more than three areas are to be addressed at any given time.
- If no areas of weakness were identified, the plan must support continued improvements in professional knowledge and skills.

A professional growth and development plan must be developed by all annual contract teachers undergoing diagnostic assistance. The plan must be developed collaboratively by the supervisor and the educator.

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

The professional growth and development plan may be modified at any point during the year as deemed necessary and appropriate. Modifications must be made in writing and must be signed by both the educator and the supervisor. PGDP forms are available in the Professional goals section of SCLead.org.

Professional Growth & Development Plan (PGDP) and Student Learning Objective (SLO)

Professional development goals must be established by the teacher and must be supportive of district strategic plans and school renewal plans.*

- A Student Learning Objective (SLO) serves as the PGDP. (Section I only)
- An SLO serves as one of multiple goals of the PGDP. (Section I and II)
- A Teacher Leadership Goal (TLG) serves as the PGDP. (Section II only)

Section I. Student Learning Objective (SLO)

Teacher Name:	School:
SLO Evaluator Name:	SLO Interval (circle): Year or Semester
Grade Level:	SLO Content Area/Focus Class:

I. Student Population and Baseline

a. What do I already know about the students in my focus class?

Information could include the number of students, a description of students with exceptionalities (e.g., learning disability, gifted and talented, and/or language learner status), easily accessible reports of last year's performance, information from the Rally Analytics platform, etc. This should require reflection, not extensive research.

b. What do I know about the support my students will need to be successful in this class/content area?

Response could include information from spring, summer, or fall assessments.

II. Priority Standard and Learning Objective

a. Identify one to two high priority content standard(s) and indicators or [Competencies for the Profile of a SC Graduate](#) that will provide the basis of the SLO learning objective. Consider using [math](#) or [English](#) priority standards. Other content areas may consider a skill- or practice-based standard that spirals back multiple times.

b. Related to that priority standard or competency, what should students be able to do at the end of the SLO interval?

The Learning Objective should be aligned with course- or grade-level content standards or the [Competencies for the Profile of a SC Graduate](#). The goal should be broad enough to capture essential skills but focused enough to be measurable. Alternatively, educators may set a growth goal using existing data team structures or the Rally platform.

c. What evidence of growth will tell me that a student has met this learning objective?

Consider what formative and summative assessment data is already collected as part of your course that can be used to measure this objective. Multiple measures and incorporation of existing assessments are encouraged. This evidence can be connected to existing data team/PLC structures or work with the Rally platform.

III. Instructional Strategies and Inclusive Learning Environment

a. When I consider my professional practice and growth, what is one instructional practice that will be my focus connected to this professional goal? Why?

b. Which SCTS 4.0 Rubric Indicator(s) is most connected to this instructional practice?

Choose an item.

c. Student success is deeply connected to the learning environment. Which [inclusive learning practice](#) is most connected to your planning for a positive learning environment? Choose an item.

d. When you think about this group of students and this content, how will this strategy help you intentionally create a positive classroom community that helps all students take risks and grow as independent learners?

IV. Mid-Course Progress Monitoring

This conference and reflection may be incorporated into a department, grade-level, PLC, or other collaborative meeting.

a. Educator Reflections. How did you monitor students' mastery of the learning objective? How has your instructional practice impacted students so far?

b. General Reflections.

The educator and evaluator may add additional reflections here.

V. End of Year Conference Reflection

a. Evidence that students showed growth as established by the SLO goal and conferences.

b. Reflection on Data

How does the data inform my instructional practice, goal setting, or my professional development plan for next year?

c. [SLO Rating](#)

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		

Section II. Professional Goal

<p>Goal Name: South Carolina Teaching Standard Indicator(s):</p>
<p>Goal: <i>Should be SMART: Specific, Measurable, Achievable, Relevant, Time-bound</i></p>
<p>Goal Strategies <i>What will I do to accomplish my goal?</i></p>
<p>Goal Outcome <i>What good will result when this goal is accomplished?</i></p>
<p>Goal Evidence <i>Evidence that the evaluator will consider in determining goal progress or accomplishment. Evidence may be added in "Attachments."</i></p>
<p>Goal Alignment <i>Reflect on how this goal is related to district strategic plans, school renewal plans, or student growth.</i></p>

Preliminary performance review *(to be completed by the supervisor based on the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.

Comments

Date	Signatures

Final performance review *(to be completed by the supervisor based on the evidence)*

- The educator has *met* the above goal.
- The educator is making *satisfactory progress* toward achieving this goal.
- The educator is *not* making satisfactory progress toward achieving this goal.

Comments

Date	Signatures

SLO Scoring Rubric

Score	Criteria
Exemplary 4	<input type="checkbox"/> 90% -100% of students showed evidence of growth as established in the educator’s SLO conference(s).
	<input type="checkbox"/> Educator set up rigorous goals(s); skillfully assessed and monitored progress; and strategically revised instruction in response to ongoing progress monitoring.
Proficient 3	<input type="checkbox"/> 75% -89% of students showed evidence of growth as established in the educator’s SLO conference(s).
	<input type="checkbox"/> Educator set up attainable goals(s); assessed and consistently monitored progress; and adjusted instruction in response to progress monitoring.
Needs Improvement 2	<input type="checkbox"/> 51% -74% of students showed evidence of growth as established in the educator’s SLO conference(s).
	<input type="checkbox"/> Educator set up goals(s); assessed and inconsistently monitored progress; and inconsistently or inappropriately adjusted instruction.
Unsatisfactory 1	<input type="checkbox"/> 0% -50% of students showed evidence of growth as established in the educator’s SLO conference(s).
	<input type="checkbox"/> Educator inconsistently assessed and failed to monitor progress; and failed to adjust instruction based on progress monitoring data.

Scoring Procedures

Two SCTS scoring approaches are available to districts, the average approach and the consensus approach. Districts indicate their preferred scoring approach in their *Expanded ADEPT Plan*.

Average Approach

- With the average approach, scores from each individual observation are plugged into a scoring algorithm that will calculate overall evaluation ratings using each score provided.
- Classroom observations and related artifacts are used to score the Planning, Instruction, and Environment domains.
- Scores from each observation are averaged together to form overall domain ratings for the Planning, Instruction, and Environment domains.
- The Professionalism domain is scored in the Final Cycle, at the very end of the formative or summative evaluation period.
- Following each observation and post-conference, the teacher will receive scores for each Indicator, as well as areas for Reinforcement and Refinement.
- At the conclusion of the formative or summative evaluation period, the teacher's SLO score is used as a modifier for the teacher's overall evaluation rating. An SLO score of 4 will increase the teacher's overall evaluation rating by .25; conversely, an SLO score of 1 will change the teacher's overall evaluation rating by -.25. SLO scores of 2 and 3 are to have no bearing on the teacher's overall evaluation rating.
 - .25 was chosen as modifying score for the SLO because the SCTS Rubric Composite Scores are set in half-point increments; meaning SCTS ratings (Unsatisfactory, Needs Improvement, Proficient, Exemplary) are separated into .5 increments. Since the SLO is weighted at .25, it will not automatically increase or decrease a teacher's rating on the SCTS rating scale, but it will carry weight toward the teacher's overall evaluation score.
- The SLO must be completed as a part of the evaluation process. If the teacher fails to complete the SLO, the score on the SLO will default to a 1, resulting in a decrease of the overall evaluation rating of -.25. Districts may specify how long a teacher has to complete the SLO if they have missed the initial deadline.
- After the conclusion of the final observation, the building principal or supervising administrator will complete the teacher's Professionalism Review Form. Scores from the Professionalism Review Form will be used to determine the teacher's Professionalism score.
 - In addition to the Professionalism Review Form completed by the building principal or supervising administrator, the teacher will complete the Professionalism Self-Review Form. The teacher must submit their Professionalism Self-Review no later than five school days after their final observation of the final evaluation cycle.
 - The Professionalism Review Form, completed by the building principal or supervising administrator, and the Professionalism Self-Review Form, completed by the teacher, must be completed prior to the conclusion of the evaluation period.
- Following the duration of the evaluation period, the evaluation team chair will meet with the teacher to discuss the teacher's overall evaluation rating and SLO. Responsibilities of the evaluation team chair are outlined in the SCTS user manual. This meeting must occur by the April 30 contract deadline ("prior to May 1st").

