

DILLON SCHOOL DISTRICT FOUR PILOT for the South Carolina Teaching Standards (SCTS) Evaluation



Superintendent - D. Ray Rogers

Assistant Superintendent – Dr. Polly Elkins

ADEPT Coordinator – Mrs. Barbara Ann Hawkins

Student Services Director – Mrs. Lynn Liebenrood

DILLON COUNTY FACTS

- **Employment:**

Manufacturing: 21.2% of the population

- **Unemployment rate:**

August 2013 – 12.3%
(7th highest rating in SC)



- **Income:**

Dillon County median household income is \$22,509

South Carolina median household income is \$42,367

DILLON SCHOOL DISTRICT FOUR FACTS

- Rural School District
- 8 Schools:
 - Elementary Schools - 5
 - Middle School - 1
 - High Schools - 2
- 7 of the 8 schools are Title One
- Student Population - 4,349
- Teachers – 267
- Free and Reduced Lunch – 87.42%



DILLON SCHOOL DISTRICT FOUR RATING:

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

- **Overall Weighted Points Total - 76**
- **Overall Grade Conversion - C**

Dillon School District Four Performance meets the State's Expectations

HISTORY OF EVALUATION INSTRUMENTS

(STEP 123) – Summative Teacher Evaluation Process

developed through the Pee Dee Consortium 1992 – 2009 SY

TEACHER STEP PRELIMINARY SUMMARY EVALUATION FORM

TEACHER'S NAME: _____ School Year: _____
 SSN: _____ School: _____ Contract Status: _____

A. PRELIMINARY JUDGMENTS: Transfer the judgment decision of each subsection of the STEP Data Collection Form to the boxes:

I.A. 1-10 Long Range Planning (PD 1)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
I.B. 11, 12, 14 Short-Range Planning (PD 2)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
I.B. 13 Short-Range Planning of Instruction (PD 3)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
II.A. Instructional Focus (PD 4)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
II.B. Instructional Strategies, Activities & Assignments (PD 5)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
II.C. Provision of Content (PD 6)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
II.D & II.E. Instructional Questions & Responses & Instructional Feedback (PD 7)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
II.F. Instructional Environment (PD 8)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
II.G & II.H. Flow of Instruction & Classroom Management (PD 9)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>
III.A-E. Professional Behaviors (PD 10)	MET	<input type="checkbox"/>	NOT MET	<input type="checkbox"/>

B. COMMENTS AND RECOMMENDATIONS: Address subsections not meeting standard. Attach remediation plan, if applicable.

C. OVERALL EVALUATION JUDGMENT: An overall judgment of <i>met</i> indicates that the teacher met the competency standard for at least nine of the ten performance dimensions at the time of the preliminary evaluation.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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D. REVIEW CONFIRMATION:

The overall preliminary evaluation judgment has been explained and recommendations resulting from this evaluation process have been discussed. We, the evaluators, certify that the established procedures have been followed to arrive at the joint decisions recorded on the Data Collection Form. Conference Date: _____

Documentation:

- 8 pages of MET /NOT MET
- Templates for Induction/ Formal/GBE
- Paper copies

HISTORY OF EVALUATION INSTRUMENTS

(SAFE-T/SAFE-T NET)–Summative ADEPT

Formal Evaluation of Classroom-Based Teachers

State Department of Education Implementation 2009-2013 SY

Documentation:

- 13 pages of ET3 of MET /NOT MET
- 4 templates for Evaluators to complete
- 4 templates for Teachers to complete
- Paper copies were printed and placed in a dossier-paper copies

ADEPT Performance Standards (APSs) for Classroom-Based Teachers				Consensus Judgment	
APSs in the Domain	Key Elements in the Domain	Preliminary	Final		
APS 1 APS 2 APS 3	11	Total: _____ <input type="checkbox"/> Met (≥ 10) <input type="checkbox"/> Not Met (≤ 9)	Total: _____ <input type="checkbox"/> Met (≥ 10) <input type="checkbox"/> Not Met (≤ 9)		
APS 4 APS 5 APS 6 APS 7	12	Total: _____ <input type="checkbox"/> Met (≥ 11) <input type="checkbox"/> Not Met (≤ 10)	Total: _____ <input type="checkbox"/> Met (≥ 11) <input type="checkbox"/> Not Met (≤ 10)		
APS 8 APS 9	6	Total: _____ <input type="checkbox"/> Met (≥ 5) <input type="checkbox"/> Not Met (≤ 4)	Total: _____ <input type="checkbox"/> Met (≥ 5) <input type="checkbox"/> Not Met (≤ 4)		
APS 10	5	Total: _____ <input type="checkbox"/> Met (≥ 4) <input type="checkbox"/> Not Met (≤ 3)	Total: _____ <input type="checkbox"/> Met (≥ 4) <input type="checkbox"/> Not Met (≤ 3)		
Overall Judgment An overall judgment of <i>met</i> indicates that the teacher achieves the criterion level in all four domains.				<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

