

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 rubric listed below must be downloaded from CERRA's Mentor Training Hub and copied for participants.

- "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 which was fully implemented during the 2018-19 school year. 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. We have moved 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 new 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: As with the previous teacher evaluation system, the 2018 Expanded ADEPT system also has four domains. Professional practice is now measured in 23 indicators and four performance levels.

Remember that with the new 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.

All data related to educator evaluation can be managed in the state's data management system SCLead.org.

The next slide shows an example of one of the 23 indicators.

SCDE Slide 5

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 6

SAY: As mentioned, the SCTS 4.0 rubric is comprised of 4 domains and 23 indicators. Evidence for the Planning, Environment, and Instruction domain is gathered through the POP (pre-conference, observation, post-conference) cycle. The professionalism domain is scored by the administrator/administrative designee.

SCDE Slide 7

SAY: These three steps make up the teacher evaluation cycle. Each of these steps is also critical in the mentoring cycle as we prepare novice teachers for summative evaluations. In each step of the process, we are presented with opportunities to encourage teacher growth.

SCDE Slide 8

Ask the audience to share feedback regarding how the pre-conference benefits each person.

SCDE Slide 9

SAY: During the classroom observation, evidence should be collected from both the teacher and the students. This evidence is collected throughout the beginning, middle, and end of the lesson. The observer should identify how each of the three elements impacts the others.

SCDE Slide 10

SAY: Educators at different contract levels receive differentiated support: Induction/Annual/Continuing Contract. The SCDE sets the floor; districts may choose to go beyond the recommendation.

Pre and post conferences are required for all first semester observations; Second semester observations are unannounced with a post conference.

Mentors do not conduct evaluations, but provide support and feedback to teachers based on observations, thus preparing them for the evaluation cycle.

SCDE Slide 11

Ask the audience to share feedback regarding how the post-conference benefits each person.

SCDE Slide 12

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 13

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.)

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 14

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 15

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.

SCDE Slide 16

Read/Review slide with participants

SCDE Slide 17

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.

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

SCDE Slide 18

Note: The next few slides (18 - 20) of the script include the directions for the activity, which is also described in the section below.

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 year's 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.

SCDE Slide 19

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 ways:

- 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.

SCDE Slide 20

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 or refinement
- 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.

SCDE Slide 21

SAY: Mentors also have the ability to view the current year SLO document for mentees if the district is using SCLead to capture SLO progress monitoring data.

SCDE Slide 22

SAY: In SCLead.org, mentors can upload their district communication log to verify their ongoing contact with their mentees. The system will document the date/time the note was made.

SCDE Slide 23

SAY: Mentors have access to on-demand professional development resources that can be used for teacher learning opportunities.

SCDE Slide 24

SAY: Visit the OEELD website for updates, resources, and guidelines associated with 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 year’s 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.