**Module 3:**

**Expanded ADEPT Support and Evaluation System & Student Learning Objectives (1.5 hours)**

Below is the script for Module 3 of the South Carolina Mentor Training. Please follow this script, as it contains details specific to the Expanded ADEPT Support and Evaluation System.

**Purpose:**

The purpose of this section is to provide details specific to the Expanded ADEPT Support and Evaluation System and the use of Student Learning Objectives (SLOs) as a vehicle for collecting evidence of student growth in classrooms.

**Overview:**

In this section participants will learn about the components of the Expanded ADEPT Support and Evaluation System and learn how SLOs fit into teacher evaluation. Included in this new system is incorporation of student-growth measures as a modifier for the Teacher’s overall evaluation rating. SLOs are used to collect evidence of student academic growth in classrooms in South Carolina.

**Objectives:**

Participants will:

* Identify key components of the Expanded ADEPT Support and Evaluation System
* Understand the use of SLOs as a student-growth measure.
* Apply mentoring skills to support beginning teachers through the evaluation process and the development and implementation of SLOs

**Materials:**

* “Blank SLO Template” from the participant handbook (pg. \_\_)
* “High School Physical Science SLO Example” from the participant handbook (pg. \_\_)
* “Quality Review Tool” from the participant handbook (pg. \_\_)

**Content and Relevance:**

The South Carolina Department of Education (SCDE) is dedicated to ensuring that all students in South Carolina have great teachers in every classroom. Assisting, Developing, and Evaluating Professional Teaching (ADEPT) are essential elements in our commitment to reach this goal. It is our hope that through the South Carolina Expanded ADEPT Support and Evaluation System we will be better able to meaningfully assist, develop, and evaluate teachers and enable leaders to better provide teachers with the feedback, support and professional learning needed to improve their practice. Student learning is the ultimate measure of teacher effectiveness. Student learning objectives (SLOs) are teacher-driven, student-centered, data-informed, standards-based goals that measure an educator’s impact on student-learning growth within a given interval of instruction.

The use of SLOs promotes collaboration among teachers, administrators, and support staff to make data-informed, academic decisions about students. SLO development is an iterative process that encourages teachers to identify the most important learning standards for the year or semester, review and analyze available student data, make informed decisions about instructional strategies, set academic goals for students, and evaluate student progress toward those goals. It also supports a mindset shift from focus solely on student proficiency towards also emphasizing student growth.

Mentors will provide support to beginning teachers throughout the year by explaining the components of the new evaluation system and incorporating SLOs as a student-growth measure. Mentors will assist beginning teachers as they develop the SLO and engage in the SLO process. Additionally, mentors will be able to provide ongoing, targeted feedback on the beginning teacher’s professional practice and the effect his/her practice has on student academic outcomes.

This script is written out for the trainer and looks different from other Mentor Trainer Training scripts. Please use this script when presenting this section of the training.

\* **Please note that there are a number of decisions that have to be made at the district level in regards to SLO implementation. Please be aware of the district-specific decisions and business rules prior to presenting this information.**

**Slides 1**

**Facilitator:** Inform participants that this section of the South Carolina Mentor Training is focused on the Expanded ADEPT Support and Evaluation System that will be fully implemented during the 2017-2018 school year in South Carolina. This system includes the use SLOs as a modifier for the teacher’s overall evaluation rating. As we embark on a new journey in teacher evaluation with a focus on improved student outcomes, the role of the mentor is important to a beginning teacher’s success.

**Slide 2**

 **SAY:** Take a look at the Profile of the South Carolina Graduate. If educators are expected to produce college and career ready students, they need the tools, skills, and feedback to do so. Evaluation is no longer only about accountability. It is about support and growth. The new South Carolina Teaching Standards 4.0 rubric reflects the knowledge, skills and dispositions of the classroom leader prepared to support college and career ready students.

**Slide 3**

The Office of Educator Effectiveness used feedback from six focus groups of over 10,000 teachers to revise our mission for supporting teacher evaluation in South Carolina. We are moving from a Met/Not Met system to a professional growth and development system that gives teachers clear, timely, useful feedback.