Consensus Approach

With the consensus approach, scores and evidence from each individual observation are used by the evaluation team to reach consensus scores for each Indicator and Domain.

- Classroom observations are used as part of the scoring of the Planning, Instruction, and Environment domains.
- The Professionalism Domain is scored in the Final Cycle, at the very end of the formative or summative evaluation period.
- With the consensus approach, teachers receive consensus observation scores following the preliminary and final evaluation cycles, but they do not receive individual scores from each observation. The preliminary conference does not need to include an overall composite score as the Professionalism domain is not required until Final Cycle.
- During post-conferences, teachers receive an area of Reinforcement and Refinement, but Indicator scores are not shared.
- Following each classroom observation, the evaluator will score each Indicator and Domain using the scoring rules provided in the SCTS user manual. Once scores have been recorded, the evaluator will store the evidence electronically or in hard copy. Evaluation evidence is maintained by the evaluation team chair. The responsibilities for the evaluation team chair are outlined in the SCTS user manual.
- Following the preliminary cycle, after which each certified evaluator has conducted at least one observation, a consensus meeting will occur. Consensus meetings must be held with all evaluators present.
- During the consensus meeting, the evaluation team will discuss scores for each Indicator. Consensus must be reached on the scores for each Indicator. If the evaluation team cannot reach consensus, an additional team member, who must be SCTS certified, can be brought in to resolve the scoring disagreement(s). The protocol for bringing in an additional team member can be found in the SCTS user manual.
- Once consensus scores have been established, the evaluation team chair will schedule a meeting with the teacher to discuss the scores. The meeting must occur no later than five school days following the consensus meeting.
- Two scoring meetings must occur during the evaluation period, one for the preliminary cycle (fall semester) and one for the final cycle (spring semester).
- Prior to the consensus meeting for the final evaluation cycle, the evaluation chair must have the scored Professionalism Review Form from the building principal or supervising administrator and the scored Professionalism Self-Review Form from the teacher.
 - The building principal or supervising administrator must complete one Professionalism Review Form of the teacher being evaluated at the conclusion of the final evaluation cycle. The scored Professionalism Review Form, completed by the building principal or supervising administrator, is used to determine the teacher's Professionalism score.
- At the conclusion of the formative or summative evaluation period, the teacher's SLO score is used as a modifier for the teacher's overall evaluation rating. An SLO score of 4 will increase the teacher's overall evaluation rating by .25; conversely, an SLO score of 1 will change the teacher's overall evaluation rating by -.25. SLO scores of 2 and 3 are to have no bearing on the teacher's overall evaluation rating.
 - .25 was chosen as modifying score for the SLO because the SCTS Rubric Composite Scores are set in half-point increments; SCTS ratings (Unsatisfactory, Needs Improvement, Proficient, Exemplary) are separated into .5 increments. Since the SLO is weighted at .25, it will not automatically increase or decrease a teacher's rating on the SCTS rating scale, but it will carry weight toward the teacher's overall evaluation score.
- The SLO must be completed as a part of the evaluation process. If the teacher fails to complete the SLO, the teacher will score a 1 on the SLO, resulting in a decrease of the overall evaluation

rating of -.25. Districts may specify how long a teacher has to complete the SLO if they have missed the initial deadline.

- If the teacher is rated as Needs Improvement or Unsatisfactory during the preliminary evaluation cycle, they can still successfully complete the summative evaluation by receiving a rating of Proficient or Exemplary during the final evaluation cycle. The teacher cannot successfully complete the summative evaluation if they receive a rating of Unsatisfactory during the final evaluation cycle.
- During the final scoring meeting, the evaluation team chair will share and discuss the teacher's final evaluation rating and their SLO score.
- Final scoring meetings must occur prior to the May 1st contract deadline.

Consensus Meetings

The team chair must schedule a consensus meeting that must be held at the end of each evaluation period (i.e., preliminary and final). All members of the evaluation team must participate in this meeting. All evaluators are to bring the electronic or physical copies of their independently prepared Post-Conference Observation Summaries with indicator scores to these meetings.

During the consensus meeting, evaluation judgments must be made at the indicator-level: First, the evaluators must reach consensus regarding whether each **indicator** is *met* or not *met*.

Next, the evaluation chair must enter **indicator** scores into the consensus summary in SCLead.org

Then, the state-approved weightings will be used to calculate a composite score for each **domain**.

At the final evaluation period consensus meeting, after the Professionalism domain and the SLO have been scored, SCLead.org will calculate the teacher's **overall composite score** and **overall evaluation rating** of *met* or *not met*. To receive an overall judgment of *met*, the teacher must have a domain score above 1.25 for all domains.

The most efficient way to move through the consensus process is as follows:

Step 1 Move quickly, and allow no discussion during this step. Beginning with the first indicator, poll the evaluators to determine whether each evaluator judged the indicator *met* or *not met*. Place the indicator into one of the following three categories:

All evaluators agree on the indicator score. Record this judgment on the Consensus Meeting Post-Conference Observation Summary.

The evaluators are not in agreement as to the indicator score. Repeat this process for each of the indicators in the Planning, Environment, and Instruction domains. Step 1 should take no longer than five minutes to complete.

Step 2 Begin discussion. Concentrate on the indicators on which there is disagreement. Begin by reaching consensus for each indicator on which there is disagreement. Record these judgments on the Consensus Meeting Post-Conference Observation Summary.

Step 3 Enter the indicator scores into SCLead.org.

Step 4 The evaluation team must reach consensus on recommendations for the teacher's overall area of reinforcement and refinement.

Adding an Observation When Consensus Cannot Be Reached

In the rare occasions when consensus cannot be reached, districts may use either of the following approaches.

- Consensus team members may conduct an additional observation and bring evidence to a second consensus meeting.
- The district ADEPT lead may add another member to the team. The teacher must be notified who the additional team member is prior to that team member conducting an observation. The additional team member will join the evaluation team for the second consensus meeting.

Domain Weightings

The following weightings will be applied to each domain:

- Planning = 20 percent
- Instruction = 50 percent
- Environment = 20 percent
- Professionalism = 10 percent

These weightings will be used to calculate domain composite scores for teachers. For reference, please see the example below.

Example 1:

Teacher A receives the following domain scores.

Planning = 3.25
Instruction = 3.21
Environment = 3.45
Professionalism = 3.75

The domain scores are then multiplied by the domain weightings to reach a weighted score for each domain.

Planning = $3.25 * .2 = .65$
Instruction = $3.21 * .5 = 1.605$
Environment = $3.45 * .2 = .69$
Professionalism = $3.75 * .1 = .375$

These weighted scores are then added together to reach the teacher's overall composite score. In Example 1, Teacher A would receive an overall composite score of 3.32. $.65 + 1.605 + .69 + .375 = 3.32$

Overall Evaluation Ratings

The table below can be used to determine the appropriate rating associated with each composite domain score.

