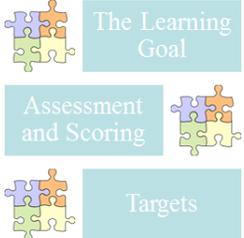


SLO Evaluator Training Facilitator Script

Day 2

#	Slide	Script	Resources
1	 <p style="text-align: center;">The Evaluator's Role in the SLO Process</p>  <p style="text-align: center;">Presented in cooperation with the SCDE Offices of Teacher Evaluation, Office of School Leadership and TAP</p> <p style="text-align: center;">Day 2</p>	<p>SAY: Good Morning and welcome to the second day of Evaluator training. We spent time yesterday looking at the relationship between each SLO component. In order for teachers to move students in the right direction, alignment is essential. Today, we will continue our work with evaluating SLOs through a review of assessments and setting growth targets, engaging in coaching conversations, and simulating the preliminary, mid, and end of year conferences. Our goal is to equip you with the necessary resources and skills to best support teachers through the process.</p>	Day 2 Participant Packet
2	 <p>Think of a time that you tried something new....</p> <ul style="list-style-type: none"> • Was it a successful experience? Or was it a frustrating experience? • What contributed to the success or failure of the experience? 	<p>Think of a time that you tried something new.... Was it a successful experience? Or was it a frustrating experience?</p> <p>What contributed to the success or failure of the experience?</p> <p>Give participants five minutes to consider the attributes of the experience....</p> <p>Bring them back together....ask for those that identified the experience as positive to popcorn out what attributes made it so....chart their responses on + chart paper. Thank them and switch to negative experiences...what made them negative? Chart on (-) chart paper.</p> <p>When you have a good sampling review the point on the chart paper. Foreshadow that today we will be continuing our work with evaluating SLOs through a review of assessments and setting growth targets, engaging in coaching conversations, and simulating the preliminary, mid, and end of year conferences. Our goal is to equip you with the necessary resources and skills to best support teachers through the process. It's important to remember that this coming school year will be a learning experience for all of us. Keep in mind the attributes you've listed that helped you as a learner.....</p>	

<p>3</p>	 <p>Group Norms</p> <ul style="list-style-type: none"> • Be present (physically and mentally) • Please use electronic devices responsibly • Ask questions when in doubt • Honor the time schedule • Participate actively 	<p>SAY: We want to give you a reminder of our training norms and overarching objectives: <i>Review the norms to the participants CLICK and review the overarching objectives</i></p>								
<p>4</p>	 <p>Overarching Objectives</p> <ul style="list-style-type: none"> • Develop an understanding of SLOs and their role in the Expanded ADEPT Support and Evaluation System • Become proficient in evaluating SLO components to ensure successful implementation • Identify methods to support teachers in the development and monitoring of SLOs • Identify resources to facilitate the evaluation of SLOs at the school level 	<p><i>Review the objectives with the participants</i></p>								
<p>5</p>	 <p>Agenda Overview</p> <table border="1" data-bbox="151 1036 573 1320"> <tr><td>Homework Review</td></tr> <tr><td>Assessment, Content, and Rigor Review</td></tr> <tr><td>SLO Readiness Tool</td></tr> <tr><td>Managing SLO Data (Enrich VC3)</td></tr> <tr><td>Coaching Conversations</td></tr> <tr><td>Case Study: Beginning of the Year Mid Course Conference End of Year</td></tr> <tr><td>Next Steps</td></tr> </table>	Homework Review	Assessment, Content, and Rigor Review	SLO Readiness Tool	Managing SLO Data (Enrich VC3)	Coaching Conversations	Case Study: Beginning of the Year Mid Course Conference End of Year	Next Steps	<p>SAY: Here is our agenda for the day. We designed today’s activities to give you more time to practice with the resources for evaluating SLOs. <i>Read the agenda to participants</i></p>	
Homework Review										
Assessment, Content, and Rigor Review										
SLO Readiness Tool										
Managing SLO Data (Enrich VC3)										
Coaching Conversations										
Case Study: Beginning of the Year Mid Course Conference End of Year										
Next Steps										

6	 <p>The Quality Review Tool</p> <p>Evaluating a SLO for quality</p> <p>6/26/2015</p>	<p>SAY: This section of the training focuses on using the Quality Review Tool to evaluate the quality of the SLO. The start of this module will look at the components Quality Review Tool and documents that can facilitate the review process and preparation for conferences with teachers. This activity should take approximately 1 hour.</p>	<p>Case Study SLO SLO QRT Conference Sheet QRT</p>
7	 <p>The Quality Review Tool</p>  <p>6/26/2015</p>	<p>SAY: The Quality Review Rubric, adapted from the National Center for Assessment's SLO Toolkit, was designed to measure the quality of the three major components of the SLO; the learning goal, the assessments and scoring, and the growth targets. The tool pulls out these three components as they are informed by the other components of the SLO template. Keep in mind that when evaluating the learning goal, assessment, and targets you are considering multiple components of the SLO template to inform the components of the Quality Review Tool.</p>	

8

South Carolina Department of Education

Ratings

- Acceptable Quality**
 - Appropriately identifies and thoroughly describes/explains
- Quality Needs Improvement**
 - Generally or broadly identifies
- Insufficient Quality**
 - Vague, unessential, confusing, insufficient

6/26/2015

SAY: When you look at the review tool, you see that there are three quality performance ratings for each component. Those ratings are: Acceptable, Needs Improvement, and Insufficient Quality. To receive a rating of Acceptable the teacher must appropriately and/or thoroughly describe the goal(s), assessment, and the targets. For plans that do not initially meet the Acceptable rating level, the evaluator will provide feedback and suggestions to improve the plan to Acceptable. In the next slide, you'll see the tool that developed to support this process.