**Slide 4**

**SAY**:

Meaningful support means mentors and administrators are instructional leaders, *collaboratively* assisting teacher growth and development.

**SAY:** Every student in the state of South Carolina deserves an effective teacher. Many recent education studies attribute teacher effectiveness as the most influential school-based factor related to student achievement. It is no longer enough to be highly qualified. Being highly qualified is important and ensures that all teachers have the appropriate background and training to teach particular grades and subjects. What highly qualified teachers do with that knowledge in order to impact student achievement is a measure of effectiveness.

**SAY**: The intent of the Expanded ADEPT Support and Evaluation System is to provide all teachers with ongoing feedback related to practice to inform professional growth and development, ultimately improving student learning in every classroom in South Carolina.

**SAY:** For purposes of this system, “educator” is defined as a certified classroom-based teacher who plans, delivers, and assesses instruction over time. School counselors, speech and language therapists, and library media specialists will continue to be evaluated under the existing 2006 ADEPT guidelines for the 2017-18 school year.

**SAY:** The Expanded ADEPT Support and Evaluation System presents major shifts in the way we do business in our schools.

* The system promotes collaboration among teachers and between teachers and their school leaders.
* It encourages principals to move from a management mindset to one of instructional and distributed leadership.
* Teachers are expected not only to be highly qualified, but also to be highly effective.
* The system pushes educators to focus on intended student outcomes and then work to align instructional practices and school leadership in ways that support those intended outcomes.

**Slide 5**

When teachers are being supported and evaluated in South Carolina, their professional practice is focused around four domains. “Domains” are defined as broad categories of professional knowledge. The four ADEPT Domains are Planning, Instruction, Environment, and Professionalism. These categories are further broken down into Performance Standards.

**Slide 6**

Performance Standards are statements that tell what a teacher should know, be able to do, and assume as responsibility regarding his/her professional practice throughout all phases of his/her career.

**Slide 7**

There are 10 ADEPT Performance Standards in South Carolina’s evaluation system. They are commonly referred to as APSs.

2018 Expanded ADEPT also has four domains. Professional Practice is measured in 23 indicators and four performance levels. The next slide shows an example of one of the 23 indicators.

**Slide 8**

**Slide 9**

To begin preparing for the transition to a new evaluation tool, it is recommended that evaluators and mentors begin using the SAFE-T / SCTS crosswalk tool to provide feedback and make connections. Key take- away: ADEPT is not going away. SAFE-T is going away.

**Slide 10**

**SAY:** Mentors play an integral role in supporting beginning teachers through the SLO process. Each stage of the process makes it possible for teachers to collaborate, whether it is developing the SLO, planning for instruction, or providing feedback and coaching through the process. Mentors can assist with developing the actual SLO by helping to select or create assessments that are appropriate for measuring student growth, analyzing student data to determine a baseline for learning, and developing appropriate growth targets. In addition, the mentor can assist the beginning teacher with identifying and incorporating highly effective instructional strategies that support the SLO. Finally, the mentors can provide feedback and coaching during the development and implementation of the SLO.

**Slide 11**

**SAY:** An SLO is used in teacher evaluation systems as a vehicle for collecting evidence of student growth. Student-growth measures look at the level of impact a particular teacher has on student academic growth over the course of time he/she is leading student instruction.

**SAY:** SLOs have been incorporated into evaluation systems in multiple states as the basis of measuring student growth. SLOs are written, monitored, and scored annually. The SLO process involves pre-assessing students, providing instruction, and post-assessing students to measure their growth.

**NOTE:** Remind participants that the state is requiring one SLO. If their district is choosing to have them write additional SLOs, explain that this is a district level decision.

**Slide 12**

**Growth vs. Proficiency**

**SAY:** Student-growth models are different from proficiency models. We have operated in a proficiency model for quite some time as districts have worked to achieve specific proficiency levels related to state assessments. There are advantages to growth models. Not all students within a class or subset of students will have the same beginning-of-the-year skills and abilities. Student-growth measures allow the educator to determine precisely the amount of growth seen in each student related to his/her instruction, keeping in mind that one year’s growth is not the same for all students.

