

MODULE 3

MENTORING CYCLE AND EXPANDED ADEPT SUPPORT & EVALUATION SYSTEM

SECTION 2: EXPANDED ADEPT SUPPORT & EVALUATION SYSTEM

Purpose

The purpose of this section is to show how the state's teacher evaluation system, SLOs, and mentoring align.

Objectives

Participants will:

- Understand 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

Note to trainers: The materials for this section must be downloaded from CERRA's Mentor Training Hub and copied for participants.

- "Blank SLO Template"
- "6th Grade ELA SLO Example"
- "SLO Quality Review Tool"
- "South Carolina Teaching Standards 4.0 Rubric"



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 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.



Content and Relevance

Note to Trainers: The allow for any potential changes made to the state's teacher evaluation system, the "Content and Relevance" information and the script for Section 2 of Module 3 are available only in electronic format. Please visit CERRA's Mentor Training Hub to access the latest information.

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 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 focusing solely on student proficiency toward also emphasizing student growth.

Mentors will provide support to beginning teachers throughout the year by explaining the components of the 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 for the trainer and looks different from the other Mentor Trainer Certification sections. Please use this script when presenting this section of the training. The slide numbers included in the script reflect the SCDE slide numbers only.

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

Follow Slides from SCDE Portion of the PowerPoint (45 minutes)

Facilitators should read/use the following script for this portion of the PowerPoint.

SCDE Slide 1

SAY: This section of the South Carolina Mentor Trainer Certification is focused on the Expanded ADEPT Support and Evaluation System. This system includes the use of 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.

SCDE Slide 2

SAY: 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. The revised evaluation tool moves from a Met/Not Met system to a professional growth and development system that gives teachers clear, timely, and useful feedback.

SCDE Slide 3

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 South Carolina Teaching Standards (SCTS) 4.0 Rubric reflects the knowledge, skills, and dispositions of the classroom leader prepared to support college and career ready students.

SCDE Slide 4

SAY: When implementing this transition, we wanted to give educators the gift of time. The State Board of Education granted us the time we need to transition to the SCTS 4.0 Rubric with fidelity.

SCDE Slide 5

SAY: What does it look like to develop a meaningful evaluation system?

We know that one size fits all doesn't work. It's important to consider the unique needs of the various contract levels here in South Carolina. We have to provide differentiated support for induction, annual, and continuing contract teachers. Expanded ADEPT Guidelines reflect minimal expectations; districts can elect to observe more frequently than outlined. The number of observations for induction and annual teachers did not change. The number of observations for continuing contract teachers in their recertification year may decrease, since second semester observations can be waived if first semester ratings are at the proficient or exemplary level.



Pre- and post-observation conferences have been added to the evaluation process. All announced observations will include both pre- and post-observation conferences. Unannounced observations only include post-observation conferences. The SLO conferences may be incorporated into the pre- and post-observation conferences rather than having to be held separately.

SCDE Slide 6

SAY: Induction teachers will be observed and provided feedback by a principal or a SCTS certified administrative designee. First semester observations will follow the pre-observation conference, observation, post-observation conference (POP) cycle. Second semester observations will be unannounced, so there will be no pre-observation conference. Post-observation conferences should be held within five days of the observation.

SCDE Slide 7

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

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 how teacher effectiveness is measured.

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

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 until new guidelines are developed for them.

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.

SCDE Slide 8

SAY: When teachers are being supported and evaluated in South Carolina, their professional practice is measured 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.

SCDE Slide 9

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

SCDE Slide 10

SAY: There are 10 ADEPT Performance Standards in South Carolina's SAFE-T evaluation system. They are commonly referred to as APSs.

The Expanded ADEPT system 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.

SCDE Slide 11

NOTE: Participants should be given a copy of the SCTS.

SAY: This slide highlights each element of the rubric (Domain, Indicator, Descriptors, and Performance Levels). (Read/Review slide with participants.)

SCDE Slide 12

SAY: The central purpose of the Expanded ADEPT system is to promote teacher quality and increase student growth. Student growth has a direct relationship to each of the SCTS domains for classroom-based teachers and the related indicators. To promote student growth, teachers must be able to effectively plan, deliver instruction, maintain an environment conducive to learning, and demonstrate professionalism.

SCDE Slide 13

SAY: Remember that with the rubric, evidence is not solely based on teacher actions but also on student outcomes. To gauge teacher effectiveness, multiple sources must be used. Evaluation teams may also request student work from observed lessons to support SCTS Indicator ratings.

SCDE Slide 14

SAY: Mentors play an integral role in supporting beginning teachers through the evaluation process. Each stage of the process makes it possible for the teacher and mentor to collaborate. (Read/Review slide with participants.)

SCDE Slide 15

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. The SLO process involves pre-assessing students, providing instruction, and post-assessing students to measure their growth. (Read/Review slide with participants.)

SCDE Slide 16

SAY: Here is when we need to talk about growth vs. proficiency. 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.

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.

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.

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 (how many points, percentages, levels, etc.). 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.

If we used a proficiency model (for example, 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.

SCDE Slide 17

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 by 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.