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South Carolina Department of Education

The Quality Review Tool

Rubric for Rating the Quality of Student Learning Objectives

Learning Goal	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
<p>Learning Goal A description of the learning goal that includes the content, the grade level, the content standard, or the grade level content standard.</p> <p>Acceptable Quality</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. <p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. 	<p>Acceptable Quality</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. <p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. 	<p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard. 	<p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly describes the learning goal, including the content, the grade level, the content standard, or the grade level content standard.
<p>Assessment and Scoring Appropriately identifies the assessment and scoring method used to measure the learning goal. The method is appropriate to the learning goal and the content standard or the grade level content standard.</p> <p>Acceptable Quality</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal. clearly identifies the assessment and scoring method used to measure the learning goal. <p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal. 	<p>Acceptable Quality</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal. clearly identifies the assessment and scoring method used to measure the learning goal. <p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal. 	<p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal. 	<p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly identifies the assessment and scoring method used to measure the learning goal.
<p>Targets Clearly and thoroughly explains the data used to inform the learning goal, including the content, the grade level, the content standard, or the grade level content standard.</p> <p>Acceptable Quality</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal. clearly and thoroughly explains the data used to inform the learning goal. <p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal. 	<p>Acceptable Quality</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal. clearly and thoroughly explains the data used to inform the learning goal. <p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal. 	<p>Quality Needs Improvement</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal. <p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal. 	<p>Insufficient Quality</p> <ul style="list-style-type: none"> clearly and thoroughly explains the data used to inform the learning goal.

6/19/2015

SAY: Here are the tools needed to complete the review activity. Please locate them in your participant packet. The Quality Review Tool, the QRT Conference Form, and the Grade 2 English Language Arts Case Study SLO. The QRT Conference Form is not form that is required, but was designed to assist evaluators in organizing and providing specific feedback to teachers. The Grade 2 SLO is a sample SLO that you can use to practice using the QRT to help evaluate SLOs.

SAY: Yesterday's training was centered around understanding this instrument to evaluate and provide feedback on teachers' SLOs. All of the activities that you have engaged in yesterday should have prepared you to use this tool to effectively evaluate an SLO for approval.

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South Carolina Department of Education

Quality Review Conference Form

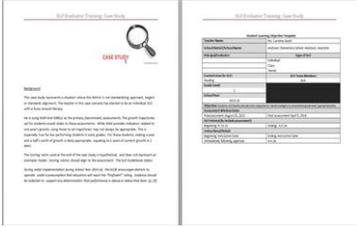
Quality Review Rubric

Teacher Name: _____ Evaluator: _____
 Conference Date: _____ Revision Due: _____

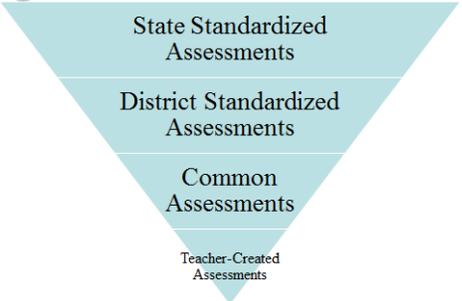
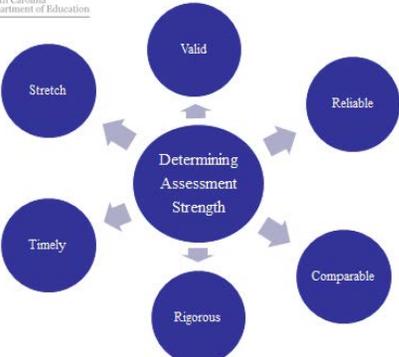
Component	Area of Strength	Growth Area
Learning Goal		
Assessment and Scoring		
Targets		
Strengths/Targets		

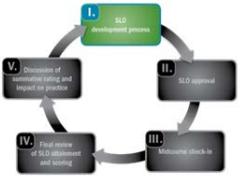
6/19/2015

SAY: The Quality Review Conference Form was designed to assist evaluators with collecting and organizing evidence from the SLO to provide feedback for improvement to the educator. The form provides space for the evaluator to indicate a rating of acceptable, needs improvement, and insufficient. There is also space for the evaluator to list strengths or growth areas. Additionally, there is space at the bottom for the evaluator and educator to determine next steps should there be a need for revisions to the SLO and a timeline for completion.

<p>11</p>	 <h3>Grade 2 SLO Case Study</h3> 	<p>SAY: Finally, you will need the Grade 2 SLO. You will use the Review Tool and Conference Form to evaluate this SLO and record your feedback.</p>	
<p>12</p>	 <h3>Case Study Activity</h3> <p>Task:</p> <p>Use the Quality Review Rubric to evaluate the quality of the 3rd Grade SLO example. Be sure to rate the SLO in all three categories.</p> <p>Identify areas of strength and areas of potential growth in the SLO. Use the Quality Review Conference Form to record your findings.</p> <p>6/19/2015</p>	<p>SAY: Now, you will assume the role of the SLO evaluator. In this activity, you will use the QRT to evaluate a 2rd grade sample SLO and list your findings on the Conference Form. For the next 7 minutes please independently read the SLO. It is important that evaluators review the SLO in its entirety before making any decisions or ratings.</p> <p>Facilitators: Once participants have completed reading the SLO, have them look at the Learning Goal portion of the Quality Review Tool and assign a rating to the SLO for that component. Remind them that data to inform this component can come from the Learning Objective, Instructional Strategies, and the Content and Standards. Give participants about 10 minutes to list strengths and growth areas on the Conference Form and assign a rating.</p> <p>After 10 minutes, call on participants to share their ratings and findings. Participants can share their rating by a show of hands (if you rated this Acceptable, raise your hand, etc.) Call on participants to share the strengths and growth areas that they've identified.</p> <p>Next, give the participants 15 minutes to review the other two components of the SLO, assign ratings, and provide strengths and growth areas.</p> <p>After 15 minutes, engage in a discussion with your table group about your findings. Try to come to a consensus about the strength and growth areas of the SLO and agree on some next steps for the teachers. After 10 minutes of discussion, come together as a whole group to share conclusions.</p>	

		<p>Pose the following question: Why is it important for everyone to reach consensus? Make sure that participants understand that it is important to have a shared understanding of what a quality SLO looks like. The trainers need to understand that this process needs to be replicated back in their districts to ensure that all trainers are calibrated.</p>	
13	 <p style="text-align: center;">ASSESSMENT AND RIGOR REVIEW</p>	<p>Module Time = 1 hour SAY: For this portion of the training we are going to briefly review assessment quality and growth targets. The strength and alignment of these components are essential to the process as they ensure that we are moving students toward the goal.</p>	
14	 <p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ✓ Measure what students are expected to learn in a course over time ✓ Indicate the degree to which a teacher has impacted his or her students' learning ✓ Must be pre-approved through preliminary conference 	<p>SAY: Think back to the assessment discussion yesterday. We want to ensure the assessments used are quality assessments. Quality assessments will measure what was taught and reveal the level impact instruction had on learning. An assessment checklist is available on the SCDE website to assist in the creation and selection of quality assessments.</p> <p>SAY: As a reminder, prior to SLO implementation, the assessment must be approved.</p>	

