



**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*

**MEMORANDUM**

**TO:** District Superintendents  
District HR Directors  
District Instructional Leaders

**FROM:** Lilla Toal Mandsager  
Director, Office of Educator Effectiveness and Leadership Development

**DATE:** October 5, 2021

**RE:** Emergency Educator Evaluation Flexibility 2021–22

During the COVID-19 pandemic, teachers, school leaders, and districts have needed to shift to new practices that prioritize school safety, student and staff social emotional health, and different modes of teaching and learning. Recognizing that quarantine and emergency virtual instruction have been necessary in many schools to ensure the safety of students and staff, the Office of Educator Effectiveness and Leadership Development (OEELD) offers these flexibility provisions for educator evaluations in the 2021–22 school year.

**Expanded ADEPT Classroom-based teacher Evaluation Flexibility for 2021–22**

*Annual and Continuing Summative Evaluations*

For classroom-based teachers undergoing summative evaluation, districts are encouraged to conduct the required number of summative observations where possible. At a minimum, at least one required observation in the preliminary evaluation cycle and all required observations in the final evaluation cycle must occur.

*Annual Formative Evaluations*

For classroom-based teachers undergoing annual formative evaluation, districts are encouraged to conduct the required number of formative observations where possible. At a minimum, at least one required observation in the preliminary evaluation cycle and all required observations in the final evaluation cycle must occur.

### *Continuing Formative Evaluations*

For classroom-based teachers undergoing continuing formative evaluation, districts have the flexibility to waive the final evaluation cycle observation regardless of performance in the preliminary cycle. At a minimum, the required observation in the preliminary evaluation cycle must occur.

### **ADEPT for Special Areas Evaluation Flexibility**

This is the first year of full implementation of the [ADEPT for Special Areas 2020](#) evaluation models. There are no additional flexibility options offered for those evaluation models.

### **PADEPP Principal Evaluation Flexibility**

The deadline for the principal's orientation conference has been extended to October 15. All required PADEPP conferences and optional observations may be conducted virtually or face-to-face.

### **Existing Flexibility**

These flexibility measures are already included in the *ADEPT for Special Areas* and [ADEPT for Classroom-Based Teacher Guidelines](#).

### *Educator Observations and Conferences*

- Observations and conferences may take place in virtual or face-to-face settings.
- For observation cycles, the suggested timelines between pre-conferences, observation, and post-conferences are recommended; districts and schools have the ability to extend those timelines as needed.
- Video observations of instruction may be used for evaluation purposes if the video can capture both teacher and student voices.
- For observations in virtual and face-to-face settings, the teacher should continue to make student work, lesson plans, and other asynchronous support resources available to the observer.

### *Induction Formative Evaluations*

For classroom-based teachers undergoing induction formative evaluation, districts may replace the regularly required preliminary cycle observation with a walkthrough and post-conference focused on specific, pre-determined South Carolina Teaching Standards (SCTS 4.0) indicators.

### *Student Learning Objectives and Goals-Based Evaluations*

Beginning-of-year and end-of-year conferences with the SLO approver are required. The mid-course conference may be folded into existing data team, Professional Learning Community (PLC), department, grade-level, or other collaborative meetings. [See our website](#) for additional guidance.