HISTORY OF EVALUATION INSTRUMENTS

(TOPS) – Teacher Observation and Performance Scale

(utilized in one SIG school [DMS] for BETA project) 2012-2013 SY

TOPS REPORT

(Transformed Scores for School Year 2012-13 Reporting)

ADEPT Performance Standards	Preliminary	Final
<p>APS 1: Student Growth (4 Key Indicators)</p> <p>Met: 3 or 4 of the Key Indicators are rated <i>Proficient</i> or <i>Exemplary</i> with no Key Indicators rated <i>Unsatisfactory</i> Not Met: 2 or more of the Key Indicators are rated <i>Needs Improvement</i> or any Key Indicator is rated <i>Unsatisfactory</i></p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>APS 2: Planning (3 Key Indicators)</p> <p>Met: 2 or 3 of the Key Indicators are rated <i>Proficient</i> or <i>Exemplary</i> with no Key Indicators rated <i>Unsatisfactory</i> Not Met: 2 or more of the Key Indicators are rated <i>Needs Improvement</i> or any Key Indicator is rated <i>Unsatisfactory</i></p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>APS 3: Instruction (3 Key Indicators)</p> <p>Met: 2 or 3 of the Key Indicators are rated <i>Proficient</i> or <i>Exemplary</i> with no Key Indicators rated <i>Unsatisfactory</i> Not Met: 2 or more of the Key Indicators are rated <i>Needs Improvement</i> or any Key Indicator is rated <i>Unsatisfactory</i></p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>APS 4: Environment (3 Key Indicators)</p> <p>Met: 2 or 3 of the Key Indicators are rated <i>Proficient</i> or <i>Exemplary</i> with no Key Indicators rated <i>Unsatisfactory</i> Not Met: 2 or more of the Key Indicators are rated <i>Needs Improvement</i> or any Key Indicator is rated <i>Unsatisfactory</i></p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>APS 5: Professionalism (4 Key Indicators)</p> <p>Met: 3 or 4 of the Key Indicators are rated <i>Proficient</i> or <i>Exemplary</i> with no Key Indicators rated <i>Unsatisfactory</i> Not Met: 2 or more of the Key Indicators are rated <i>Needs Improvement</i> or any Key Indicator is rated <i>Unsatisfactory</i></p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<p>Overall Judgment</p> <p>Met: All 5 APSs are rated <i>Met</i> Not Met: 1 or more APSs are rated <i>Not Met</i></p>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Documentation:

- 7 pages of TOPS Report of MET /NOT MET
- 4 templates for Evaluators to complete
- 4 templates for Teachers to complete
- Paper copies were printed and placed in a dossier-paper copies

WHY WE BECAME A PILOT DISTRICT

- Dillon District Four was invited to the SDE to review the initial proposal concerning the Pilot Projects.
- Dr. Childs and Mr. Dotterer presented two options:
 - (a) Enhanced ADEPT
 - (b) South Carolina Teaching Standards (SCTS)
- Dillon District Four at the current time had 7 schools with SAFE-T and 1 school with TOPS. Following the presentation the District decided to pilot in all 8 schools the SCTS evaluation instrument for the 2013-2014 SY. This decision was based upon the resources and tools that would be available for the SCTS Pilot Project.
- A comparison was done of what we were using district-wide: (SAFE-T) to the current pilot project (SCTS).