<p>15</p>	 <p>Best Practice: Use 2 – 3 assessment sources</p> <ul style="list-style-type: none"> ✓ One assessment is unlikely to paint an adequate picture of student learning ✓ Yield more meaningful, valid, and reliable information 	<p>SAY: One assessment or even one type of assessment may not provide a sufficient representation of a student’s growth. Because we want an accurate picture of the students’ growth, a best practice is to incorporate more than one assessment source.</p>	
<p>16</p>	 	<p>SAY: This graphic shows the rank in confidence of the alignment and rigor of the assessments. The assessments at the top of the inverted pyramid generally have the most alignment and rigor. Teachers can use standardized assessments chosen by the district (i.e. MAP) to assess student learning. To ensure that the assessments are well constructed, aligned to content standards, rigorous, and comparable across the district, it is encouraged that teachers use district-level common assessments, when available. If teachers do not have access to the assessments mentioned, teacher-created assessments could be used to assess the focus of the SLO.</p>	
<p>17</p>	 	<p>SAY: We discussed high quality assessments in detail during a Day 1 of training. This graphic serves as a reminder that the strength of the assessment is determined by the following components. <i>Read the components to the participants.</i></p> <p>SAY: Evaluators can use the SLO Assessment Checklist or the rubric provided in yesterday’s session to determine if the assessment is appropriate for use.</p>	

19	 <p>Setting Appropriate Growth Targets</p> <p>RIGOR</p>	<p>SAY: We're going to review the process for and the importances of setting growth targets, and take some time to evaluate a few growth target examples.</p>	
20	 <p>SLO Development Process</p> <p>SLO development generally includes the following five steps:</p> <ol style="list-style-type: none"> 1. Identify core content and standards 2. Gather and analyze student data 3. Determine the focus of the SLO 4. Select or develop an assessment 5. Develop a growth target and rationale 	<p>SAY: We are going to briefly revisit the SLO development process. From yesterday's training you may remember that there are, in general, five steps in the process.</p> <p><i>Read the first four steps to the participants.</i></p> <p>SAY: Now we are going to focus on step five: developing growth targets.</p>	
21	 <p>Qualities of a Growth Target</p> <ul style="list-style-type: none"> ✓ Set to measure an increase between two points in time ✓ Are rigorous and attainable ✓ Informed by baseline and trend data ✓ Stretches <u>ALL</u> students 	<p>SAY: Setting and adjusting growth targets requires teachers to determine what level of student growth is both rigorous and attainable. Growth targets should demonstrate an increase in learning between two points in time, and should be rigorous and attainable. When setting growth targets, it is important to apply the available baseline and historical data for each student. Baseline data can be gathered from a pre-assessment or can include data from assessments from previous years. Using this data to inform growth targets is important because teachers will have a better idea of the students' current level. Trend and other student data will assist educators in determining how much growth each student is likely to make. All students should be expected to at least meet their growth targets, if not exceed them.</p>	

<p>22</p>	 <p style="text-align: center;">Examine the Data</p> <ul style="list-style-type: none"> ✓ Pretests (course content) ✓ Scores from previous similar content ✓ Data collected over time ✓ Additional historical data 	<p>SAY: Here are some sources of data that will be useful as teachers set growth targets. Including multiple sources of data will paint a more accurate picture of students' abilities and help to make a more precise growth target.</p>							
<p>23</p>	 <p style="text-align: center;">Types of Growth Targets</p> <table border="1" data-bbox="163 683 611 911"> <thead> <tr> <th style="background-color: #2e5496; color: white;">Tiered Growth Targets</th> <th style="background-color: #2e5496; color: white;">Targeted Growth Targets</th> <th style="background-color: #2e5496; color: white;">Individual Growth Targets</th> </tr> </thead> <tbody> <tr> <td style="background-color: #2e5496; color: white;">Appropriate for the class approach to SLOs, tiered growth targets include all students but at varying degrees of expected growth.</td> <td style="background-color: #2e5496; color: white;">Appropriate for the course approach to SLOs, targeted growth targets are similar for all students within the SLO student population as they have similar needs according to assessment data.</td> <td style="background-color: #2e5496; color: white;">Appropriate for use in class or course SLOs. All students have individualized growth targets based on previous performance and expectations.</td> </tr> </tbody> </table>	Tiered Growth Targets	Targeted Growth Targets	Individual Growth Targets	Appropriate for the class approach to SLOs, tiered growth targets include all students but at varying degrees of expected growth.	Appropriate for the course approach to SLOs, targeted growth targets are similar for all students within the SLO student population as they have similar needs according to assessment data.	Appropriate for use in class or course SLOs. All students have individualized growth targets based on previous performance and expectations.	<p>SAY: Shown are three types of growth targets. Think back to the Baseline and Trend data activity we completed yesterday. Some teachers will set tiered growth targets for groups of students. Other teachers may choose to create individualized growth targets based on each student's performance. A targeted growth target where only sub populations of students are used is only appropriate for a second SLO when the first SLO includes all students. Regardless of the type of growth targets set; they should be rigorous, yet attainable and be informed by data.</p>	
Tiered Growth Targets	Targeted Growth Targets	Individual Growth Targets							
Appropriate for the class approach to SLOs, tiered growth targets include all students but at varying degrees of expected growth.	Appropriate for the course approach to SLOs, targeted growth targets are similar for all students within the SLO student population as they have similar needs according to assessment data.	Appropriate for use in class or course SLOs. All students have individualized growth targets based on previous performance and expectations.							
<p>24</p>	 <p style="text-align: center;">Possible Contextual Factors</p> <ul style="list-style-type: none"> • Learning disabilities or conditions • Behavioral conditions • Student health and home conditions (i.e. transient or managing long-term health challenges) <p><i>Note: It is important to consider</i></p> <ul style="list-style-type: none"> • Students' past performance data • The extent to which these factors may impact student growth • What types of interventions or supports are in place and their effectiveness <p style="text-align: right;">11</p>	<p>SAY: Here are some contextual factors that may impact student growth. The existence of these factors, however, doesn't necessarily mean the teachers should set lower targets. ALWAYS start with the data – what does the student's past performance show? Does this represent a new challenge that means that student's performance is likely to be different than prior years? Has that student shown recent success or struggles with interventions in a way that is different than before?</p>							

