

## OVERVIEW

### 1. Why has the SCDE decided to move to a new teacher evaluation system?

Every student deserves to have an effective teacher in the classroom. By revisiting our teacher evaluation system, we are taking steps to ensure our students are getting the most out of their classroom time.

The new Every Student Succeeds Act (ESSA) offers tremendous opportunities for South Carolina and its students, one of which is giving states the authority and flexibility to develop an educator evaluation system that best fits its needs.

No longer will evaluations be based on how well students perform on an individual test. ESSA allows us to look at the educator as a whole.

For South Carolina, this approach is common sense - customized for our educators and the overall growth of our students.

### 2. Why have you decided to move away from the system that was already in place?

First and foremost, we're committed to student growth and leading in learning. We believe every student in South Carolina schools deserves an effective teacher and that teachers deserve timely, thoughtful feedback about their practice in order to grow and develop at all stages of their professional career.

The new system allows us to accomplish that by providing more frequent, robust and objective feedback to teachers and administrators that incorporates multiple indicators of success - not just testing results. It identifies needs and guides professional growth and development; and requires annual individual professional growth and development plans.

We will still use student progress, but we are emphasizing reflective feedback over any one product or outcome.

### 3. What will make the system different?

It's important to understand that we fully believe the new evaluation system is fair and values the expertise of the teacher.

The updated evaluation system, Expanded ADEPT, is an improvement in our professional practice for the benefit of students. It includes the research-based *South Carolina Teaching Standards 4.0* rubric and student learning objectives, which are measures of student growth.

A major focus is a more direct connection between teacher practices and increased student learning through the incorporation of student academic growth measures into classroom-based teacher evaluation and effectiveness ratings.

This revision seeks to align and strengthen professional practice to support the intended student outcomes.



#### 4. What has the feedback been from educators?

The overall feedback has been positive. Teachers have always told us they desire an evaluation system that incorporates data about their practice and relevant feedback from coaches, colleagues and evaluators. We believe this allows us to deliver on that approach.

We have valued educator feedback throughout the process of development and implementation and have sought input across the state. During the spring, we partnered with the American Institutes for Research to gather feedback from teachers and principals across the state. Through that partnership, we surveyed approximately 10,000 classroom teachers and administrators in addition to hosting focus groups in six locations across South Carolina to better understand educator experiences and perspectives.

We'll continue to seek their feedback throughout the process of implementation and work to ensure that everyone is informed and educated about the new system.

#### 5. Why did you select the new standards rubric?

##### Overall:

It was important that this decision be made with input from education stakeholders. Therefore, the state Department of Education formed an advisory group of state educators who helped guide our decisions throughout the process. It was under their advisement that we adopted the *South Carolina Teaching Standards 4.0* rubric.

The standards rubric will better support educators with specific feedback related to professional practice. It will be integrated into the Expanded ADEPT Support and Evaluation System beginning in 2018-19 for all classroom-based teachers in districts using the state model for teacher evaluation.

##### Teachers:

We strongly believe that the new evaluation system is fair and values the expertise of teachers.

The rubric is a powerful tool for improving practice and collaboration to ensure our students are college and career ready.

The indicators within the rubric 'look' and 'sound' differently within contexts. Teachers will have the opportunity to articulate that to their evaluators.

##### School Leaders:

When implemented well, the rubric is an amazingly effective tool for improving practice and collaboration.

The rubric is tightly aligned to the Profile of the South Carolina Graduate, ADEPT and InTASC standards.

The school leader's role as a coach and evaluator is essential. The elements added to the evaluation system (SLOs and the rubric) give school leaders what they need to design meaningful professional development and collaboration that is focused on student outcomes.



The requirements for evaluators are just as rigorous, if not more. Administrators, induction mentors and other evaluators will be trained and certified on both the *South Carolina Teaching Standards 4.0* and the observation and feedback process.

Expanded ADEPT ensures that Induction, Annual and Continuing Contract teachers up for recertification receive observation and feedback aligned with the *South Carolina Teaching Standards 4.0*.

## **6. Will teachers in the state be at risk of losing their jobs?**

Evaluations are 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.

The evaluations will be used to inform personnel decisions but will not solely guide them.

## **7. Will the public or other educators have access to the evaluations?**

The new evaluation system is designed to promote honest and direct feedback. Individual evaluation results are not available to the public or other educators. Evaluations are private and used as a tool to promote educator effectiveness and student achievement.

## **8. What is the timeline for implementation?**

We're being very thoughtful about our approach. In fact, the SCDE requested a two-year extension from the State Board of Education in order to train educators and implement student learning objectives.

- This year is a year of recalibration and big picture training. We'll also spend this year educating Institutions of Higher Education, districts and school level leaders on the tool.
- During 2017-18, districts will make plans and train evaluators. We'll also begin managing the change and continue training and certification.
- Statewide adoption will occur during the 2018-19 school year.

While districts are not required to use the new rubric as the basis for measuring professional practice until 2018-19, the extended timeline allows for appropriate district planning, training and certification of evaluators. The rubric can (and is encouraged to) be part of teacher professional development over the next two years in preparation for its implementation.

## **9. How will SCDE support school districts toward implementing the new system?**

To support districts in preparing for full system implementation, the SCDE's Office of Educator Effectiveness is offering district and principal training on the new *South Carolina Teaching Standards 4.0* rubric.

Training includes evaluator training, information related to evaluator certification, a training curriculum that can be used directly with evaluators and an overview of resources for use in orienting teachers to the rubric.



## 10. Are all schools in the state required to adopt the Expanded ADEPT model?

Districts make a decision about whether to follow the state model for evaluation or to develop an alternative, aligned model that must then be approved by the state.

Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute and the State Board of Education's ADEPT implementation guidelines. The contract between the charter school and its sponsor must include an ADEPT provision.

## 11. What changes do you anticipate seeing with the adoption of the Expanded ADEPT model?

We are confident in the guidance and focus the new rubric will provide educators and the impact it will ultimately have on students.

This multi-measure system will provide meaningful feedback that raises performance and supports professional growth. And, at the end of the day, our educators win because they get the support they need.

## 12. What feedback/guidance have you sought from education associations?

The Office of Educator Effectiveness has worked closely with educator professional organizations throughout the development of Expanded ADEPT. Members are invited to serve on working and advisory groups and the organizations were instrumental in supporting efforts to collect feedback from the field. The Office of Educator Effectiveness maintains a communications partnership with the professional organizations in order to ensure accurate, timely information to the field.

## RUBRIC/TRAINING/CERTIFICATION

### Rubric

## 13. How was the *South Carolina Teaching Standards 4.0* rubric selected for use within the Expanded ADEPT Support and Evaluation System?

The rubric was identified by a working group of South Carolina educators 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.

## 14. Why are we training on the rubric now if we are not required to implement it within the evaluation system until the 2018-19 school year?

While districts are not required to use the rubric as the basis for measuring professional practice until 2018-19, the extended timeline allows for appropriate district planning, training, and certification of evaluators. The rubric can (and is encouraged to) be part of teacher professional development over the next two years in preparation for its implementation.



**15. Is this the same rubric that is used in South Carolina Teacher Advancement Program (TAP) schools?**

South Carolina TAP schools use a five-level version of this rubric. NIET has developed a four-level rubric to support states using four performance levels within their evaluation system. The four-level version has been adopted for use within the Expanded ADEPT Support and Evaluation System.

**16. Is the state moving toward a statewide TAP model for teacher evaluation?**

No. While the tools used within the system are similar to those used in SC TAP schools, the state is not adopting the TAP model for evaluation. The state no longer requires test score-based measures and is not adopting the human capital management component of TAP.

**17. Is ADEPT going away?**

ADEPT is the umbrella term for the regulation outlining teacher evaluation in South Carolina. SAFE-T is the current model for formal evaluation of classroom-based teachers. SAFE-T will be replaced by the use of the *South Carolina Teaching Standards 4.0* rubric and the related type and frequency of observations required by the Expanded ADEPT Support and Evaluation Guidelines.

**18. Will the ADEPT Performance Standards (APS standards) continue to be evaluated?**

Evaluation will no longer be directly related to the ten ADEPT Professional Standards. Professional practice evaluation will align to four domains and 23 indicators of the *South Carolina Teaching Standards 4.0* rubric. Evaluators will rate proficiency for each indicator in order to arrive at an overall score.

**19. Will SAFE-T evaluation artifacts continue to be required as part of the evaluation system?**

The evaluator will use evidence collected through classroom observations and related documents to assign a performance rating to each indicator. While some evidence will need to be gathered outside of the classroom observation, no required documents have been determined at this stage of guideline development.

**20. Will the state continue to use the consensus model for teacher evaluation?**

The continued use of the consensus model is being examined. Educator feedback indicates a desire for more timely feedback than what is currently provided through the consensus approach. A stakeholder work group that has completed rubric training will provide recommendations to SCDE to determine the type and frequency of observations for the revised Expanded ADEPT System guidelines.

**21. What system data will be reported to the state?**

Until privacy protections are in place, the state will continue to collect overall effectiveness ratings as "met" or "not met."

## Rubric Training

**22. Who can train others in the district?**

Anyone that has attended the three-day "train-the-trainer" training and has passed the certification exam can train others in their districts.

### **23. Do teachers have to complete a three-day training?**

No. District training teams that attend SCDE training have a one-day teacher orientation curriculum they can deliver to teachers. This training can be broken up into smaller modules and presented to teachers as part of a district professional development plan if desired.

### **24. Who will train principals?**

SCDE will host direct training for principals and assistant principals beginning November 2016 through June 2017. Districts are encouraged to develop training teams in order to provide their own training in preparation for the 2018-19 school year.

### **25. Why are Institutions of Higher Education (IHEs) orienting teachers to the rubric ahead of the districts?**

Teacher preparation programs were trained to use the rubric prior to the districts in order to align their programs and produce “system ready” candidates beginning 2018-19. IHEs are engaging cooperating teachers in rubric orientation to support the early introduction of the rubric with teacher candidates.

## **Evaluator Certification**

### **26. Who needs to be evaluator certified? Is there yearly evaluator recertification? What is the deadline for evaluator certification?**

Certification is required of all trainers and evaluators every three years. Full implementation of the *South Carolina Teaching Standards 4.0* begins in the 2018-19 school year. Evaluators must be certified prior to formal observation.

### **27. What is the format of the certification exam?**

The online test consists of two parts. Part One is a lesson analysis where the applicant scores a video on the performance indicators on the rubric. Part Two is a series of eight multiple choice questions about the post-conference process.

### **28. How are certification exams scored?**

Based on the recommendations of the NIET team, the Department of Education developed multiple metrics that are applied to certification submissions to determine a passing score. These passing metrics account for variability and do not require the user to have exactly the same scores as their state raters.

### **29. How can an evaluator prepare? Is there a chance to retest if an evaluator does not pass?**

The most important skill needed for the certification assessment is the ability to connect observation evidence to the indicators on the rubric. Attending and participating in the three-day training will prepare most evaluators to pass the certification assessment. Reviewing training materials, scoring videos from training or co-observing and scoring a lesson with another evaluator on your team are additional ways to prepare. See the certification assessment overview document for parameters surrounding retesting.