Composite Score Range	SCTS Ratings	Overall Effectiveness Rating
1.00 – 1.24 = 1.0	Unsatisfactory	Not Met
1.25 – 1.75 = 1.5	Needs Improvement	Not Met
1.76 – 2.25 = 2.0	Needs Improvement	Not Met
2.26 – 2.75 = 2.5	Proficient	Met
2.76 – 3.25 = 3.0	Proficient	Met
3.26 – 3.75 = 3.5	Proficient	Met
3.76 – 4.00 = 4.0	Exemplary	Met

In the event a teacher receives an Unsatisfactory rating on any one domain (i.e., a score of less than 1.25) the overall effectiveness rating is Unsatisfactory and reported as “Not Met”. Teachers must score at least 1.25 or higher in each domain to successfully complete the evaluation. Annually, districts will report evaluation data to the SBE including, but not limited to, overall effectiveness

ratings, observation results, and student learning objective scores. Per Section 59-18-1960, “Educator effectiveness data must be exempt from public disclosure pursuant to Section 30-4-30, and may not be subject to the South Carolina Freedom of Information Act.”

SLO and Evaluation Ratings

At the conclusion of the evaluation period, the teacher’s SLO score is used as a modifier for the teacher’s overall evaluation rating. An SLO score of 4 will increase the teacher’s overall evaluation rating by .25; conversely, an SLO score of 1 will decrease the teacher’s overall evaluation rating by -.25. SLO scores of 2 and 3 are to have no bearing on the teacher’s overall evaluation rating. The SLO must be completed as a part of the evaluation process. If the teacher fails to complete the SLO, the teacher will score a 1 on the SLO, resulting in a decrease of the overall evaluation rating of -.25. Districts may specify how long a teacher has to complete the SLO if they have missed the initial deadline.

The table below provides an example of how the SLO would impact a teacher’s overall rating if the teacher received an evaluation rating of 2.0.

Evaluation Rating	SLO Score	Overall Rating	Calculation
2.0	1	1.75	2.0 (evaluation rating) -.25 (SLO modifier) = 1.75 Overall Rating
2.0	2	2.0	*no modifier given SLO score of 2
2.0	3	2.0	*no modifier given SLO score of 3
2.0	4	2.25	2.0 (evaluation rating) +.25 (SLO modifier) = 2.25 Overall Rating

Final Evaluation Conference Summary Sheet

Teacher's name _____

District _____ School _____

Grade level(s)/Subject area(s) _____

Academic year _____ Contract level _____

Evaluation Chair _____ Evaluator 2 (if applicable) _____

Evaluator 3 (if applicable) _____

Observations of Professional Practice

Domain	Overall Domain Score	Overall Performance Level
Instruction		Choose an item.
Planning		Choose an item.
Environment		Choose an item.
Professionalism		Choose an item.
Composite Score <i>(See scoring explanation on reverse)</i>		Choose an item.

Student Learning Objective

Overall Score (1-4)	Overall Performance Level
	Choose an item.

Overall Evaluation Rating

Exemplary
 Proficient
 Needs Improvement
 Unsatisfactory

Overall Evaluation Status

Met
 Not Met

Teacher Signature _____ Date _____

By signing, I verify that I have received the results of this evaluation. My signature does not necessarily imply that I agree with these results.

Evaluation Chair Signature _____ Date _____

Evaluator 2 (if applicable) Signature _____ Date _____

Evaluator 3 (if applicable) Signature _____ Date _____

By signing, I verify that (1) the ADEPT process was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

Overall Evaluation Ratings Worksheet (Optional Form)

Districts must choose either the consensus or average approach in cases where there are multiple evaluators

Domain Scores

- **Instruction Domain Score** (overall score of Instruction indicators): _____
- **Planning Domain Score** (overall score of Planning indicators): _____
- **Environment Domain Score** (overall score of Environment indicators): _____
- **Professionalism Domain Score** (overall score of Professionalism indicators): _____

Domain Weighted Scoring

*Domain score * Domain weighting = Domain weighted score*

Domain weightings: Planning 20%, Instruction 50%, Environment, 20%, Professionalism 10%

Domain Weighted Scores

- Planning _____
- Instruction _____
- Environment _____
- Professionalism _____

Composite Scoring

Sum of domain weighted scores (Planning + Instruction + Environment + Professionalism) = Composite score

Overall Composite Score: _____

SLO Score: _____

(If SLO score is "4", increase composite score by 0.25; if SLO score is "1", decrease composite score by 0.25.)

Final Overall Composite Score: _____

Overall Evaluation Rating: _____

Composite Score Range	SCTS Ratings
1.00 – 1.24 = 1.0	Unsatisfactory
1.25 – 1.75 = 1.5	Needs Improvement
1.76 – 2.25 = 2.0	Needs Improvement
2.26 – 2.75 = 2.5	Proficient
2.76 – 3.25 = 3.0	Proficient
3.26 – 3.75 = 3.5	Proficient
3.76 – 4.00 = 4.0	Exemplary

SCTS Training Requirements

Comprehensive, ongoing training is essential to promoting the integrity and fidelity of implementation of the SCTS rubric. The purpose of the training is to ensure that all SCTS trainers and evaluators have the knowledge and skills necessary to maintain the validity and reliability of the process, to ensure maximum freedom from bias, and to carry out its documentation requirements.

- Those educators who are responsible for implementing the SCTS rubric must successfully complete one or more of the two levels of SCTS training:
 - **SCTS trainer training** is required for all educators who seek to train other educators to become ADEPT evaluators.
 - **SCTS evaluator training** is required for all educators who serve on ADEPT formal evaluation teams for teachers employed at the annual-and continuing-contract levels.

Additionally, ongoing PD requirements apply to educators at each of these three levels. These SCTS PD requirements are detailed below.

South Carolina Teaching Standards Trainer Training and Certification

- All educators who seek to prepare educators to become SCTS evaluators must successfully complete the SCTS trainer training. The primary purpose of this training is to ensure fidelity of implementation of the SCTS rubric.
- To be eligible to provide SCTS evaluator training, an educator must
 - Be a certified SCTS evaluator.
 - Be recommended for the training by a school district administrator or a faculty member at an IHE.

The SCTS trainer tutorial, developed by the NIET in collaboration with the SCDE, is designed to acquaint the trainer-in-training with the requirements for the three-day evaluator training, including the agenda, materials, and performance assessments.

South Carolina Teaching Standards Evaluator Training and Certification

- All educators who serve as members of evaluation teams for teachers at the annual-and continuing-contract levels must successfully complete the SCTS evaluator training. The primary purpose of evaluator training is to ensure *reliability*.
- An educator must meet the following two criteria to be eligible to participate in SCTS evaluator training:
 - Have at least one year of successful teaching experience at the continuing-contract level in

a South Carolina public school or at least three years of successful teaching experience in an Education Preparation Providers (EPP) setting.

- Be recommended for the training by a school district administrator or a faculty member at an EPP.
- All SCTS evaluator trainings must be conducted by a certified SCTS trainer, must include a minimum of three full days (or the equivalent) of direct instruction and guided practice, and must include a comprehensive online certification examination.

The SCTS trainer is responsible for verifying participants' attendance and performance and for recommending eligible educators for SCTS evaluator certification.

Recertification and Calibration

All SCTS Trainers and Evaluators must recertify once every three years by logging into the SCTS Certification Portal and completing the certification exam. Recertification does not require training attendance.

Districts may require evaluators to recertify annually. At a minimum, it is recommended that districts conduct annual recalibration training to strengthen inter-rater reliability.

SCTS trainers and evaluators must participate in all SCTS system update training that is required by the SCDE in order for them to maintain valid SCTS certificates.