**SAY:** The blue bars represent student scores on the baseline assessment, given at the beginning of the year. In this hypothetical scenario, the baseline assessment and the final assessment are aligned versions of the same district test, in which there are the same number and types of questions, but each question is slightly different.

**SAY:** Students can score up to 100 points on the district test, the minimum proficient score being 80. Only student A reached proficiency; however, student A also showed the least amount of growth. Student D showed the most growth with a 35-point jump, followed by students B and C with a jump of 10 points and 15 points, respectively.

**SAY:** So how much growth do we expect students to make? All students are expected to make one year’s worth of growth or more, which basically means that a student performing at or below grade level will not fall further behind, and a student performing above grade level is also expected to keep learning year-to-year. What this looks like will depend on the assessment (in terms of how many points, percentages, levels, etc. that is). We will talk about setting growth targets more in-depth later today, so if you have specific questions about how to calculate or set growth targets, make a note of them for when we talk about this later in the presentation.

**SAY:** If we used a proficiency model – say 80% is the marker for proficiency – student A would be the only student meeting the goal. The teacher would not be “credited” for all the growth seen in the other students.

**NOTE:** Make sure all participants feel comfortable with knowing the difference between proficiency and growth before moving on. Grasping this distinction could go very quickly or involve some clarification discussion depending on the group.

**Slide 13**

**SAY:** Using student-outcomes measures within educator evaluation is a change in the way we have done business. In prior evaluation systems, we have focused on professional practice, gathering evidence of performance through classroom observations in hopes that what we were doing positively impacted student growth. Student-growth measures allow us to focus first on intended outcomes and then strategically align our practices to support our intended student outcomes.

**Slide 14**

The SLO Template provided by the state should serve as a resource. Any format, order, or template may be used as long as these critical components are included.

**Slide 15:**

Note: The template / components of an SLO are used for planning purposes. The on-going, actionable reflection / progress monitoring should be captured outside of the template. For example, “Progress Monitoring” as defined here says, “Describes type and frequency of interim assessments to measure student progress.” The teacher will describe how he/she plans to progress monitor. The actual progress monitoring qualitative and quantitative data should be captured by the teacher throughout the interval of instruction.

**Slide 16**

**SAY:** The SLO is both a product (the goal and supporting documentation) and a process (the ongoing progress monitoring that occurs over the course of the SLO cycle).

The progress monitoring section of the SLO template is what makes the SLO process different from past goal-setting practices.

**SAY:** The SLO is a living, breathing document in that it does not get “set on the shelf” only to be revisited at the end of the year. The SLO will be continually monitored throughout the interval, with periodic formative and summative assessments informing the instructional strategies and any adjustments to the strategies along the way.

**Slide 17**

SAY: Let’s take a look at the Quality Review Tool. It is important for teachers to know how the quality of their SLO will be evaluated. When you look at the review tool, you see that there are three quality performance ratings for each component. Those ratings are as follow: Acceptable, Needs Improvement, and Insufficient Quality. During the Preliminary Conference, the evaluator will provide feedback and suggestions to improve the plan so that it is “approvable.” Teachers will be in varying degrees of readiness when it comes to the skills involved in developing a quality SLO. Acceptable quality may look a bit different from this in many of your first year teachers’ SLOs.

**Slide 18**

The SLO Review Tool is located in Educator Evaluation on the SCDE website.

**Slide 19**

Mentors can use the quality review tool to assist teachers in the SLO development and process. Specifically, coaching conversations with intentional reflection will support the mentee in growing students and growing professionally.

**Slide 20**

Read/Review Slide with Participants

**Slide**

Read/Review Slide with Participants

**Slide 22**

**SAY:** To assist educators in the support of SLO implementation, an SLO specific email has been created. This email address will allow districts to submit SLO examples to SCDE for inclusion in the sample repository. Please submit only examples that have been approved for use and reviewed/edited locally. All identifying information will be removed, and SCDE reserves the right to edit/format to ensure consistency in the samples provided.

**SAY:** This email address has been created for all things related to SLO. Questions and feedback related to SLOs and the SLO process are welcome!

Questions? Feedback? Thank you!