25	 <h3>Process for Setting Growth Targets</h3> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="border: 1px solid black; padding: 5px;"> <p>Set Initial Growth Targets</p> <ul style="list-style-type: none"> • What growth have students made in previous years? • What is the minimum score at which students can be “proficient”? • Does the initial growth target allow students to make meaningful progress towards proficiency? </div> <div style="border: 1px solid black; padding: 5px;"> <p>Adjust Growth Targets</p> <ul style="list-style-type: none"> • Are there contextual factors that are likely to affect students’ growth in positive or negative ways? • Are these factors reflected in students’ previous growth or are they new? • What growth have students with similar factors made in the past? </div> <div style="border: 1px solid black; padding: 5px;"> <p>Review Targets</p> <ul style="list-style-type: none"> • Are these targets rigorous and attainable? </div> </div>	<p>SAY: We modeled the process teachers will use when setting growth targets. To recap, teachers will: <i>Read the process to the participants.</i></p>	
26	 <h3>Teacher Considerations for Setting Growth Targets</h3> <ul style="list-style-type: none"> • How will teachers connect growth targets to instructional strategies? <ul style="list-style-type: none"> – What instructional strategies will be used to ensure that lower-performing students do not fall further behind? – What instructional strategies will be used to ensure that lower-performing students can make progress towards closing their achievement gap? – What instructional strategies will be used to ensure that students consistently demonstrating proficiency continue to grow and develop advanced skills? – What instructional strategies will be used to engage and challenge higher-performing students? 	<p>SAY: In order to ensure the process is effective, all of the components must align. The Instructional strategies used must move students toward the desired target. To ensure all students reach the target, different instructional strategies may need to be incorporated.</p> <p>So, consider the following questions: <i>Read the slide to the participants.</i></p>	
27	 <h3>Teacher Considerations for Setting Growth Targets</h3> <ul style="list-style-type: none"> • How will teachers monitor student progress? <ul style="list-style-type: none"> – What kinds of formative assessments and informal formative data collection will teachers use? – What kind of interim goals or benchmarks will teachers set (formally or informally) to ensure students are on-track? 	<p>SAY: Remember, the SLO is both a product and a process. Progress monitoring is another part of the SLO process. Teachers should think of the methods to monitor progress throughout the SLO interval. It is important to collect evidence of growth on an ongoing basis to inform instruction. This evidence will ensure the teacher is moving students toward the target and will be helpful information to discuss during the mid-course check in.</p>	

28



Growth Target Example

Pre-assessment Baseline Score	Target Score on Post-assessment
41-60	70 or increase by 15 points, whichever is greater
61-70	80 or increase score by 15 points, whichever is greater
71-80	88 or increase score by 12 points, whichever is greater
81-90	95 or increase score by 8 points, whichever is greater, plus 85 or higher on final project
91-100	95 or increase score by 3 points (if possible), whichever is greater, plus 90 or higher on final project

SAY: This is an example of an acceptable target. This target is tiered, meaning that the target scores vary based on the pre-assessment scores of the students. Students in the first level are expected to either reach a minimum score or increase their score by a specified number of points-whichever is greater. So if I scored a 42 on my pre-assessment, my growth target is 70. Whereas if I scored a 59 on the pre-assessment, my growth target is a 74.

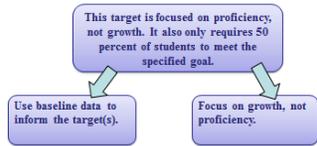
SAY: Let’s take a look at the last two levels, the students in the ranges of 81-90 and 91-100. The point increase is different, but there is an addition of a final project. The inclusion of the final project helps ensure the assessments used have sufficient stretch.

29



How Could This Growth Target Be Improved?

During the fall semester, 50 percent of the students will earn a National Physical Fitness award for their performance on the Physical Fitness test.



23

SAY: Talk with an elbow partner about the deficits of this growth target and think of how the target could be improved.
Allow 2 minutes for participants to speak with their partners.

SAY: First let’s look at why this growth target is not as strong as it could.

Click to reveal the box and then read the content of the box.

SAY: Is this similar to what you discussed with your elbow partner? Now let’s look at a couple of ways this could be improved.

Click to reveal the next box.

SAY: Remember that we want to be sure that growth targets are appropriate and rigorous. Each student will not begin on the same level. The baseline data gives teachers the students’ starting point. This is useful information when setting the growth targets.

Click to reveal the final box and read the contents of the box.

CLICK to advance the slide

30



How Could This Growth Target Be Improved?

Students scoring 80 or lower on the science pre-assessment will increase their scores on the post-assessment by at least 10 points. Any students scoring 81 or higher on the science pre-assessment will maintain their scores.

This target could be stronger. It does not sufficiently aim to bring students up to proficiency. Not all students are required to show growth.

Consider revising targets if students are very low performing so that all low-performing students are growing towards proficiency.

Revise targets for students scoring 81 or higher so that they must demonstrate growth

SAY: Talk with an elbow partner about the deficits of this growth target and think of how the target could be improved.

Allow 2 minutes for participants to speak with their partners.

SAY: First let’s look at why this growth target is not as strong as it could.

Click to reveal the box and then read the content of the box.

SAY: If I scored a 10 on the pre-assessment and score a 20 on the post assessment, then according to these parameters, I’ve met the target. While the focus is on growth, we still want the students to move toward being proficient in the content. Conversely, if I make an 81 on my pre-assessment and make another 81 on my post assessment, I have made no growth, but still have met the target. This wouldn’t be a rigorous target for me.

The following are a couple of suggestions to improve this growth target.

Click to reveal the next box and read the contents of the box.

Click to reveal the final box and read the contents of the box.

CLICK to advance the slide

31



Please be ready to begin the next session in 15 minutes.
Thank you!

Inform participants they have 15 minutes for a break.

