Expanded ADEPT
Support and Evaluation System

Leading Learning. Growing Students.
Transforming Schools.

Growing Teachers to Grow Students

February 2017

Welcome!

As you are waiting for us to get started, please check your sound. Then type your answers to these questions into the chat box.

Imagine your principal came in to observe a lesson, and you're meeting later to debrief.

1. What <u>should</u> that conversation look and sound like?
2. What should that conversation <u>not</u> look and sound like?

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Office of Educator Effectiveness
Our Mission

Design and implement a rich, comprehensive educator evaluation system that is **MEANINGFUL** to educators, **ALIGNED** to the intent of professional growth and development, and **THOUGHTFUL** in implementation.

Agenda

1. What is Expanded ADEPT? Why change?
2. What will changes look like?
    a) SC Teaching Standards
    b) Student Learning Objectives (SLOs)
3. Implementation: How will this work?
4. How can I help?
    a) Next steps
    b) Feedback and closing

What is Expanded ADEPT?

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

transformSC
tomorrow won't wait for our students

AN INITIATIVE OF
SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

What will the
new Expanded
ADEPT look like?

Expanded ADEPT

Now
- SAFE-T
- ADEPT Performance Standards (APS)
- SLOS

New System
- Expanded ADEPT process
- SC Teaching Standards (SCTS)
- SLOs
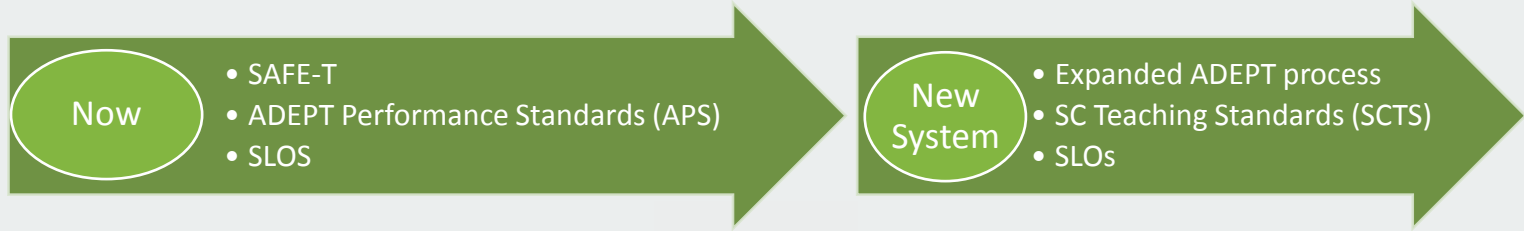
Expanded ADEPT

APS 5: Using Instructional Strategies to Facilitate Learning

APS 5.A The teacher uses appropriate instructional strategies.

The teacher uses instructional strategies that are
- **appropriate for the content; and**
- **appropriate for the students.**

| Teacher Knowledge of Students	
Exemplary (4)	Proficient (3)
- Teacher practices display understanding of each student's anticipated learning difficulties. - Teacher practices consistently incorporate student interests and cultural heritage. - Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	- Teacher practices display understanding of most student anticipated learning difficulties. - Teacher practices regularly incorporate student interests and cultural heritage. - Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.

Expanded ADEPT

- *South Carolina Teaching Standards 4.0* rubric selected to replace SAFE-T as a part of Expanded ADEPT

- Initiative led by SCDE and educators from across the state

- Supports educators with feedback related to professional practice, not simply based on student test scores