Comparison of SAFE-T and South Carolina Teaching Standards (SCTS)

Topic	SAFE-T	SCTS
Amount of Paperwork	8 Documents/Forms are required. Some of the documents are very lengthy. Example: Long Range Plan Template and Unit Work Sample Template. (4 Documents per teacher being evaluated and 4 per evaluator with 2 evaluators)	Minimal Paperwork (Summary Form)
Effectiveness of Paperwork	Doesn't give specific feedback. Very broad topics.	Very specific information is provided. The paperwork narrows the focus of what the teacher needs to refine. It also identifies an area of strength for the teacher.
Summary of Descriptors	Very broad descriptors. Not specific. Example: Teacher works to ensure that every student is a learner.	Very specific descriptors. Example: There is evidence that most students demonstrate mastery of the objective.
Usefulness of Indicators	Adequate	Exemplary! Includes more indicators that are critical for teaching higher order thinking skills and student mastery. Example: Thinking and Problem Solving Indicators/Descriptors.
Teacher Growth	Adequate growth with some teachers.	Exemplary growth with ALL teachers. The quality of instruction and teaching has increased greatly during the pilot.
Teacher Planning	Teachers complete a very lengthy document for long range planning and the unit work sample. The information used doesn't actually improve teaching on a day to day basis.	Teachers use the SCTS Rubric to help them plan their instruction. Teachers are thinking about the descriptors as they write their plans. If they are thinking about it and planning for it, they are more likely to make sure they are covering the indicators during every lesson.

Comparison of SAFE-T and South Carolina Teaching Standards (SCTS)

Topic	SAFE-T	SCTS
Training	Adequate. Broad training on SAFE-T. No videos or resources to use when training teachers.	Very specific training with effective resources from the NIET website. Example: Training videos give teachers an opportunity to see what a “good lesson” really looks like. The videos demonstrate the expectations. Teachers can score the videos and this helps them become familiar with the indicators/descriptors. Our district hired a person to train our teachers and help us with the process of training our teachers. This has been very beneficial for both the teachers and the administrators.
Conferencing	The evaluator doesn’t conference with the teacher until the end of the preliminary evaluation period which is usually in late November. Example: You observe in September and you don’t meet with the teacher until late November.	The evaluator conferences with the teacher within 48 hours of the observation. This provides immediate feedback to the teacher and the teacher can immediately begin refining the weak area.
Effectiveness of Conference	During the conference, the evaluator goes over the SAFE-T Summary Form. Broad topics are highlighted during the conference.	The conference is very beneficial for the teacher. The teacher receives immediate feedback on the evidence presented for the indicators and a specific reinforcement and refinement area are identified.
Student Growth	In my experience, teachers are not growing with SAFE-T and therefore, student achievement is not impacted.	SCTS helps teachers improve their instruction and when teaching improves, student achievement improves!
Tracking of Student Growth	Does not track student growth.	EVAAS is providing a wealth of data critical to raising student achievement levels. Very specific data is provided through EVAAS including school data, teacher data, and student data. EVAAS provides data that will help teachers improve their teaching in weak areas. It also provides valuable student data and gives the teacher a projection score for each of their students. Educators can see trends in instruction and identify areas that need to be refined. “A picture is worth a thousand words”—This is what EVAAS has given us! It paints a clear picture of exactly where we are and where we need to go. EVAAS provides quality data needed to grow teachers and improve student achievement.

Dillon School District Four Chose to Pilot the South Carolina Teaching Standards (SCTS) Evaluation System District-wide for the following reasons:

Resources are available for training all teachers (beginning – seasoned teachers). Resources support quality teaching practices and student achievement. **(a) Education Value-Added Assessment System (EVASS)** and **(b) the National Institute for Excellence in Teaching (NIET)**. EVASS provides data to support student achievement and teacher growth. NIET provides services and support in developing highly effective educators including strategic planning and assistance in the design, development, and implementation of teacher effectiveness in the areas of educator evaluation, development and implementation of teacher effectiveness, and access to innovative tools and resources. **(c) CODE – Comprehensive On-line Data Entry**. CODE is a document and data management system for teacher evaluations. **(💰)** Prior to implementation, Dillon District Four did not have the money to purchase the resources that are now available through SCTS pilot project.

Data Support (EVASS) is available for teachers and the administrative team for improving **teacher quality** by enhancing teaching skills, knowledge and professionalism. **When teacher quality improves then student growth improves.** Data on student mastery/growth for all students is available that helps to drive curriculum choices, instructional practices, assessment strategies, and professional development to enhance student learning. **(💰)** Prior to implementation, Dillon District Four did not have enough money to purchase or gather the wealth of information provided by the SCTS pilot project.