32	 <p>Managing SLO Data</p> <p>ENRICH VC3</p>	<p>SAY: We have a video from Enrich to share some of the resources available that may assist with data management.</p> <p>Note: Districts may decide whether or not to include this particular activity in their SLO Evaluator Trainings.</p>	
33	 <p>Next Steps</p> <p>SLO READINESS TOOL</p>	<p>Module time= 45 minutes</p> <p>Note: This readiness activity is included in the SCDE SLO Evaluator training for district representatives to take another close look at their readiness and needs. Districts may decide whether or not to include this particular activity in their SLO Evaluator trainings.</p> <p>SAY: The SCDE has provided a readiness tool for districts to assess where they are in the SLO implementation process and determine their next steps for implementation. This tool is in the SLO Toolkit on the website ed.sc.gov/slo. We are going to take some time to review and use this tool. Please take out you your SLO Readiness Packet.</p>	SLO Readiness Packet
34	 <p>SLO Readiness Tool: Category Overview</p> <ul style="list-style-type: none"> ➤ Educator Knowledge of the SLO Process ➤ Capacity and Infrastructure ➤ Communication and Stakeholder Engagement ➤ Resources ➤ Data Access and Technology ➤ Goal Setting ➤ Student Assessments ➤ Scoring 	<p>SAY: There are 8 sections in the tool.</p> <p><i>Read the slide</i></p>	

35



**SLO Readiness Tool:
Levels of Engagement**

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
<ul style="list-style-type: none"> No activity occurring in this area 	<ul style="list-style-type: none"> Identifying needs Exploring options Building background knowledge Answering why Increasing awareness Learning about 	<ul style="list-style-type: none"> Articulating and defining new skills Training Answering what, where, who, when & how 	<ul style="list-style-type: none"> Putting plans into action Doing the work Monitoring for fidelity Providing resources Changes in staff practice Providing clarity 	<ul style="list-style-type: none"> Adapting practice to local context while maintaining fidelity Building habits and routines

SAY: To begin, districts would use the following scale to assess their current state within each category. *Read the levels to the participants – pick out one or two of the descriptors of each level.*

SAY: The levels (NP, PB, etc.,) are the same for each section.

36



**SLO Readiness Tool:
Strategy Chart**

Action Step	Timeline	Evidence of Implementation	Assigned

SAY: After assessing their current state, district personnel should work together to determine their action steps. Potential strategies are provided for each category to assist districts with this step.

*Point the participants to the **Potential Strategies** in the document.*

SAY: As you can see, this strategy tool is designed to encourage districts to choose specific action steps to move them forward, and to determine a timeline, provide evidence of implementation and assign individuals to the task. The goal is for district teams to work together continue to implement and refine the process so everyone involved receives the necessary training and support throughout the process.

37



SLO Readiness Rubric Activity

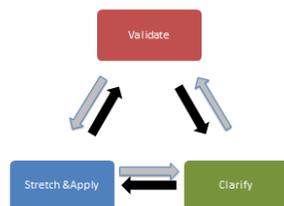
- Take out the Goal Setting and Student Assessments pages of the tool (pp. 12-15)
- Individually rate your district’s current state in the two categories
- Talk with your district team about each of your ratings. Come to a consensus for an **overall rating** for the category
- List 2 action steps on the strategy charts for each category

SAY: For this next portion of training, districts will work together to assess their current state in Goal Setting and Student Assessments. You will need the SLO Readiness Rubric for this activity. You and your team will have 15 minutes to complete this readiness activity.

***Activity Debrief:** After 15 minutes, ask participants to share some of their next steps for the two categories.*

38	 <p>Lunch.</p> <p>Feed your curiosity™</p> <p>Please be ready to begin the next session at time reported by your trainer. Thank you!</p>		
39	 <p>Supporting Development of High Quality SLOs</p> <p>COACHING CONVERSATIONS</p>		<p>Coaching Protocol Graphic Organizer Video Clip: Approval Conference</p>
40		<p>SAY: In the role of SLO evaluator, you are going to engage in conversations with teachers around their SLO plan, assessment framework, and plans for instructional strategies. SLOs must be “approved” for implementation before the SLO interval begins. In early implementation, it’s likely that you will learn alongside of the teachers as they work to craft high quality SLO goals. It’s important we know how to engage in supportive, coaching conversations in order to grow teachers professionally and impact what happens for students in their classrooms. Because the intent of the Expanded ADEPT Support and Evaluation system is one of ongoing support and professional development, coaching conversations becomes a critical element of our work.</p>	

Coaching Protocol

**Activity 1: Coaching Language and Pre Approval Video (Total Time = 30 minutes)****SAY:**

We are going to focus on SLO coaching conversations and strategies that can be used to facilitate teacher growth during the SLO process. For this activity, you will be using two resources: an SLO Coaching Conversations Protocol, and a graphic organizer. Take a moment to find those resources.

Protocol Walkthrough: (7 minutes)

The **protocol** shows three areas of conversation: Validation, Clarification, and Stretch and Application. You will notice from the graphic on the protocol that the arrows indicate the process is not linear, and can “weave” back and forth between the three areas of conversation. The conversation is meant to flow naturally. There is importance, however in reaching the “stretch and apply” as this is where professional growth occurs.

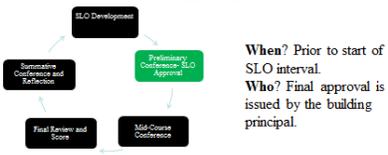
Notice the language stems underneath the graphic. These are just a few examples. Not all will sound natural coming out of your mouth, and over time you will find language that comes naturally. You will notice that the language is absent of evaluative language. That’s important. Coaching is not about casting judgement. While ultimately you will have to “sign off” on an SLO, you want to be cognizant of language that builds capacity rather than “shut down” their openness to take risks, and stretch their skills.

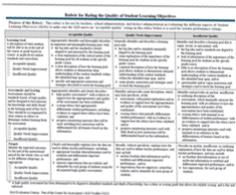
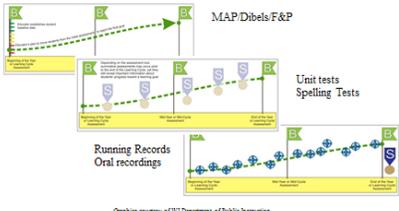
SAY: We are going to watch a video clip of an SLO approval conference. During the video, your mission is to capture coaching language from the evaluator. We are going to ask that you quickly count off 1 to 3 at your tables.

Let them count off.

Ask: Who has the number one at your table? Say: Number ones will be capturing validation statements. Twos? Twos will be capturing clarifying statements. Threes? Threes will be watching for those that ask the teacher to stretch thinking and apply learning.

