**Growing Teachers to Grow Students: Changes in the Expanded ADEPT Teacher Support and Evaluation System, 2/20/2018**

| **Slide Number** | **Script** |
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| **Title**  **Slide 1** | Good afternoon.  Welcome everyone to the Expanded ADEPT Statewide Teacher Webinar, presented by members of the Office of Educator Effectiveness and Leadership Development.  We are so excited about this webinar because it gives us the opportunity to share information with teachers statewide regarding changes that will impact you and we value the opportunity to get feedback directly from you.  So thank you for taking the time after school to login and participate this afternoon. |
| **Arrival**  **Slide 2**  **Julie** | The facilitator monitored the chat box for answers to these three questions.   1. What have you heard about the new SC Teaching Standards and teacher evaluation process? 2. What are you excited about? 3. What questions do you have for us?   A few technical reminders,  All computer microphones will be muted to minimize background noise, so type any questions you have in the chat box on the screen. We will gather these questions and respond to as many as possible at the end of the webinar.  If you get disconnected during this presentation, please log back in as quickly as possible. If you can’t get back in, don’t panic. The presentation will be available online in the coming days.  If you’re having trouble hearing us, click on “meeting” at the top of your screen and then select “Audio Set-up Wizard” – this will run a sound check on your computer and hopefully correct any technical difficulties.  As participants continue to login, please use the chat box on your screen to share your thoughts on the questions displayed.  1.What have you heard about the new SC Teaching Standards and teacher evaluation process?  2. What are you excited about?  3. What questions do you have for us?    Please take a minute and give us your feedback to these questions. Be sure to include the number of the question you’re responding to. For example, if you’re answering question #2, write the number 2 and then your response.    We’ll allow you a few minutes to share your thoughts. |
| **Slide 3**  Julie | * Our office vision * Who we are – Name, current role, favorite past teaching role * How many people are joining us on the call. Technical reminders (sound, chatbox, reconnecting)   Thanks again to everyone for sharing your thoughts in the chat box. We’ll refer to these as we go through the presentation.  As we prepared for this afternoon’s statewide teacher webinar, we reflected on the Office of Educator Effectiveness and Leadership Development’s vision statement. Our aim is that South Carolina schools will be filled with highly effective educators engaged in learning, leading, and maximizing student growth and readiness for college, career and life.  To that end, we’d like for you to know a little more about the folks that make up the OEELD. Each of us will share our name, our current role and our favorite past teaching role. So, I’ll start and we’ll end with our director, Lilla Toal Mandsager.  Julie  James  Kim  Claire  Lilla  So that’s the team and a little bit about each of us. |

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| **Slide 4**  **Julie** | Here’s an outline of our time together. We will record this and it will be available to you for later.  Here’s our agenda for this afternoon. By the end of the webinar, we hope each of you will know:  What expanded ADEPT is and why is there a change from the former teacher evaluation model, SAFE-T?  What will those changes look like? Specifically related to SCTS and your continued work with student learning objectives (SLOs)?  We also want you to walk away having information you can share with other teachers in your building and your district about the roll-out of the new teacher evaluation system , SCTS.  And finally, we want each of you to leave with an idea of next steps, feedback from the team regarding your questions and we ask that you complete a survey at the end of the webinar.    So that defines our time this afternoon. Let’s get started. |
| **Slide 5**  **James** | Some may ask, what is Expanded ADEPT?   * An important aspect to remember is that ADEPT is the law. * SAFE-T is the current process – it’s portfolio based and a version of it has been in place since 2006. * Federal regulations forced our department to reexamine teacher evaluation, but we’re lucky that we have autonomy over what and how we change SAFE-T to be better for teachers and ultimately students. * This is not about proving your effectiveness as an educator, but about improving your effective practices as a teacher. |
| **Slide 6**  **James** | You might ask, why this change?   * We are often asked, “why change?” If it’s no longer a federal requirement to change, why are we changing the way we evaluate our educators? * Well, this all begins with the Profile of the SC graduate. If educators are expected to produce college and career ready students, they need the skills, abilities, tools and feedback to do that. * The profile was front and center in our thinking as we designed an evaluation process that reflects the knowledge, skills and dispositions of the classroom leader that would support College and Career Ready students. |
| **Slide 7**  **James** | As an office, we routinely review and act on teacher feedback. The feedback we received indicated:   * First, we should shift from evaluation to professional growth and development ( * Second, we should be growing teachers to grow students (SLOs should be about the process, this is more meaningful than students’ scores with no context) * Finally, there’s feedback from teachers that echoes your sentiments today so let’s stop for a moment---[Do we have any responses or posts from teachers you would like to share at this time Lilla? ] |
| **Slide 8**  **Kim** | * As aforementioned, ADEPT is the law. It is what we consider the overall umbrella, and the components of evaluation system fall under it. * As our department reexamined teacher evaluation, we wanted to ensure a process that would be better for teachers and ultimately students. * Thus, Expanded ADEPT takes into account both teacher development and student growth |
| **Slide 9**  **Kim** | * South Carolina is moving from SAFE-T/APSs and the documents associated with the process to a process that will be focused on observations and shorter feedback cycles with the SCTS. * SLOs will continue to be used by all teachers to assess student growth. |