Program Feedback and Improvement

Refinements to the system will continue to ensure the system is meaningful to South Carolina educators, aligned to the intent of professional growth and student outcomes, and thoughtful in its implementation.

Each school district must obtain and analyze feedback on an annual basis from participating educators and evaluators regarding the SCTS process. Each district also must analyze its SCLead.org reports and evaluation summaries relative to the SCTS data. The results of these analyses must be used to continuously improve the effectiveness of SCTS throughout the school district.

As part of their *Expanded ADEPT* plans that are submitted to the SCDE annually on June 1, districts will summarize the results of their program evaluations for the current school year (e.g., strengths, weaknesses) and will describe their plans for improving the *Expanded ADEPT* processes for the subsequent school year.

Glossary

Administrative designee. An evaluator that has completed SCTS evaluator training and is certified through the SCDE system.

Announced observation. Observations accompanied by **pre-and post-conferences**. Occur in fall semester/ **preliminary evaluation cycle**.

Average approach. Taking the indicator scores from each observation and averaging them to create an overall status score

Consensus. Unanimous agreement among the members of the evaluation team.

Consensus approach. The team comes to a consensus in each evaluation cycle. The consensus score from Preliminary and Final Cycles are averaged to create an overall status score.

Continuing comprehensive evaluation. A type of formative evaluation for continuing contract teachers in their year of recertification. Teachers complete an SLO and receive feedback on all SCTS indicators. Comprehensive evaluations are designed to provide continuing contract teachers with feedback related to their practice. Results can be used to inform subsequent evaluations.

Domain. A broad category of knowledge. **SCTS** contains four domains of professional teaching: Planning, Instruction, Environment, and Professionalism.

Expanded ADEPT. South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching.

Final evaluation cycle. The second of the two evaluation cycles required for **SCTS**. The final evaluation cycle must cover approximately 45 working days and must occur, at least in part, during the second semester of the school year. The final evaluation cycle ends on the date that all final evaluation conferences must be completed (i.e., prior to May 1).

Formal evaluation period. The formal evaluation period begins on the date that the teacher orientation is held and ends on the date that all final evaluation conferences must be completed.

Formative evaluation. Formative evaluations are designed to promote professional growth and reflection. Results can be used to inform subsequent evaluations.

Full classroom observation. The required classroom observations for **SCTS**, each of which must provide valid evidence relative to all SCTS Indicators in the Planning, Instruction, and Environment **domains**. Each full classroom observation must cover a complete lesson (including before and after transitions).

Goals-based evaluations (GBE). Informal evaluation process designed for teachers at the Annual and Continuing contract levels who have successfully completed the **summative evaluation**.

Highly consequential evaluation. Applies to any teacher employed at the annual-contract level who has (1) failed an annual-formal 1 evaluation and who is now undergoing an annual-formal 2 evaluation or (2) returned to the field following an **Expanded ADEPT**-related certificate suspension and is being given one final opportunity to successfully complete a formal evaluation. During the **SCTS** process, a minimum of three evaluators is required for teachers who are undergoing highly consequential evaluations.

Post-conferences. Conducted after each full classroom observation. The post-conference is designed to help the teacher reflect on their practice and grow professionally.

Pre-conference. Conducted prior to each **announced observation**. The pre-conference is designed to help the evaluator gain insightful knowledge into the teacher's observed lesson.

Preliminary evaluation cycle. The first of two evaluation cycles required for SCTS. The preliminary evaluation cycle must cover approximately 45 working days and must occur during the first semester of the school year. The preliminary evaluation period begins on or after the date that the teacher orientation is held.

Professionalism rubric. Evaluation of the teacher's professional performance completed by the administrator.

Professionalism Self-Review Form. The teacher's written reflections on his or her professional strengths and weaknesses and insights into ways to enhance his or her teaching effectiveness.

SLO Process. An SLO is used in teacher evaluation systems as a vehicle for collecting evidence of student growth. Student growth measures look at the level of impact a particular teacher has on student academic growth over the course of the time they are leading student instruction. SLOs are written, monitored and scored annually. The SLO process involves pre-assessing students, providing instruction, and post assessing students to measure their growth.

South Carolina Teaching Standards (SCTS) 4.0 Rubric. South Carolina's classroom-based teacher observation instrument.

South Carolina Teaching Standards (SCTS) Indicators. Subsets of the **domains** that establish the state's expectations for teaching performance. There are 23 Indicators for classroom-based teachers. Each Indicator includes Descriptors designed to help evaluators score teachers' practice.

Special area personnel. Includes library media specialists, school counselors, and speech-language therapists. SCTS does *not* apply to special area personnel, refer to the 2020 Special Areas Evaluation Guidelines

Summative evaluation. Summative evaluations are accountability measures that are used to measure and report learning outcomes. These evaluations are more "high-stakes" than formative evaluations, and can be used to inform certificate advancement, contract status, and contract renewal.

Teacher Self-Reflection Opportunities for the teacher to explain the reasoning and purpose behind his or her professional decisions and actions.

Unannounced Observations. Observations accompanied by **post-conferences**. Occur in spring semester/ final evaluation cycle.

Walk-through observations. Optional observations that are unannounced and typically are shorter and/or less comprehensive than **full classroom observations**. Data gathered from walk-through observations may be used to determine the need for additional full classroom observations, or to follow-up on specific instructional weaknesses that were identified during a previous full classroom

observation. For Induction Formative classroom-based teachers, Walk-throughs may be used in lieu of full classroom observation during the Preliminary Evaluation Cycle.

Appendix A: Additional Resources

[SCTS 4.0 Rubric](#)

[Process: Executing An Observation using the SCTS Rubric Step-by-Step \(NIET\)](#)

[Coaching Tips for Pre-conference and Post-conference](#)

[Scripting Hints](#)

Appendix B: [Links](#)

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives¹	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed There is evidence that some of the students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students²	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. The teacher rarely reinforces and rewards effort.

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Presenting Instructional Content³	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • Explicit examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or nonessential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or nonessential information. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information • no irrelevant, confusing, or nonessential information 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing⁴	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. • Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end and reflection. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson starts somewhat promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
Activities and Materials⁵	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	<p>teacher made materials, manipulatives, resources from museums, cultural centers, etc).</p> <ul style="list-style-type: none"> In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. 			from museums, etc).
Questioning⁶	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. <ul style="list-style-type: none"> Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate higher order questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. <ul style="list-style-type: none"> Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are often sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is often provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. <ul style="list-style-type: none"> Questions are sometimes purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. <ul style="list-style-type: none"> Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The teacher mostly calls on volunteers and high-ability students.

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Academic Feedback⁷	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement, and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is sometimes academically focused and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students⁸	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency. • Some students in groups know their roles, responsibilities, and group work expectations. • Some students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to sometimes, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Teacher Content Knowledge⁹	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.¹ The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher regularly implements subject specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays underdeveloped content knowledge in several subject areas. Teacher rarely implements subject- specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.
Teacher Knowledge of Students¹⁰	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking¹¹	<p>The teacher thoroughly teaches three types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. 	<p>The teacher thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher attempts to teach one type of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints.