<p>42</p>	 <p>SLO Approval Conference Video</p> <p>Count off 1-3. During the video capture language stems that demonstrate your assigned area of the protocol.</p> <p>#1) Validate: Affirms strength, or rationale</p> <p>#2) Clarify: Asks for greater detail, probes deeper</p> <p>#3) Stretch: Pushes the educator to think about next steps growth and development</p> <p>Video Link: http://www.kaltura.com/tiny/wrmfr</p>	<p>SAY: Find the graphic organizer for this activity in your resources.</p> <p><i>Let them find the resource. Hold it up for example.</i></p> <p>SAY: As you watch the approval conference video, capture the language stems you hear the evaluator use that indicate your assigned part of the protocol. ASK: What questions do you have of me?</p> <p><i>Play Video and have them capture language stems. (8 minutes)</i> <i>The link to the video is provided on the bottom of the PPT slide. The link is also provided here: http://www.kaltura.com/tiny/wrmfr</i></p> <p>SAY: Now, in groups of three (1-3) discuss your findings. Add ideas from each report out to your own chart. (Provide 10 minutes of group sharing)</p> <p>After 10 minutes of group discussion ask the room to come together as a larger group and ask for “a-has” thoughts, and insights. (Debrief 5 minutes)</p>	<p>SLO Approval Conference Video Guide</p>
<p>43</p>	 <p>Supporting and Evaluating the SLO</p> <p>A Case Study</p>	<p>Time = 45 minutes</p> <p>SAY: You can understand why coaching conversations and the use of language that encourages and affirms helps support the learning process. Today’s connector asked you to think about times when you were a new learner. (Point out statements from the (+) chart to remind them of their own positive learning experiences...</p> <p>SAY: You may have noticed the evaluator in the conference acknowledging that she is learning as well. While our coaching protocol gets at trust building through affirmation statements, consider the nonverbal language of the coach. The empathy and understanding that went along with the conversation...</p>	

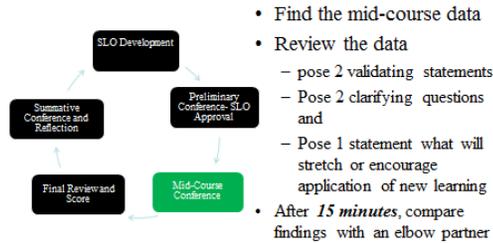
<p>44</p>	 <p>Reviewing Case Study SLO Plan</p> 	<p>SAY: We are going to dissect the SLO interval by examining a case study. You might remember the 10 students from the goal setting activity yesterday? We have built them into an actual SLO. As evaluators, you will review the SLO at critical points in the interval: the Preliminary Conference, the Mid course conference and again at the summative scoring conference.</p>	
<p>45</p>	 <p>Coaching Conversation Video Recap</p>  <p>SLO Approval: Preliminary Conference</p>	<p>SAY: We have just seen an abbreviated version of the preliminary conference: To review key points:</p> <ul style="list-style-type: none"> • Multiple Assessments – no conversation on validity as the teacher was using three standardized assessments (MAP, DIBELS, and F&P) along with other formative evidence. • Setting Appropriate growth targets: the students between benchmark and at risk will need a little boost in order to close the gap. • And the critical standards...teacher was concerned about comprehension and fluency...pushing to add DIBELS and F& P to the assessment package. • The evaluator shares the scoring rubric that is used with the assessment. 	
<p>46</p>	 <p>SLO Approval: Preliminary Conference</p>  <p>When? Prior to start of SLO interval. Who? Final approval is issued by the building principal.</p>	<p>SAY: Let's review the SLO Process: <i>Show slide...</i></p> <p>SAY: In this case study, the teacher was to return for approval after a couple of minor changes to include: Adding audio recording, Assessing using the F&P, and compiling all the data into a spreadsheet in order to make tracking progress manageable.</p> <p>While our video conference was abbreviated, a thorough conference will take time. Think about existing structures that will allow for this type of review and coaching in order to make "approval" manageable.</p>	

<p>47</p>	 <h3 style="text-align: center;">SLO Review</h3>  <ul style="list-style-type: none"> • Note other areas you would include in the coaching conversation if you were conducting the preliminary conference • Remember to use coaching stems when providing feedback <p style="text-align: center;"><i>10 Minute Activity</i></p>	<p>SAY: Find your SLO review rubric. Let's take 10 minutes to review the SLO plan Austin created using the approval rubric. You might remember that at the end of the video conference, the evaluator referred to her use of the tool and what it showed in the plan....</p> <p>SAY: Note other areas you might include in the conversation if you were conducting the preliminary conference we just saw.</p> <p><i>After 10 minutes bring group back together. Ask for additional insights...and, ask them to phrase it using a coaching stem....</i></p> <p><i>If their suggestion is not quite there, restate it in a way that models the language.</i></p>	<p>SLO Review Rubric 2nd Grade SLO Case Study</p>
<p>48</p>	 <h3 style="text-align: center;">Assessment Framework</h3>  <p style="text-align: center;"><small>Original courtesy of FWI Department of Public Instruction</small></p>	<p>SAY: After approval, the teacher will implement the SLO in the classroom.</p> <p>SAY: Just because an SLO is not approved for implementation until end of Sept, it does not mean teaching and learning are not occurring. Remember, the SLO is focused on one particular standard and its related skills.</p> <p>SAY: Unlike past goal setting processes, the teacher will use this SLO plan as a blueprint. It becomes a living, breathing document- meant to guide the teacher in being responsive to student needs throughout the course of the interval. Remember the assessment framework: <i>Click through to build the assessment /evidence that our case study teacher is using...</i></p>	
<p>49</p>	  <p style="text-align: center;">Please be ready to begin the next session in 15 minutes. Thank you!</p>	<p>Inform participants they have 15 minutes for a break.</p>	

50



Mid Course Conference



Time = 45 minutes

SAY: Fast forward through the interval to the mid- course. Remember that for most teachers who will have a year -long interval, this will be sometime in January. For teachers of semester and quarter long intervals, this will need to happen sooner. Refer them to page 21-22 in SLO Guidebook.

SAY: Let’s pretend we are about to engage in a mid-course conference with this teacher. Let’s find the case study mid-course data. The second grade teacher, Austin, has submitted his data and will review the data with you, the evaluator.

SAY: Review the data. As you review, pose 2 affirmation statements, 2 clarifying questions, and one statement what will stretch or encourage application of new learning....

What questions do you have of me?

Allow 15 minutes review.....