- New rubric is aligned to the Profile of the South Carolina Graduate

Instruction

Environment

Student Growth

Planning

Professionalism
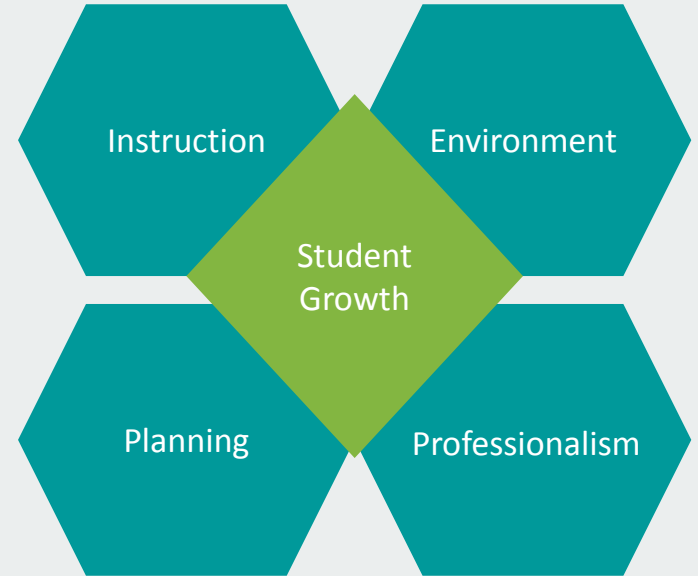
South Carolina Teaching Standards

Planning
- Instructional Plans
- Student Work
- Assessment

Environment
- Managing Student Behavior
- Expectations
- Environment
- Respectful Culture

Instruction
- Standards & Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure & Pacing
- Activities & Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving

Professionalism
- Growing and Developing Professionally
- Reflecting on Teaching
- Community Involvement
- School Responsibilities

Parts of the Rubric

Domains   **Indicators**   ***Descriptors**   ***Performance Levels**

Instruction			
Exemplary (4)	**Proficient (3)**	**Needs Improvement(2)**	**Unsatisfactory (1)**
• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned.	• Some learning objectives and state content standards are communicated. • Sub-objectives are sometimes aligned to the lesson's major objective. • Learning objectives are not clearly connected to what students have previously learned.	• Learning objectives and state content standards are not communicated. • Sub-objectives are rarely aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are not appropriately displayed. • There is evidence that few students demonstrate mastery of the objective.

Standards and Objectives

Instruction

	Student Centered ←——————————————————→ Teacher Centered			
	Exemplary	**Proficient**	**Needs Improvement**	**Unsatisfactory**
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

SC Teaching Standards Process

Pre-observation Conference

Observation

Reflection

Post-observation Conference

Student Learning Objectives

Implementation Timeline

How will this all work?

Expanded ADEPT Implementation Timeline

Recalibration

2016-17
Summer
Phase I Training: Institutions of Higher Education

Business Rules Work Group

Fall – Spring
Phase II Training: Districts and Evaluators

ADEPT Guidelines to State Board

Readiness & Training

2017-18

Continued district and evaluator training on NIET 4.0 rubric

District readiness and support structures

Technical support on transition to rubric

Implementation

2018-19

Full statewide implementation of Expanded ADEPT system

Observation and feedback to all teachers using SCTS 4.0 rubric

Expanded ADEPT Implementation Timeline

Contract Level	Observations	Student Growth
Induction	$\geq$1 – Full Classroom Observation per semester, with conferences	Complete 1 SLO, often just covers 2nd semester
Annual	$\geq$2 – Full Classroom Observations per semester, with conferences	Complete 1 SLO
Continuing Contract – Comprehensive 5th year recertification	$\geq$1 – Full Comprehensive Classroom Observation per semester, with conferences	Complete 1 SLO
Continuing Contract – GBE	Informal	Complete 1 SLO

What can I do now to support these changes?

- Reflect: What do the SCTS indicators look like and sound like in my classroom?
- Connect: How can I practice with my grade-level team? Student teacher? PLC? Student support team?
- Model: Do I have a growth mindset for my own practice?
- Lead: How can I support strong implementation at my school?

Stay Connected

ed.sc.gov/educators/
educator-effectiveness

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Feedback Survey

https://tinyurl.com/ExpandedADEPT

Questions?