SCDE Slide 18

NOTE: Participants should be given a copy of the template.

SAY: 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.

SCDE Slide 19

SAY: 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 qualitative and quantitative data from the actual progress monitoring process should be captured by the teacher throughout the interval of instruction.

SCDE Slide 20

NOTE: Participants should be given a copy of the 6th Grade ELA SLO Example.

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. 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. We provided a 6th grade ELA SLO example, not because it represents a perfect SLO, but just as a reference.

SCDE Slide 21

NOTE: Participants should be given a copy of the Quality Review Tool.

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 follows: 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.

SCDE Slide 22

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

SCDE Slide 23

SAY: A score of 4 on the SLO will increase a teacher's overall evaluation rating by 0.25. A score of 1 will decrease a teacher's overall evaluation rating by 0.25. A score of 2 or 3 has no impact on the overall evaluation rating. At the discretion of the employing district, a Professional Growth and Development Plan (PGDP) may be required even if no SCTS Indicators are identified as Unsatisfactory or Needs Improvement. (Read/Review the slide with participants.)

SCDE Slide 24

SAY: If multiple areas of refinement were identified, the areas must be prioritized so that no more than three areas are to be addressed at any given time. (Read/Review the slide with the participants.)

SCDE Slide 25

SAY: 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.

SCDE Slide 26

(Read/Review the slide with participants.)

SCDE Slide 27

(Read/Review the slide with participants.)

SCDE Slide 28

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. This email address has been created for all things related to SLO. Questions and feedback related to SLOs and the SLO process are welcome! You can visit the SCDE Educator Effectiveness website for updates and resources related to the Expanded ADEPT process.

Questions? Feedback? Thank you!

Activity: Exploring the South Carolina Teaching Standards 4.0 Rubric (25 minutes)

Explain that this activity will provide the participants with an opportunity to examine the South Carolina Teaching Standards 4.0 Rubric, engage in a self-assessment activity, and begin to think about the needs a beginning teacher may have in regard to the different indicators as well as the roles a mentor will assume.

Instruct the participants to locate the "Thinking" indicator under the "Instruction" domain in the copy of the South Carolina Teaching Standards 4.0 Rubric handout. Explain that students whose teachers meet the descriptors under performance level 3 should make at least a years' worth of growth. Using a high-profile sports figure as an example, illustrate the fact that even the highest paid athletes perform at the "Proficient" level on a daily basis and only function at the "Exemplary" level on occasion. Therefore, teachers should not expect to receive performance ratings at the "Exemplary" level in all areas nor should they expect to receive a performance rating of "4" from every observation. Encourage the participants to closely examine the descriptors for a performance rating of "3" as compared to a performance rating of "4" on the "Thinking" indicator. After a few minutes of individual contemplation, engage the participants in a discussion about the differences they noted.

Again working with the "Proficient" performance level on the "Thinking" indicator, ask the participants to self-assess their current instructional practice. Ask the participants to mark the descriptors in the following way:

- Circle any descriptor that is met in all lessons
- Underline any descriptor that is met in most lessons
- Highlight any descriptor that represents an area of growth meaning it is not met in most lessons

Provide 5-8 minutes for the participants to complete this portion of the activity. Ask the participants to use a sticky note to identify what they need to do differently to ensure that all the level “3” descriptors are met within a lesson or to move their practice to the “Exemplary” level. Provide another 3-5 minutes for this individual reflection.

In this next section of the activity, it is important to remind the participants that they are not serving as evaluators and, therefore, will not be assigning their mentees with performance levels. It is appropriate and recommended, however, that mentors use the language of the descriptors in their work with mentees. Explain that a mentor may be able to engage the beginning teacher in a dialogue about one or more of the indicators during the pre-observation conference, collect evidence around one or two of the indicators during the observation, and then help the beginning teacher learn to reflect by using the “Reflecting on Teaching” indicator as a guide during the post-observation conference. Thinking about their role as a mentor, ask the participants to complete the following four tasks:

- Identify an indicator where they believe a beginning teacher may have some opportunities for growth
- Identify the beginning teacher’s needs in regards to the indicator they selected
- Identify the roles the mentor will assume in regards to the identified beginning teacher’s needs
- Share their thinking with the group

Trainers may need to provide an example. Provide 10-12 minutes for this portion of the activity. Trainers should monitor the discussions closely to ensure participants are focused on beginning teacher needs and mentor roles.

Debrief

Close the activity by acknowledging that we asked the participants to rely on their previous experience with beginning teachers when they identified needs and roles, but that our expectation is that they will differentiate their support based on the individual beginning teacher’s needs. Remind the participants that their mentees should have been exposed to the South Carolina Teaching Standards 4.0 Rubric during their teacher preparation program and that they will be evaluated using this tool during the 2018-2019 academic year. Finally, reiterate the fact that mentors should not assign performance levels to their mentee.

Transition

Participants are now knowledgeable about the Expanded ADEPT Support and Evaluation System and Student Learning Objectives (SLOs). This information is extremely important, as mentors must have a thorough understanding of the system under which the beginning teacher will be evaluated. The next section serves as closure for the day as well as a preview of the learning that will occur in Day 2.