Collaboration (NIET) (EVAAS) is constant between teachers and administrators concerning a set of professional indicators to measure teaching skills, knowledge, and responsibilities of the teacher in the classroom. Continuous feedback to teachers identifies needs and guides professional development throughout the year. Collaboration is clear, timely and useful with the data that is made available through the Education Value-Added Assessment System (EVASS). The rubric in the SCTS pilot project in collaboration with the National Institute for Excellence in Teaching (NIET) provides a formative measure which identifies instructional areas where administrators can provide support to all teachers to increase **student growth and continued improvement of instruction.**

State Department of Education – provided us with the opportunity and the tools to enhance teacher quality and student growth across the entire district. It is a golden opportunity to take advantage of resources that had never been available to Dillon School District Four without cost. The district would like to take this time to thank the State Department of Education for allowing us the opportunity to Pilot this project because it provides the information we need to promote **teacher quality and student growth.**

FREE RESOURCE/ DATA SNAPSHOT–DISTRICT (EVAAS)



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FREE RESOURCE/DATA SNAPSHOT – SCHOOL (EVAAS)



Report: School Value Added Test: PASS
 School: Dillon Middle Subject: English Language Arts
 District: Dillon 04
 Year: 2013

 LEARN HOW TO USE THIS REPORT (Flash required)
[PASS](#)

Estimated School Mean NCE Gain				
Grade	6	7	8	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2011 Mean NCE Gain				
Std Error				
2012 Mean NCE Gain				
Std Error				
2013 Mean NCE Gain	<u>0.2</u> Y	<u>1.7</u> G	<u>2.6</u> G*	1.5
Std Error	0.9	0.9	0.9	0.5
3-Yr-Avg NCE Gain				
Std Error				
Estimated School Mean NCE Scores				
Grade	6	7	8	
State NCE Average	50.0	50.0	50.0	
2010 Mean				
2011 Mean				
2012 Mean				
2013 Mean	42.2	40.8	43.6	

- G*** Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.
- G** Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.
- Y** Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above it.
- R** Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
- R*** Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

FREE RESOURCE/ DATA SNAPSHOT- STUDENTS (EVAAS)



Reports

e-Learning

Print

Help

Search for students ...

With the Last Name:

Who last tested in:

At these Schools:

- All Schools
- Dillon Middle
- East Elementary
- Gordon Elementary
- Lake View Elementary
- Lake View High
- South Elementary

Matching the following:

Races

- American Indian/Alaskan Native
- Asian
- Black (not Hispanic)
- Hispanic
- Multi-Racial
- Native Hawaiian/Pacific Islander
- Unknown (Race)
- White (not Hispanic)

Sexes

- Male
- Female
- Unknown (Sex)

Demographics

- Free and Reduced Price Lunch
- Gifted
- Limited English Proficiency
- Special Education
- Service Plan 504

With these projected proficiencies:

Test	Subject (Level)	Lower %	Upper %	
<input type="text" value="-- Tests --"/>	<input type="text" value="-- Subjects (Level) --"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	Clear test

[Add Another Test](#)

Submit

[\(Reset\)](#)

FREE RESOURCE/DATA SNAPSHOT- TEACHER EVALUATIONS (CODE)

Polly Elkins | [My Account](#) | [Logout](#)

CODE System



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Edit Observation

School: **Dillon High School**

Subject being taught during observation:

Grade level being observed (if multi-grade classroom, select all that apply):

- | | | |
|---------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> 4th Grade | <input type="checkbox"/> 9th Grade |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 5th Grade | <input type="checkbox"/> 10th Grade |
| <input type="checkbox"/> 1st Grade | <input type="checkbox"/> 6th Grade | <input type="checkbox"/> 11th Grade |
| <input type="checkbox"/> 2nd Grade | <input type="checkbox"/> 7th Grade | <input type="checkbox"/> 12th Grade |
| <input type="checkbox"/> 3rd Grade | <input type="checkbox"/> 8th Grade | <input type="checkbox"/> Elective/Special |

Date of Observation: Start: End:

Observer's Name:

Which teacher is being observed?