| **Slide 10**  **Kim** | * The evaluation process is differentiated, based on your contract level (see chart) * Our office sets the floor, your district may choose to do more * We are recommending pre and post conferences for all first semester observations, unannounced observations with a post conference for 2nd semester * Regardless of your contract level you are required to complete at least 1 SLO |
| **Slide 11**  **Kim** | * With our current tool for teacher evaluation, the ADEPT performance standards, there were 34 key elements within the 10 standards and 4 domains. * With the new SC Teaching Standards, there are only 23 indicators within the 4 domains. * You can see here, for ADEPT standard 4, Establishing and Maintaining Expectations that the key elements of expectations for achievement, participation, and responsibility are linked to three SCTS indicators, Expectations, Standards and Objectives, and Motivating Students. * The SC Teaching standards give us more specific common language to describe student-centered instruction, but none of the indicators are different in kind from what you’ve seen before with ADEPT. |
| **Slide 12**  **Kim** | * The selection of the new rubric was led by the South Carolina Department of Education and an advisory group made up of educators across the state. The rubric was identified as a tool that is validated, supportive of educator professional growth and development and aligned with instructional practices that will enable students to meet the standards for college and career readiness in the Profile of the South Carolina Graduate. * The new *South Carolina Teaching Standards 4.0* rubric will better support educators with specific feedback related to professional practice. * This tool is designed to assess a teacher’s professional practice and hosts four domains: Instruction, Environment, Planning and Professionalism – each with indicators and specific descriptors that differentiate levels of performance. * The new rubric is aligned to the Profile of the South Carolina Graduate. It is research-based to lead to instruction that raises performance. And, it supports districts in effective instructional leadership — making it easier to focus on professional development with common language and practices for observation. * The ADEPT system is designed as a tool to assess instruction as well as improve it. Our goal is to provide students in South Carolina with a high quality education led by effective educators. Evaluations are a mechanism to help us accomplish that. |
| **Slide 11**  **James** | * Looking at this slide, keep in mind that Expanded ADEPT, has the same 4 domains as SAFE-T, tied to the South Carolina Teaching Standards, however, instead of 34 Key Elements with SAFE-T, the Expanded ADEPT has only 23 indicators. * The 4 leveled descriptions of practice are Planning, Environment, and Instruction, yet Professionalism is slightly different, using a combination of the teacher and administrator’s reflection. |
| **Slide 14**  **James** | The slide highlights each element of the rubric: Domain, Indicator, Descriptors and Performance Levels (in slide show mode).   * Click 1, Click 2: Domains are the big buckets * Click 3, Click 4: Indicators are the specific elements of practice * Click 5, Click 6: Descriptors describe what performance looks like at each level. * Click 7, Click 8: The four performance levels are the biggest difference from the APS standards   What can you tell us about the performance levels, Claire? |
| **Slide 15**  **Claire** | At the bottom of the instruction rubric you will see a row labeled “Descriptors of Qualifying Measures.” As the four performance levels move from unsatisfactory (on the right) to exemplary, the descriptors become increasingly student centered. The descriptors for each indicator reflect the same progression. Evidence of student-centered learning and student-ownership of learning where the teacher facilitates the learning is indicative of an exemplary lesson.  Please be aware that rock-solid/A+ teaching lives the proficient or 3 level. The exemplary or 4 performance level provides a stretch piece for coaching a teacher.  If you are watching the winter olympics, you may have seen snowboarders Chloe Kim and Shawn White each win gold medals. Well before the olympics, they were already extremely talented athletes. However, they both have coaches who provided them with ongoing feedback to help them master new techniques. Even though they are both pros, they still need feedback in order to grow and evolve. This tool is designed to support evaluators in providing teachers with feedback about classroom lessons so that we can continue to improve and deepen our practice over the course of what we hope will be very long careers inside the classroom. |
| **Slide 16**  **Claire** | As much as the common language provided by the rubric will be powerful, the new evaluation process will also be very different from the end of the semester meeting with SAFE-T. Teachers will now engage in a pre-conference before announced observations and a post-conference within 72 hours after all observations. Teachers will also complete a reflection for each observation.  This is a shift for many evaluators. They have to attend a three-day evaluator training and pass a two-part exam to become certified.  Evaluators have access to additional training and resources for coaching teachers. Induction Mentor training and resources are also aligned with the new evaluation system.    During pre-conferences and post-conferences, your evaluator will be engaging you in a reflective conversation. The post-conference conversation will also include feedback in the form of one area of reinforcement (what had the greatest impact on student learning) and one area of refinement (the area of growth that would impact student learning the most). Providing teachers with feedback about classroom lessons is to support your growth so you can continue to improve you practice for students. |