INSTRUCTION				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	<ul style="list-style-type: none"> analyze problems from multiple perspectives and viewpoints. monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 		viewpoints.	
Problem Solving¹²	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements no activities that teach and reinforce any of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing

¹ Applebee, A. N., Adler, M., & Flihan, S. (2007). Interdisciplinary curricula in middle and high school classrooms: Case studies of approaches to curriculum and instruction. *American Educational Research Journal*, 44(4), 1002-1039. doi: 10.3102/0002831207308219

² Givens Rolland, R. (2012). Synthesizing the evidence on classroom goal structures in middle and secondary schools: A meta-analysis and narrative review. *Review of Educational Research*, 82(4), 396-435. doi:10.3102/0034654312464909

³ Dalton, B., & Smith, B.E. (2012). Teachers as designers: Multimodal immersion and strategic reading on the Internet. *Research in the Schools*, 19(1), 12-25

⁴ Konrad, M., Helf, S., & Joseph, L. M. (2011). Evidence-based instruction is not enough: Strategies for increasing instructional efficiency. *Intervention in School and Clinic*, 47(2), 67-74. doi:10.1177/1053451211414192

⁵ Pahl, K., & Roswell, J. (2010). *Artifactual literacies: Every object tells a story*. New York, NY: Teachers College Press

⁶ Fusco, E. (2012). *Effective questioning strategies in the classroom: A step-by-step approach to engaged thinking and learning, K-8*. New York, NY: Teachers College Press.

⁷ Hattie, J. & Gan, M. (2010). Instruction based on feedback. In R. E. Mayer & P. A. Alexander (Eds.). *Handbook of Research on Learning and Instruction* (pp. 249-272). New York, NY: Taylor & Francis

⁸ Li, T., Han, L., Zhang, L., & Rozelle, S. (2014). Encouraging classroom peer interactions: Evidence from Chinese migrant schools. *Journal of Public Economics*, 111, 29-45. doi:10.1016/j.jpubeco.2013.12.014

⁹ Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389-407. doi: 10.1177/0022487108324554

¹⁰ Pacheco, M., & Gutierrez, K. (2009). Cultural-historical approaches to literacy teaching and learning. In C. Compton-Lilly (Ed.), *Breaking the silence: Recognizing the social and cultural resources students bring to the classroom* (pp. 60-77). Newark, NJ: International Reading Association.

¹¹ Marshall, J.C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics*, 111(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

¹² Cho, K. & Jonassen, D. H. (2002). The effects of argumentation scaffolds on argumentation and problem solving. *Educational Technology Research and Development*, 50(3), 5-22. doi: 10.1007/BF02505022

PLANNING				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional Plans¹³	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. evidence that plan is appropriate for the age, knowledge, and interests of all learners. evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure. evidence that plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> some goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are sometimes aligned to state standards. are sometimes sequenced from basic to complex. Sometimes build on prior student knowledge. Sometimes provide appropriate time for student work, and lesson and unit closure. Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. are rarely build on prior student knowledge. are inconsistently provide time for student work, and lesson and unit closure. little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work¹⁴	<p>Assignments require students to:</p> <ul style="list-style-type: none"> Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. Draw conclusions, make generalizations, and produce arguments that are supported through extended writing. Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> Interpret and analyze information rather than reproduce it. Draw conclusions and support them through writing. Connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> Interpret information rather than reproduce it. Sometimes draw conclusions and support them through writing. Sometimes connect what they are learning to prior learning or life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> Mostly reproduce information. Rarely draw conclusions and support them through writing. Rarely connect what they are learning to prior learning or life experiences.

PLANNING				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Assessment ¹⁵	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are consistently aligned with state content standards. • have clear appropriate measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are aligned with state content standards. • have clear measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are sometimes aligned with state content standards. • have measurement criteria. • measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are rarely aligned with state content standards. • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.

¹³ Timperley, H. S., & Parr, J. M. (2009). What is this lesson about? Instructional processes and student understandings in writing classrooms. *The Curriculum Journal*, 20(1), 43-60. doi: 10.1080/09585170902763999

¹⁴ Marshall, J. C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics*, 111(3), 93-101. doi: 10.1111/j.1949- 8594.2010.00066.x

¹⁵ Lyon, E. G. (2011). Beliefs, practices, and reflection: Exploring a science teacher's classroom assessment through the Assessment Triangle Model. *Journal of Science Teacher Education*, 22(5), 417-435. doi: 10.1007/s10972

ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations¹⁶	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. Students regularly learn from their mistakes and can describe their thinking on what they learned. Teacher creates learning opportunities where all students consistently experience success. Students lead opportunities that support learning. Students take initiative to meet or exceed teacher expectations. Teacher optimizes instructional time to ensure each student meets their learning goals. 	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not rigorous for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Teacher does not create learning opportunities where students can experience success. Student work is rarely completed to meet teacher expectations.

ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Engaging Students and Managing Behavior ¹⁷	<ul style="list-style-type: none"> • Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish clear commitments for learning and behavior. • The teacher consistently uses and students reinforce several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The teacher addresses individual students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly with minimal interruption to learning. 	<ul style="list-style-type: none"> • Students are mostly engaged in behaviors that optimize learning and increase time on task; some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • The teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson overlooks most inconsequential. • The teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> • Students are sometimes engaged in behaviors that optimize learning and increase time on task; minor learning disruptions are frequent. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) to maintain appropriate student behavior. • The teacher sometimes recognizes and motivates positive behaviors and overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. 	<ul style="list-style-type: none"> • Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain student engagement. • The teacher over-addresses inconsequential behavior. • Teacher does not or inconsistently addresses behavior that interrupts learning.

ENVIRONMENT				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Environment¹⁸	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. is clearly organized and designed for and with students to promote learning for all. has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. displays current student work that that promotes a positive and inclusive classroom environment. is consistently arranged to maximize individual and group learning and to reinforce a positive classroom culture. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all students and guests. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide equitable opportunities for students. displays current student work. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes most students and guests. is somewhat organized to promote learning for all students. has supplies, equipment, and resources accessible. displayed student work is not updated regularly. is sometimes arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> is somewhat uninviting. is not organized to promote student learning. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture¹⁹	<ul style="list-style-type: none"> Teacher-student and student-student interactions demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. Teacher is receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes positive, but may reflect occasional inconsistencies. Students exhibit respect and kindness for the teacher and each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher does not establish a safe and positive classroom culture for students. Students do not exhibit respect for the teacher or each other. Teacher and/or student interaction is characterized by unhealthy conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

¹⁶ Ponitz, C. C., Rimm-Kaufman, S. E., Brock, L. L., & Nathanson, L. (2009). Early adjustment, gender differences, and classroom organizational climate in first grade. *The Elementary School Journal*, 110(2), 142-162. doi: 10.1086/605470

¹⁷ Tsouloupas, C. N., Carson, R. L., & MacGregor, S. K. (2014). The development of high school teachers' efficacy in handling student misbehavior (TEHSM). *The Journal of Educational Research*, 107(3), 230- 240. doi: 10.1080/00220671.2013.788992

¹⁸ Schleicher, A. (2011). Lessons from the world on effective teaching and learning environments. *Journal of Teacher Education*, 62(2), 202-221. doi: 10.1177/0022487110386966

¹⁹ Hallinan, M. T. (2008). Teacher influences on students' attachment to school. *Sociology of Education*, 81(3), 271-283. doi: 10.1177/0038047080810030

Professionalism

Performance Standard		Exemplary 4	Proficient 3	Needs Improvement 2	Unsatisfactory 1
Growing and Developing Professionally ²⁰	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching ²¹	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement ²²	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

²⁰ Waitoller, F. R., & Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Educational Research, 83*(3), 319-356. doi:10.3102/0034654313483905

²¹ Nesmith, S. M. (2011). Powerful reflections result from quality questions: The influence of posed questions on elementary preservice teachers' field-based reflections. *Research in the Schools, 18*(2), 26-39.

²² Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly, 47*(3), 462-495. doi: 10.1177/0013161X10396929

²³ Zepeda, S. J., Mayers, R. S., Benson, B. N. (2013). *The call to teacher leadership*. New York, NY: Routledge.

Process: Suggested Steps to Execute an Observation using the SCTS Rubric

1. Pre Conference – (Announced Observations Only)

Purpose: To allow the teacher and the evaluator to discuss what evidence the evaluator can look for related to how the students are expected to respond to the teaching throughout the lesson.

Directions:

Please connect with other evaluators in your school and district to establish consistent process. At a minimum, a pre-conference should include:

- a. General Impression Questions
- b. Coaching Questions specific to previous areas of Reinforcement and Refinement, if applicable
- c. Closure

2. Scripting the actual Lesson – (Announced and Unannounced Observations)

Purpose: To allow the evaluator to capture both what the teacher says and does in a lesson alongside what the students say and do in response. This evidence will connect to the rubric to establish proficiency ratings of each SC Teaching Standard (i.e., Indicator).

Directions:

- a. Script during the entire lesson from beginning to the end.
- b. Capture: time, verbatim dialogue, when possible, paraphrases of instruction when needed, and a balance of teacher and student evidence
- c. Use abbreviations and labels that are easily recognized and circulate as often as needed.
- d. Avoid judgements and value statements.

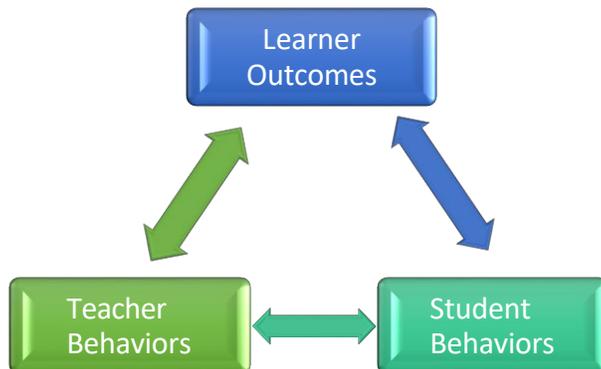
3. Create an Upfront Summary – (Announced and Unannounced Observations)

Purpose: To allow the evaluator to reflect on the overall effectiveness of the lesson by comparing what the expectations were for the students against the evidence actually captured of their responses throughout different segments of the lesson.

Directions:

- a. Divide the lesson into natural segments.
- b. Label each segment and provide an amount of time that segment took.
- c. For each segment, note what the teacher expected the students to do during that segment of the lesson.
- d. For each segment, note what evidence was captured related to how the students actually responded during that segment of the lesson. Be sure to describe about “how many” student you have evidence executed expectation during that segment of the lesson.

- e. Consider how the “triangle” of cause and effect can be applied to each segment of the lesson:



4. Categorizing your Evidence – (Announced and Unannounced Observations)

Purpose: To allow the evaluator to reflect on the evidence captured as it relates to each SC Teaching Standard (i.e., Indicator) and assign a proficiency rating.

Directions (to be applied to each Indicator):

- a. Consider the essence of the SC Teaching Standard/Indicator [NOTE: In order to ensure that you are using the SCTS Rubric **HOLISTICALLY**, do not start by trying to find a piece of evidence for each Descriptor/bullet point. Instead, find evidence that connects directly to the “essence” of the rubric.
- b. Identify at least 3 pieces of evidence from the beginning, middle, and end of the lesson that:
 - Is NOT just plagiarized phrases from rubric
 - Provides both teacher expectation/behavior AND student response
 - Establishes a read trend in practice (beginning, middle, end)
- c. Consider: How does the evidence identified for each Indicator connect to the rubric? What specific columns of proficiency are you in when connecting the evidence to rubric?
- d. Consider: What evidence for student impact/response/learning do you have related to behaviors of this Indicator?
- e. Assign a rating to each Indicator. Generalities to consider:
 - If consistent positive/impactful behavior between teacher, student, and expected learner outcome AND it happens consistently throughout the lesson, consider **EXEMPLARY** rating.
 - If mostly consistent positive/impactful behavior between teacher, student, and expected learner outcome AND it happens less than truly “consistent” throughout the lesson, consider **PROFICIENT** rating.
 - If positive/impactful behavior between teacher, student, and expected learner outcome occurs sometimes AND that interaction of the three previously mentioned constructs happens sometimes throughout the lesson, consider **NEEDS IMPROVEMENT** rating.

- If positive/impactful behavior between teacher, student, and expected learner outcome occurs rarely AND that interaction of the three previously mentioned constructs happens rarely throughout the lesson, consider **UNSATISFACTORY** rating.

5. Post Conference – (Announced and Unannounced Observations)

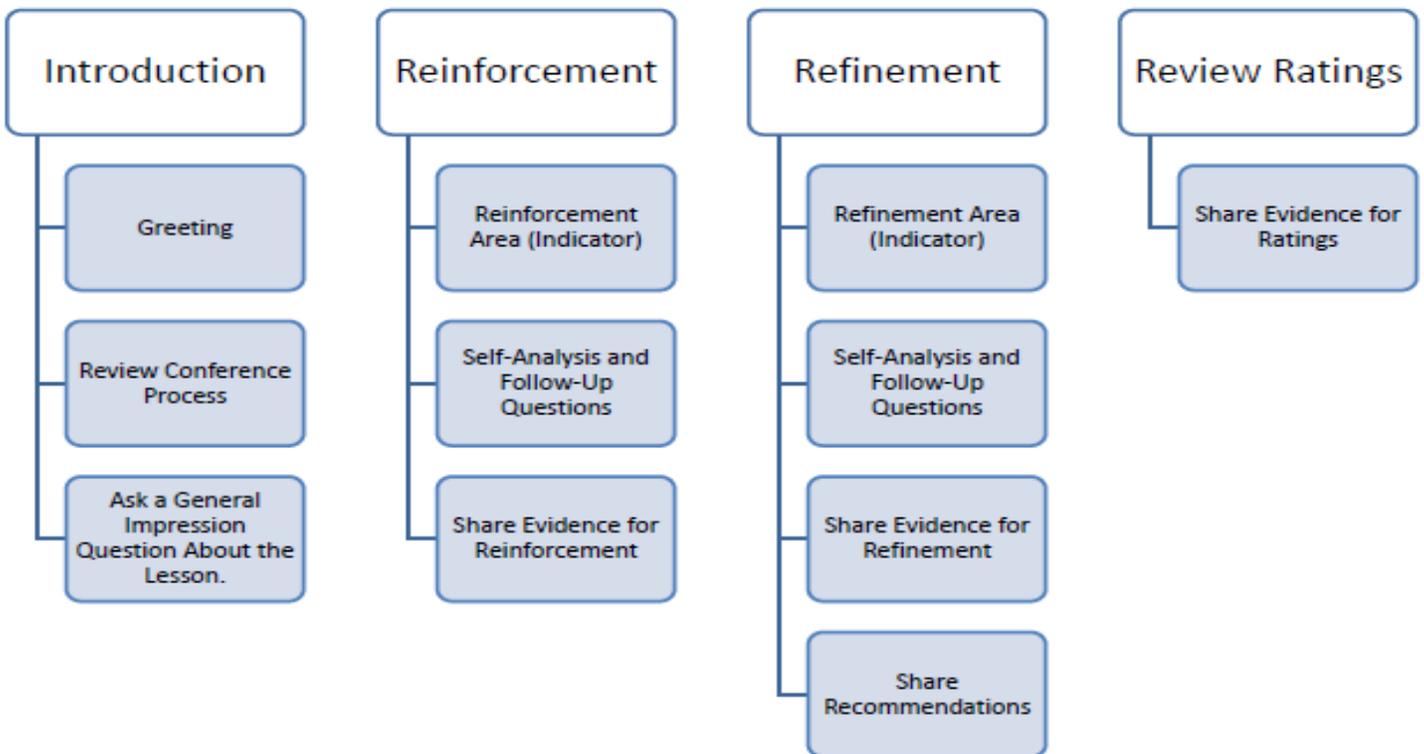
Purpose: To allow the teacher and the evaluator to discuss how the evidence captured throughout the lesson reveals how the students responded to the expected learning and, more specifically, how the evidence connects to the rubric. A single area of Reinforcement (relative strength) and a single area of Refinement (area the educator can improve upon for the benefit of the students) will be the main focus of the Post Conference conversation.