Observation Type: Announced Unannounced

FREE RESOURCE/DATA SNAPSHOT- TEACHER EVALUATIONS (CODE)

Designing and Planning Instruction	Exemplary		Proficient		Unsatisfactory
	5	4	3	2	1
Instructional Plans (IP)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Work (SW)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment (AS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

The Learning Environment	Exemplary		Proficient		Unsatisfactory
	5	4	3	2	1
Expectations (ES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Managing Student Behavior (MSB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Environment (ENV)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectful Culture (RC)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instruction	Exemplary		Proficient		Unsatisfactory
	5	4	3	2	1
Standards and Objectives (S&O)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivating Students (MOT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Presenting Instructional Content (PIC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lesson Structure and Pacing (LS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Activities and Materials (ACT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Questioning (QU)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Academic Feedback (FEED)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grouping Students (GRP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teacher Content Knowledge (TCK) / Content Implementation (CI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teacher Knowledge of Students (TKS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Thinking (TH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Problem Solving (PS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

FREE RESOURCE/DATA SNAPSHOT- TEACHER EVALUATIONS (CODE)

Reinforcement

Indicator

- IP SW
- AS ES
- MSB ENV
- RC S&O
- MOT PIC
- LS ACT
- QU FEED
- GRP TCK/CI
- TKS TH
- PS

Objectives

The lesson was strengthened by providing academic feedback, both orally and written.

Refinement

Indicator

- IP SW
- AS ES
- MSB ENV
- RC S&O
- MOT PIC
- LS ACT
- QU FEED
- GRP TCK/CI
- TKS TH
- PS

Objectives

The lesson would have been strengthened if little instructional time was lost.

FREE RESOURCE/DATA SNAPSHOT

PROFESSIONAL DEVELOPMENT (EVAAS)



Menu

- Welcome
- Getting There
- Diagnostic Report
- Report Patterns
- Performance Diagnostic Report

District and School Diagnostic and Performance Diagnostic Reports

Reports Schools Tests/Subjects Print Help

Value Added District-FVz PASS Math

Custom Reports: Student Search, Custom Student Reports, Student Pattern Report, District Reports, Value Added, Diagnostic, Perf Diagnostic, Summary Reports, Value Added, Diagnostic, Perf Diagnostic, Scatterplot

School Reports: Value Added, Diagnostic, Perf Diagnostic, Future Performance, District Grade Projection Summary, School Grade Projection Summary, Accelerate | Students, Accelerate | Students, Advance Students

	5	6	7	8	
2012 Mean NCE Gain	2.4 0*	2.2 0*	2.1 0	0.8 Y	1.9
Std Error	1.1	1.1	1.1	1.1	0.6
3-Yr-Avg NCE Gain	2.8 0*	3.0 0*	0.3 Y	-0.2 Y	1.3
Std Error	0.7	0.7	0.6	0.6	0.2

Estimated School Mean NCE Scores

Grade	5	6	7	8
NCE Base	50.0	50.0	50.0	50.0
2009 Mean	48.8	56.6	52.0	47.3
2010 Mean	47.7	55.5	57.4	50.7
2011 Mean	47.9	47.5	55.9	58.0
2012 Mean	53.9	50.1	50.8	56.7

0* Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.

Reports Schools Tests/Subjects Print Help

Report: School Value Added Test: PASS
School: School-XXN Subject: Math
District: District-FVz
Year: 2012

Grade	5	6	7	8	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	0.0	
2010 Mean NCE Gain	0.9 Y	6.7 0*	-0.7 Y	-2.1 Y	1.2
Std Error	1.2	1.1	1.0	1.1	0.6
2011 Mean NCE Gain	2.7 0*	-0.1 Y	-0.5 Y	-0.7 Y	0.7
Std Error	1.1	1.2	1.1	1.0	0.5
2012 Mean NCE Gain	2.4 0*	2.2 0*	2.1 0	0.8 Y	1.9
Std Error	1.1	1.1	1.1	1.1	0.6
3-Yr-Avg NCE Gain	2.8 0*	3.0 0*	0.3 Y	-0.2 Y	1.3
Std Error	0.7	0.7	0.6	0.6	0.2

Estimated School Mean NCE Scores

Grade	5	6	7	8
NCE Base	50.0	50.0	50.0	50.0
2009 Mean	48.8	56.6	52.0	47.3
2010 Mean	47.7	55.5	57.4	50.7
2011 Mean	47.9	47.5	55.9	58.0
2012 Mean	53.9	50.1	50.8	56.7

0* Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.