SAY: Turn to an elbow partner and compare findings...

Bring group back, ask for volunteers to share. Post stems on chart paper titled Mid-course conference.

51



Mid-Course Conference

- Adjustments to growth targets are allowable at mid-course conference should data support an adjustment.
- Be careful to determine whether the data includes appropriate alignment and responsiveness to instructional strategies.
- Teachers are to come to the conference with reflections on how they have identified root causes for off-track performance.
- Adjustments are likely.
- Chronic absence students are not removed at this time.

SAY: Here are some points to consider:

- Adjustments to growth targets are allowable at mid-course conference should data warrant an adjustment. Be careful to determine whether the data includes appropriate alignment and responsiveness to instructional strategies. In the event the teacher has not acted responsively to his/her data you might reconsider an adjustment. Teachers are to come to the conference with reflections on how they have identified root causes for off-track performance.
- Remember that in early implementation, adjustments are likely. But, more often than not teachers report their goals are too low vs. too high at mid-course.
- Chronically absent students are not removed at this time. That is adjusted before the final score is added.

		<p>Have participants work with their table groups to identify two Validation statements, two Stretch and Apply questions, and one Clarifying question that they can pose to the teacher during the Mid-Course conference. Each group should write their questions/statements on chart paper and post it on the wall around the training room. At the end of the activity, have participants take a gallery walk to view each group's posters. Encourage them to take pictures of other groups' posters if necessary.</p>	
52	 <p>End of Year</p>  <ul style="list-style-type: none"> • Each Student Learning Objective, upon review of the evaluator(s), will be given a rating. The ratings are based on the percentage of students that have met their growth goals based upon the rubric agreed upon at the beginning conference and any mid-course conference adjustments. • Teachers self-score the SLO prior to review with the evaluator. 	<p>Time (End of Year + Scoring) = 45 minutes</p> <p>SAY: At the end of the cycle, the teacher will administer his/her summative assessments. In our case study, that is a Spring MAP assessment and DIBELS.</p> <p>SAY: The teacher will remove students that have not attended the expected 75% of the instructional interval, and will prepare documentation to support the removal.</p> <p>SAY: The teacher will determine the % of students that met their growth goal and assign a rating to his/her SLO that aligns with the district created rubric.</p>	
53	 <p>Preparing for the Summative Conference</p> <ul style="list-style-type: none"> • Review all available evidence submitted by the teacher, including the summary of results and any supporting documentation. • Compare results to original targets set for students. • Determine whether or not the data supports the teacher's SLO rating. • Take into account the requirements for rigor and comparability within the district. • Review the PG&D plan results and results of action research. 	<p>SAY: In preparation for the Summative Conference, the evaluator (principal) should take the following steps:</p> <ul style="list-style-type: none"> • Review all available evidence submitted by the teacher, including the summary of results and any supporting documentation. • Compare results to original targets set for students. • Determine whether or not the data supports the teacher's SLO rating. • Take into account the requirements for rigor and comparability within the district. • Review the PG&D plan results and results of action research. 	

54	 <p>SLO Scoring: Questions to Consider</p>  <ul style="list-style-type: none"> • Was the target for this SLO reached? • If not, was it close? • If so, was the target greatly surpassed? Why or why not? 	<p>SAY: When looking at individual SLOs, the evaluator should ask a few questions:</p> <ol style="list-style-type: none"> 1. Was the target for this SLO reached? 2. If not, was it close? 3. If so, was the target greatly surpassed? Why or why not? <p>SAY: The evaluator should collaborate with the content specialists and coaches who provided SLO guidance and support to the teacher throughout the year, if applicable.</p>											
55	 <p>Early Implementation Considerations:</p> <ul style="list-style-type: none"> • Operate under the presumption that educators will reach a “proficient” rating. • Evidence should be collected to support and determination if performance is above or below that level. 	<p>SAY: At the summative conference the evaluator will confirm or assign a final score or rating to the SLO.</p> <p>SAY: For the school year 15-16, SCDE encourages districts to operate under the presumption that educators will reach a “proficient” rating. Evidence should be collected to support and determination if performance is above or below that level.</p> <p>SAY: In the absence of an online data management system in 15-16, as well as the determination about personal information and its “FOIAbility”, districts will report overall ratings to SCDE as “met” or “not met”.</p>											
56	 <p>Scoring Rubric Example</p> <table border="1" data-bbox="163 1112 552 1339"> <thead> <tr> <th>SLO Rating</th> <th>Percentage of Attainment</th> </tr> </thead> <tbody> <tr> <td>Unsatisfactory</td> <td>50% or fewer students met growth goal.</td> </tr> <tr> <td>Needs Improvement</td> <td>51 -99% of students met growth goal.</td> </tr> <tr> <td>Proficient</td> <td>All students met growth goal.</td> </tr> <tr> <td>Exemplary</td> <td>All students met growth goal; 25% of students exceeded goal.</td> </tr> </tbody> </table>	SLO Rating	Percentage of Attainment	Unsatisfactory	50% or fewer students met growth goal.	Needs Improvement	51 -99% of students met growth goal.	Proficient	All students met growth goal.	Exemplary	All students met growth goal; 25% of students exceeded goal.	<p>SAY: The rubric(s) included in the SLO guidebook are examples. Districts are encouraged to align scoring rubrics to the assessments that are used as the basis for measuring growth within the SLO. A % “cut score” will look differently for MAP than it would for a performance rubric.</p> <p>SAY: Rubrics are to have been submitted in the district ADEPT plans. In the event that feedback suggests additional rubrics, districts will have until the October 15th date to revise or add for use in 15-16. Going forward, districts will submit new or revised rubrics in their ADEPT plans each year.</p>	
SLO Rating	Percentage of Attainment												
Unsatisfactory	50% or fewer students met growth goal.												
Needs Improvement	51 -99% of students met growth goal.												
Proficient	All students met growth goal.												
Exemplary	All students met growth goal; 25% of students exceeded goal.												

57



Case Study Scoring Rubric

Exemplary <small>In addition to meeting the standard...</small>	Proficient	Needs Improvement	Unsatisfactory
The teacher attains a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable progress based on established standards for a significant number of students.	The work of the teacher results in student growth but does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student growth.
Almost all students, 95-100% meet their targeted growth and many exceed their targets.	A significant number of students, 75%-95% meet or exceed their targets.	A less than significant number of students meet or exceed their targets.	Fewer than 50% of students meet or exceed their targets.