Directions:

Please connect with other evaluators in your school and district to establish consistent process for how the Post Conference should be captured/documented. At a minimum, a post conference should include 4 Main Parts which should be presented in this order:

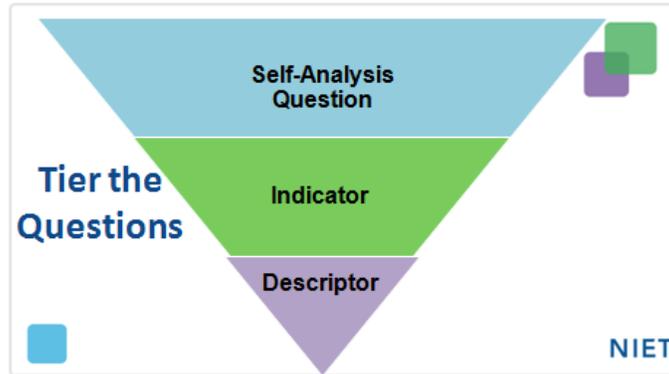
- Introduction
- Reinforcement
- Refinement
- Review Ratings & Closure

Post Conference Handout



Additional Notes about sections of the Post Conference:

- a) “General Impression Questions” are used to get the teacher to talk about the lesson in a general way. Example: Tell me how the lesson went from what you recall.
- b) “Self-Analysis” and “Follow-Up Questions” should be presented from a “general to specific” scope:



- c) When choosing areas of Reinforcement and Refinement...
 - a. The evaluator should choose one SCTS/Indicator for the area of Reinforcement and one SCTS/Indicator for the area of Refinement. These SCTS/Indicators CANNOT be the same one for both the area of Reinforcement and the area of Refinement.
 - b. The evaluator should ask the following questions:
 - i. What area will have the most impact on this teacher?
 1. Reinforcement: Choose the teaching behavior that the teacher is unconsciously competent at (when possible) and that the student clearly demonstrated benefited from.
 2. Refinement: Choose the teaching behavior that will impact the teaching behavior in a way that the students benefit directly and immediately from.
 - ii. What is the most appropriate type of feedback for this teacher at his/her current capacity?
 - iii. What has been reinforced/refined before?
 - iv. Do I have ample evidence to reinforce/refine this area?
 - c. The evaluator has to remember to narrow the SCTS/Indicator for both areas of reinforcement and refinement down to a single Descriptor/Bullet point. Self- Analysis Questions should align to the chosen SCTS/Indicator and corresponding Descriptors (bullet points).

Source: NIET

Coaching Tips for Pre- and Post-Conferences

The Pre-Conference

It is important to remember that pre-conference is an opportunity to build a rapport with the teacher. The evaluation process is not a “gotcha”; it is designed to provide support and encourage reflection and professional growth.

Pre-conferences should take place one to two school days prior to announced formal observations. The purpose of the pre-conference is two-fold. First, this conference provides the observer an opportunity to ask questions and begin collecting evidence for the upcoming lesson.

Second, the pre-conference allows the observer to begin coaching and address any issues that may negatively impact the lesson. The pre-conference may last 10–20 minutes or longer

if needed, allowing the teacher time to ask clarifying questions about specific indicators.

The following are examples of questions the observer may plan to ask in a pre-conference, keeping in mind the goals mentioned above.

General Questions

- Tell me about the lesson I will observe.
- What do you expect students to know and be able to do at the end of the lesson?
- What kind of background do the students need to have for this lesson?
- Tell me about any challenges or areas of the rubric that you are working to strengthen.

Standards/Objectives

- How will you check for student mastery in the lesson?
- How will the learning objective be communicated to students?
- How does this lesson relate to the content standard?
- How do you plan to connect the lesson to previous learning?

Motivating Students

- How will you make the lesson relevant to students?

Presenting Instructional Content

- Talk about the visuals that will be used in the lesson to maximize student learning.
- How will you model performance expectations for students?

- How will internal summaries be used to strengthen understanding for students?

Lesson Structure and Pacing

- Talk about the lesson structure (beginning, middle, and end).
- Talk about classroom procedures.
- How is the lesson structured for students who progress at different learning rates?

Activities and Materials

- How do activities relate to the objective?
- How will you provide time during the lesson for student reflection?

Questioning

- How will you question students during the lesson to ensure questioning at various levels of Bloom’s Taxonomy?
- How will you call on students to respond during the lesson?

Academic Feedback

- Talk about the feedback that will be provided to students during the lesson.

Grouping Students

- Talk about grouping to be used in the lesson to maximize student learning.

Teacher Content Knowledge

- Talk about strategies to be used during the lesson to maximize student understanding.

Teacher Knowledge of Students

- Talk about any anticipated learning difficulties that may occur during the lesson.

Thinking/Problem Solving

- What type(s) of thinking will be evident in the lesson?
- How will students apply this thinking during the lesson?

Closure

- Is there anything I can help you with before the lesson?
- Is there anything else you would like me to know before the lesson?

The Post-Conference

While the South Carolina Teaching Standards 4.0 rubric is used to evaluate teachers' lesson planning and instruction, the rubric's primary purpose is to provide the basis of coaching and other support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders including modeling of specific indicators in professional development meetings or coaching supporting provided to the teacher following the post-conference.

The purpose of the post-conference is to provide teachers the opportunity to self-reflect on their lesson with guidance and support from the administrators and teacher leaders who conducted the evaluation. This guidance should be provided through the use of leading questions by the evaluator, along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (relative area of improvement). Therefore, the focus of the post-conference is on two indicators or descriptors from the rubric (one for the reinforcement and one for the refinement), as opposed to multiple areas.

By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader. Examples of coaching questions corresponding to each indicator on the rubric can be found in "Explanation of the South Carolina Teaching Standards 4.0 Instructional Rubrics."

Hints and Questions for Choosing Reinforcement and Refinement Objectives

When choosing areas of reinforcement and refinement from the South Carolina Teaching Standards 4.0 Rubric, leadership should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

1. Which areas on the rubric received the highest scores (reinforcements) and the lowest scores (refinements)?
2. Which of these areas would have the greatest impact on student achievement?
3. Which of these areas would have the greatest impact on other areas of the rubric?

4. In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher's ability to teach problem solving.
5. Make sure that the reinforcement is not directly related to the refinement. It is important that teachers see their area of strength as separate from their area needing improvement.
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
7. Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done.
8. Understand the teacher's capacity when identifying an area of refinement. In other words, where will you get the biggest bang for your buck?
9. Remember—reinforcement should be only to reinforce the teacher. Do not hedge this part of the post-conference with qualifying statements such as "it could have been even better if," or "next time you could also do...". Teachers need to hear what they are effective at and have it be left at that.

When developing the post-conference plan, consider identifying the area of refinement first. This will ensure that the reinforcement and refinement do not overlap.