FREE RESOURCE –TEACHER/ADMINISTRATION RESOURCE

SNAPSHOT PROFESSIONAL DEVELOPMENT (NIET)

The screenshot shows a web browser window displaying the NIET Best Practices Center Portal. The browser's address bar shows the URL: <http://www.nietbestpractices.org/Navigation/Home/tabid/36/Default.aspx>. The page features a navigation menu with the following items: Home, Evaluation Process, Video Library, Training Modules, Document Library, Professional Development, Online Certification, and TAP System Info. The main content area displays a large image of a woman in a blue polo shirt writing on a whiteboard. The whiteboard has the following text written on it:
1) 20 mL; 66,000 dL; 900 L
3)
5)
7)
To the right of the image is a text box titled "training modules" with the following text: "The NIET Best Practices' training modules are a user-directed and interactive component of the NIET Best Practices Portal. These modules include detailed explanations, videos, text, and application of the Instructional Rubric indicators." Below this text is a blue button labeled "read more...". At the bottom of the page, there is a footer that reads: "Operated by National Institute for Excellence in Teaching's Best Practices Center. Visit www.niet.org/bestpracticescenter. © 2013. All rights reserved."

NIET best practices center portal

Home Evaluation Process Video Library Training Modules Document Library Professional Development Online Certification TAP System Info

training modules

The NIET Best Practices' training modules are a user-directed and interactive component of the NIET Best Practices Portal. These modules include detailed explanations, videos, text, and application of the Instructional Rubric indicators.

read more...

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IMPLEMENTATION TIMELINE (Pilot Project) 2013

March 22 SDE provided an overview of the Pilot programs. (Enhanced ADEPT and SCTS)
-Superintendent approval to Pilot SCTS program

April 15 Dillon School District Four Board of Trustees meeting was informed of the Pilot Project implementation

May Dillon District Four teachers verified teacher/student rosters in EVAAS

July District/School Level Administrators/Title I Facilitators/ Lead Teachers were trained to become SCTS evaluators (July 15th, 16th, 17th)

- The district's lesson planning software was aligned to the SCTS evaluation instrument
- Personnel transferred to the District to support implementation of the SCTS evaluation instrument for Dillon School District Four (ADEPT Coordinator). Mrs. Hawkins provides insight as a teacher, evaluator, data-analyst, and facilitator for professional development.
- The ADEPT Coordinator deconstructed and developed a beginning knowledge and understanding of the SCTS Instructional Rubric for the teachers of Dillon District Four (8 schools)
- It was imperative that the district had "one voice" during training.
- District decision to observe **all teachers** including Goals Based Evaluation teachers (GBE)- (90% of staff) minimum of twice a year.

IMPLEMENTATION TIMELINE (Pilot Project) 2013

August/Sept.

District/School Level Administrators trained on School Value Added (SVA) and Classroom Value Added (CVA)
Teacher training on SCTS evaluation plan was implemented.

- NIET – videos of classroom lessons available to all teachers
- Analysis of student growth data through (EVAAS)
- Teacher/school needs addressed from data
- Lesson plans reviewed for alignment with the SCTS rubric
- Observations conducted and immediate feedback provided

October

CODE training

- Evidence from teacher observations documented
- Teacher reflections on their own observations documented
- Feedback on refinement and reinforcement for instruction

November/May

Professional Development throughout year

- The ADEPT Coordinator will provide long-term support through modeling and instructional support to all teachers and administrators by utilizing the free resources available through the SCTS pilot project. (EVAAS, NIET, and CODE).