| **Slide 17**  **Claire** | The other big shift, is to using artifacts as *evidence of student learning* vs. artifacts of teacher planning. Because we do not want to create redundant and extra paperwork for you in the form of LRPs or UWSs, we will only continue with Student Learning Objectives. You are already monitoring student progress and reflecting on your teaching. The purpose of student learning objectives aligns with the purpose of the new evaluation system. Both are about growth not achievement. The SLO also honors your expertise in responding to the individual needs of all students. Instead of relying solely on summative assessment measures, the SLO gives you voice and choice in setting the student learning goals based on what is realistic and rigorous for each child you teach. |
| **Slide 18**  **Lilla** | * Thank you, Claire. Now that we’ve heard more about the two main elements of the new teacher evaluation process, Observation and Conferencing using the SC Teaching Standards, and goal setting for student growth using SLOs, we want to turn our attention to the implementation timeline. How will all of this work at a state-, school-, and district-level? * First, as a reminder, the Expanded ADEPT system focuses on classroom-based teachers. Library Media Specialists, Speech and Language Therapists, and School Counselors use a different tool that was developed in 2006 and then aligned with SAFE-T. After we have a chance to implement at least one year with the new classroom-based teacher system, we intended to work with educators in these special areas to revise their evaluation instruments. |
| **Slide 17**  **Lilla** | * We are very fortunate that the South Carolina decided on a phased approach to implementation of the new teacher evaluation. * In June of 2016, we started with training college teacher preparation programs in the rubric so they could work on graduating system-ready candidates by 2018. Throughout 2016-17, our office partnered with the authors of the rubric, NIET, to offer over 45 three-day rubric trainings around the state. * In preparation for statewide implementation in 2018-19, this year, in 2017-18 our office is focused on providing more evaluator training and more in depth support in coaching skills and district implementation. Different districts have chosen to transition to SCTS in different ways, and we work with them to provide resources to make sure the transition can go smoothly. * To that end, you should know that we’ve received recognition from other Southeastern states for our evaluator training. Before evaluators can perform observations using the SCTS, they must successfully complete a training program that culminates in a performance-based certification assessment. This builds consistency of implementation across classrooms and schools and is an important start in ensuring your evaluators and other coaches are prepared to hold high-quality conversations about lessons they observe. |
| **Slide 20**  **Julie** | * New name * On-demand – moving from paper to online, SLOs and evaluations, there will be videos and resources connected to descriptors * District trainings this summer   -We are so excited about the new on-demand, online teacher and principal evaluation database called SCLead. Beginning in August 2018, educators will be able to login to SCLead.org and access your current and historical evaluation data. Your principal will also have the ability to analyze school-wide evaluation data to determine needed supports for you in the classroom. Just like you can login to the certification database and track -your certification areas and renewal timeline, you will have the same ability to login and check your evaluation data beginning in August 2018. You will have access to evaluation forms, dates when observations occurred, and you’ll be able to access your SLO.  -We will train district representatives starting in summer 2018 who will be responsible for delivering information to you regarding how to register for the site and how to login to access your information. The site will also have training videos that you can access to show you how to use the system and how to access your data.  Please help us get the word out that a new teacher and principal evaluation online database (SCLead) is coming in August 2018. |
| **Slide 21**  **Kim** | * This process is collaborative and we are all learning together. * The most inspiring thing we hear at coaching trainings is how excited coaches and other evaluators are to build relationships with teachers around instruction. * We believe with our whole heart that support and evaluation go hand in hand. We tell leaders every day that if we aren’t all modeling growth mindset about our own practice, we cannot expect our students to have growth mindset about their own learning. |
| **Slide 22**  **Kim** | * We’ve been really thoughtful about how to get to as many stakeholders as we can, starting with Training IHEs so that educators come into the field prepared, District administrators, Principals, and teachers through our monthly newsletters, this webinar, and any opportunities we have to engage with stakeholders. * We need your help to own making ADEPT really about your own growth. Here are some ideas for things you can try now. * Think about what this looks like/sounds like in your classroom. This rubric is meant to be useful for all educators regardless of setting, content area, or teaching situation. This is helpful for evaluators, especially in unique situations and related arts * Begin collaborating around the rubric – this can be an umbrella that connects different parts of your teacher life. Have conversations; incorporate it into meetings, etc. * As long as we have a continuous improvement mindset, we will continue to see the value of this process in our practice * Teachers – you own this! Your leadership is part of change management. The biggest difference in schools where teachers found SLOs meaningful and schools where teachers didn’t was whether a teacher was involved in leading the process. Share what you’ve learned, let your leadership team know you’re ready to help, think of ways to make this work in your context. |
| **Slide 23**  **Kim** | * We publish monthly in the SCEA and PSTA newsletters, and we’re here for you, not just districts. * You can visit our website for support and resources |
| **Slide 24**  **Kim** | * We’ll spend some time out loud responding to questions coming in through the chatbox, but first we want to let you know that if you have feedback for us, we welcome you to share it in the feedback survey. You can copy and paste the link from your email or retype the link you see here. * Now we’ll answer some of your questions [Lilla will share out a few questions] * Our reflections (if any) and thanks. This will be posted on our website later this week. |