SAY: Let’s practice scoring an SLO....

Case Study end of interval data review and practice score.

SAY: What percentage of students met their goal?
Did some exceed? How many?

SAY: Using the rubric on the screen. How would you score this SLO?

SAY: As a reminder, teachers will assign a self- score to the SLO prior to the Summative Conference. Let’s assume that Austin has rated himself as “proficient”.
Give individuals 3 minutes to review assess and score.

SAY: Show of hands...how many agree with Austin’s self-score?
Thoughts?

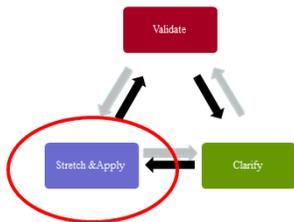
Likely will get a response about SCDE wants us to score these that way unless significant evidence...

SAY: In testimonials from teachers and evaluators that have gone through a year of implementation, those that engaged in the process of monitoring an SLO as suggested in this training are not at all surprised by the results at the end and feel comfortable in the scoring.

58



Coaching Protocol



SAY: The summative conference is the perfect place to engage in coaching language that focuses heavily on the Stretch and Apply.

SAY: Let’s consider some items you would point out to the teacher in order to stretch them in their thinking and apply their learnings from their first cycle to next year’s SLO planning and preparation...

Remember language stems...

SAY: Take 5 minutes to think about what you would say to stretch the teacher, and we will share out whole group.

		<p><i>After the five minutes, allow some participants to share their ideas to help the teacher stretch.</i></p>	
59	 <p style="text-align: center;">Key Takeaways</p> <ul style="list-style-type: none"> • Student growth is collected and scored annually. • SLO Scoring rubrics are submitted annually with ADEPT plans. • For 15-16, assume “proficiency” unless significant data to suggest otherwise. • Those that engage in the process (as outlined) report that the scoring of an SLO is not surprising. 	<p>SAY: Key take-aways from the case study are:</p> <ol style="list-style-type: none"> 1) Student growth is collected and scored annually. <p>Additionally, continuing contract teachers may have up to five SLO scores to factor into an overall growth measure rating. Districts will need to determine the process they use for factoring multiple years of student growth: Averaging? Holistically?</p> <ol style="list-style-type: none"> 2) SLO Scoring rubrics are submitted annually with ADEPT plans and are likely to evolve and change yearly in early implementation. 3) For 15-16 assume “proficiency” unless significant data to suggest otherwise Remember, this is year one of implementation and there be a huge learning curve for many educators. As we become more sophisticated in our SLO development, there will likely be changes to district scoring rubrics and /or approach to scoring. 4) Those that engage in the process (as outlined) report that the scoring of an SLO is not surprising. They are less anxious after having been through it. <p>Ask: What questions do you have of me?</p>	
60	 <p style="text-align: center;">Overarching Objectives</p> <ul style="list-style-type: none"> • Develop an understanding of SLOs and their role in the Expanded ADEPT Support and Evaluation System • Become proficient in evaluating SLO components to ensure successful implementation • Identify methods to support teachers in the development and monitoring of SLOs • Identify resources to facilitate the evaluation of SLOs at the school level 	<p>SAY: Let’s briefly look at our training objectives. Take about 1 minute to silently reread the objectives and reflect on the discussion and activities included in our two days together.</p> <p><i>Allow 1 minute for participants to read/reflect.</i></p> <p>SAY: This two day training represents one step in providing the tools necessary to effectively support and evaluate teachers as they develop and implement SLOs. It is essential for districts to ensure the information is disseminated to all who will evaluate teacher SLOs.</p>	

<p>61</p>	 <p>Next Steps</p> <ul style="list-style-type: none"> • SLO Evaluator Training (for appropriate staff) <ul style="list-style-type: none"> – Materials available on SCDE Website http://ed.sc.gov/slo • SLO Teacher Training <ul style="list-style-type: none"> – SLO Toolkit (http://ed.sc.gov/slo) – SLO Online Module – District SLO Trainings 	<p>SAY: Using this curriculum, train all staff that will be supporting the SLO process through approval, monitoring, or scoring. We will post these training resources on our SLO website. http://ed.sc.gov/slo</p> <p>SAY: Train your teachers in the development of SLOs. We have several options to support you in training teachers. Any information resources regarding SLOs are housed in the SLO Toolkit at ed.sc.gov/slo. Districts can use the PowerPoint and facilitator guide to provide face-to-face trainings for teachers. Additionally an online SLO training will be available for teachers who prefer a more self-directed learning experience.</p>											
<p>62</p>	 <p>Office of Teacher Evaluation Team</p> <table border="1" data-bbox="163 651 541 813"> <tr> <td>Kris Joannes Director</td> <td>kjoannes@ed.sc.gov 803-734-0443</td> </tr> <tr> <td>Joseph Tadlock Team Leader</td> <td>jtadlock@ed.sc.gov 803-734-8368</td> </tr> <tr> <td>Rinice Sauls Education Associate</td> <td>rsauls@ed.sc.gov 803-734-0663</td> </tr> <tr> <td>Tria Grant Education Associate</td> <td>tgrant@ed.sc.gov 803-734-9642</td> </tr> <tr> <td>Libby Ortmann Education Associate</td> <td>cortmann@ed.sc.gov 803-734-4424</td> </tr> </table> <p>Dr. Angela Bain Deputy Superintendent, Division of Educator Effectiveness abain@ed.sc.gov 803-734-8105</p>	Kris Joannes Director	kjoannes@ed.sc.gov 803-734-0443	Joseph Tadlock Team Leader	jtadlock@ed.sc.gov 803-734-8368	Rinice Sauls Education Associate	rsauls@ed.sc.gov 803-734-0663	Tria Grant Education Associate	tgrant@ed.sc.gov 803-734-9642	Libby Ortmann Education Associate	cortmann@ed.sc.gov 803-734-4424	<p>SAY: The SCDE is available to provide support throughout the process. Shown is the teacher evaluation team. Feel free to contact these individuals should you have questions.</p>	
Kris Joannes Director	kjoannes@ed.sc.gov 803-734-0443												
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<p>63</p>		<p><i>Closure:</i> <i>Thank them for their participation. Ask that they complete a training evaluation before leaving.</i> <i>Ask that they bus their tables, and keep evaluations on the tables for collection.</i></p>											