TEACHER OBSERVATION REPORT TEMPLATE

(Specific feedback to improve teacher instructional practices)

Planning	Observer Scores	Self Score	Reinforcement Area:	
Instructional Plans (IP)	3	3		Indicator: <u>MS</u> Notes: The lesson was strengthened by reinforcing and rewarding student efforts.
Student Work (SW)	2	2		
Assessment AS)	3	2		
Environment				
Expectations (EX)	3	3		
Managing Student Behavior (MSB)	2	3		
Environment (ENV)	4	3		
Respectful Culture (RC)	4	4		
Instruction			Refinement Area:	
Standards and Objectives(S&O)	2	3	Indicator: <u>PIC</u> Notes: The lesson would have been strengthened by providing examples and illustrations for new concepts and ideas.	
Motivating Students (MS)	4	4		
Presenting Instructional Content (PIC)	1	2		
Lesson Structure and Pacing (LS)	1	1		
Activities and Materials (ACT)	2	2		
Questioning (QU)	2	3		
Academic Feedback (FEED)	3	3		
Grouping Students (GRP)	3	3		
Teacher Content Knowledge (TCK)	1	2		
Teacher Knowledge of Students (TKS)	2	3		
Thinking (TH)	2	3		
Problem Solving (PS)	2	3		

DILLON SCHOOL DISTRICT FOUR TESTIMONIALS

ADMINISTRATOR QUOTES:

- “The experience has allowed many of us to recognize areas of weaknesses and strengths. I feel this is an instrument that will provide the guidance that is necessary for sound evaluations, improving instructional practices, and overall student achievement. By using this evaluation instrument, teacher growth and student achievement can be tracked for numerous years providing teacher accountability for student performance. I can not imagine having to implement this program without the support that has been provided by the district and SDE.” (Dr. Wendy Pace, Principal of Stewart Heights Elementary)
- “Teachers are so grateful for the constructive feedback from the administration and the support from the district. Thus far the SCTS rubric has been a positive experience.” (Tamara Nance Bethea, Assistant Principal Lake View High School)
- “The SCTS instrument has many resources available which allow the administrators to see areas of strengths and weaknesses across grade levels. You can use the information to help guide ongoing professional development to assist teachers in improving their specific instructional needs.” (Famon Whitfield, III, Principal of Gordon Elementary)
- “The SCTS instrument is very good for the overall improvement of the quality of instruction that our teachers provide.” (Dr. Shawn Johnson, Principal of Dillon High School)
- “I feel that I have grown as an instructional leader for my school. The SCTS rubric has given me something very concrete in evaluating teachers.” (Mrs. Bobbie Walters, Principal of East Elementary)
- “The SCTS evaluation instrument is easy to understand and implement.” (Dr. Louise Goings, Principal of South Elementary)
- “Overall, the SCTS is already improving the quality of teaching and ultimately, student achievement will be raised!” (Mrs. Kim Walsh, Principal of Lake View Elementary School)

DILLON SCHOOL DISTRICT FOUR TESTIMONIALS

TEACHER QUOTES:

- “I look at teaching as an art. In my opinion, the SCTS rubric provided me the opportunity to refine my craft. I use the rubric as a tool to guide my planning, instruction, delivery, feedback and assessment. It has helped me to think differently about every aspect of teaching and has catapulted me to a higher personal level as a teacher.” (East Elementary School) Beth Terry
- “What I have learned from the SCTS rubric is to guide my students into taking on more responsibility for their learning by interacting with each other.” (Dillon Middle School teacher) Eddy Murray
- “Mrs. Hawkins has helped alleviate my fears about the SCTS evaluation instrument. She has been instrumental in allowing me to understand the SCTS rubric and becoming accountable to my students for their learning achievement. (East Elementary teacher) Katrina Newell
- “*The Evaluator Handbook: South Carolina Teaching Standards* has helped me out tremendously. After studying over the handbook, and attending the SCTS professional development meetings, it has assisted me to be more conscientious of what I need to focus on to improve my teaching skills.” (Stewart Heights Elementary teacher) Pam Evans
- “Since the rubric is so detailed, it helps me to keep focus on the key things I need to do to be successful in the classroom.” (Dillon Middle School teacher) Jennifer Rouse
- “I feel the SCTS rubric provides an avenue to allow a teacher to refine the art of learning. It serves as a ‘map’ of sorts and provides them a guide for planning and delivering quality instruction.” (Dillon Middle School Title One Facilitator) Jennifer Rhodes
- “The observations and feedback that teachers are receiving is tremendous in the effort to improve teacher quality. The focus on instruction in the classroom is at an all-time high and has raised the bar for quality teaching and expectations.” (Lake View Elementary Title One Facilitator) Bethea Best
- “The SCTS rubric gave me a chance to re-evaluate myself as a teacher and the strategies in which I am using.” (Dillon Middle School) Audrey Hart

DILLON SCHOOL DISTRICT FOUR