Steps to follow when selecting areas of reinforcement and refinement:

1. Brainstorm three to four indicators that stand out as possible areas of refinement or reinforcement.
For example: o
Questioning o
Grouping
o Activities
o Materials
2. Identify the specific descriptor within each indicator identified. (This is still part of the brainstorming phase.)
For example:
o Questioning - wait time
o Grouping - most students participating in groups are held accountable for group work and individual work
o Activities and Materials - elicit a variety of thinking
3. Look for similarities or trends between the indicators/descriptors identified.
o Ask yourself which, if any, of the descriptors impact the others identified?
o Knowing the teacher, which of these, if given a model, would have the greatest impact on the teacher's instruction?
o What other indicators will be impacted if this indicator/descriptor is targeted? This actually provides rationale and anticipated results.
4. Identify the indicator and descriptor that will be the identified area of refinement or reinforcement.

The Post-Conference Plan

It is important to note that a post-conference does not begin with a presentation of the scores, but with coaching questions that lead to the identification of the areas of reinforcement and refinement through reflection. At the end of the first sample is a full post-conference with all of these elements included. It is suggested that all handbook users read the text of the sample post-conference and then watch the sample. *Note: all samples are for training purposes only and are included as coaching tools, not necessarily 'perfect' samples.

Conference Introduction/Greeting

- Greeting/Set the tone. This time should be used to put the teacher at ease.
- Establish the length of the conference (approximately 20-30 minutes). Assure the teacher that you respect his/her time and have set a limit for the conference.
- Review conference process. Review the format for the conference with the teacher so he/she knows what to expect.
 - Example: "Good afternoon. It was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."
- Ask a general impression question (e.g., "How do you think the lesson went?"). This allows the teacher to begin the post-conference by self-reflecting on his/her lesson.

Reinforcement Plan

- Self-analysis question: Prompt the teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric, which can lead the teacher to reflect on the indicator you have identified as his/her area of reinforcement as it relates to the lesson.

- Example: When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?
- Identify specific examples from the script about what the teacher did relatively well. It is critical that the leadership team member leading the post-conference provide specific examples for the lesson of when the teacher incorporated descriptors from the indicator being reinforced.
 - Example: "You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and range. You also asked them to define vocabulary within the lesson's aim, which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."
- Recommend action to continue practice. Encourage the teacher to continue including descriptors from the reinforced indicator in his/her future lessons.
 - Example: "Continue to incorporate a variety of questions in your lessons that are purposeful and coherent and require students to think beyond the knowledge and comprehension level. This type of questioning can lead students to a deeper understanding of the content and provide opportunities for them to internalize the learning. Provide some rationale by communicating other areas of the rubric that are impacted."

- Elicit feedback to explain why the skill is critical to student learning. Use questioning to lead the teacher to reflect on the importance of including this indicator in his/her lessons and how the teacher can continue to strengthen this area.
 - Example: “How can you model your questions in such a way as to lead students in developing questions themselves? Why is it important for students to generate questions? How can this lead to more self-directed learning that positively impacts student achievement?”

Refinement Plan

- Self-reflection question: Ask a specific question to prompt the teacher to talk about what you want him or her to improve. Utilize a question that includes specific language from the rubric, which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.
 - Example: “When developing lessons, how do you decide on the pacing of the lessons so sufficient time is allocated for each segment?”
- Identify specific examples from the script about what to refine, with a model of concrete suggestions for how to improve. It is critical that the leadership team member leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.
 - Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. You modeled how to analyze a pictograph then students worked in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson.

As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to your providing the answer, then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. Students who may not have required this review could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim, along with your evaluation question.”

- Guided practice: This is an opportunity for the teacher to talk through the model provided. It provides an opportunity for the observer to check for understanding and plan for additional support if necessary. This is also an opportunity to provide rationale or communicate other indicators that will be positively impacted.
 - Example: “Think about a lesson that you will teach in the next few days. How will this model fit into your lesson?”

Closure

- Closing statement and/or question; then share the performance ratings.
 - Example: “As you think about what we discussed today, how will what you learned impact the lessons you plan and teach in the future? What are the good things you heard today, relative to instruction and your classroom?”

Scripting Hints: Collecting/Capturing Evidence

- What the teacher says
- What the teacher does
- What the students say
- What the students do
- Copy wording from visuals used during the lesson
- Record time segments of lesson

When capturing evidence, these strategies will help you collect accurate and defensible notes.

During the lesson:

- **Time:** Capture the length of different segments of the lesson.
- **Abbreviate:** When possible abbreviate; after the lesson write out what you abbreviated.
- **Verbatim:** Capture verbatim dialogue when possible.
- **Paraphrase:** Use parentheses to indicate paraphrasing.
- **Circulate:** Circulate as necessary to collect evidence from teacher, students, and student work.

After the lesson:

- **Upfront Summary:** After you finish, go through the evidence and write a brief summary of the lesson.
- **Label:** Begin categorizing your notes by labeling evidence for rubric standard areas/indicators.
- **Lesson Analysis:** Identify the lesson's primary objective and sub-objectives (Standards and Objectives).
- **Q & F:** After you finish, go through your script and label all questions and feedback (Questioning & Academic Feedback).

*Remember to write down only facts, not judgments.

Suggestion: Create a seating map of the classroom and number the students. Use the numbers to refer to which student is speaking.

- T = teacher

Example

Observation Notes:

SCRIPTING Teacher: Sarah A. Lesson: Math Date: 9/4/17 Observer: Lisa P.

Begin 9:40. Children are sitting in desks with teacher at front of room

T: WHO REMEMBERS WHAT UNIT WE ARE WORKING ON IN MATH?

3: WE WERE TALKING ABOUT DECIMALS....

14: PLACE VALUE!

T: YES, WE STARTED TALKING ABOUT PLACE VALUE. (Taps lightly on 4's desk to get his attention) JOSH, CAN YOU TELL US ABOUT WHAT WE DISCUSSED IN CLASS YESTERDAY?

7: (Looking in desk) Asks teacher to repeat the question. Teacher repeats. WE TALKED ABOUT DIFFERENT VALUES BASED ON WHERE THE NUMBER LIES.

T: WHAT DO YOU MEAN DIFFERENT VALUES?

Appendix B: Links

ADEPT Forms and Guidance: <https://ed.sc.gov/educators/educator-effectiveness/expanded-adept-resources/https-ed-sc-gov-educators-educator-effectiveness-expanded-adept-resources-educator-evaluation-guidance-2018-19/>

2020 ADEPT Special Areas Guidelines:

School Librarians <https://ed.sc.gov/educators/educator-effectiveness/adept-for-special-areas-2020/guidelines-adept-for-school-librarians/>

School Counselors <https://ed.sc.gov/educators/educator-effectiveness/adept-for-special-areas-2020/guidelines-adept-for-school-counselors-2020/>

Speech-Language Professionals <https://ed.sc.gov/educators/educator-effectiveness/adept-for-special-areas-2020/guidelines-adept-for-speech-language-professionals/>

SLO Resources <https://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/>

SC ADEPT Support Portal <http://www.scadeptsupport.org/Login?returnurl=%2f>

SCLead.org Data Management System <https://www.sclead.org/>

SCLead.org Resources and Training Materials <https://ed.sc.gov/educators/educator-effectiveness/data-and-professional-growth/sc-leadership-effectiveness-advancement-and-development-effectiveness-data-system-sc-lead/>

SCTS Resources <https://ed.sc.gov/educators/educator-effectiveness/south-carolina-teaching-standards-4-0/>

OEELD Professional Learning Opportunities <https://ed.sc.gov/educators/educator-effectiveness/professional-learning/professional-learning-opportunities/>