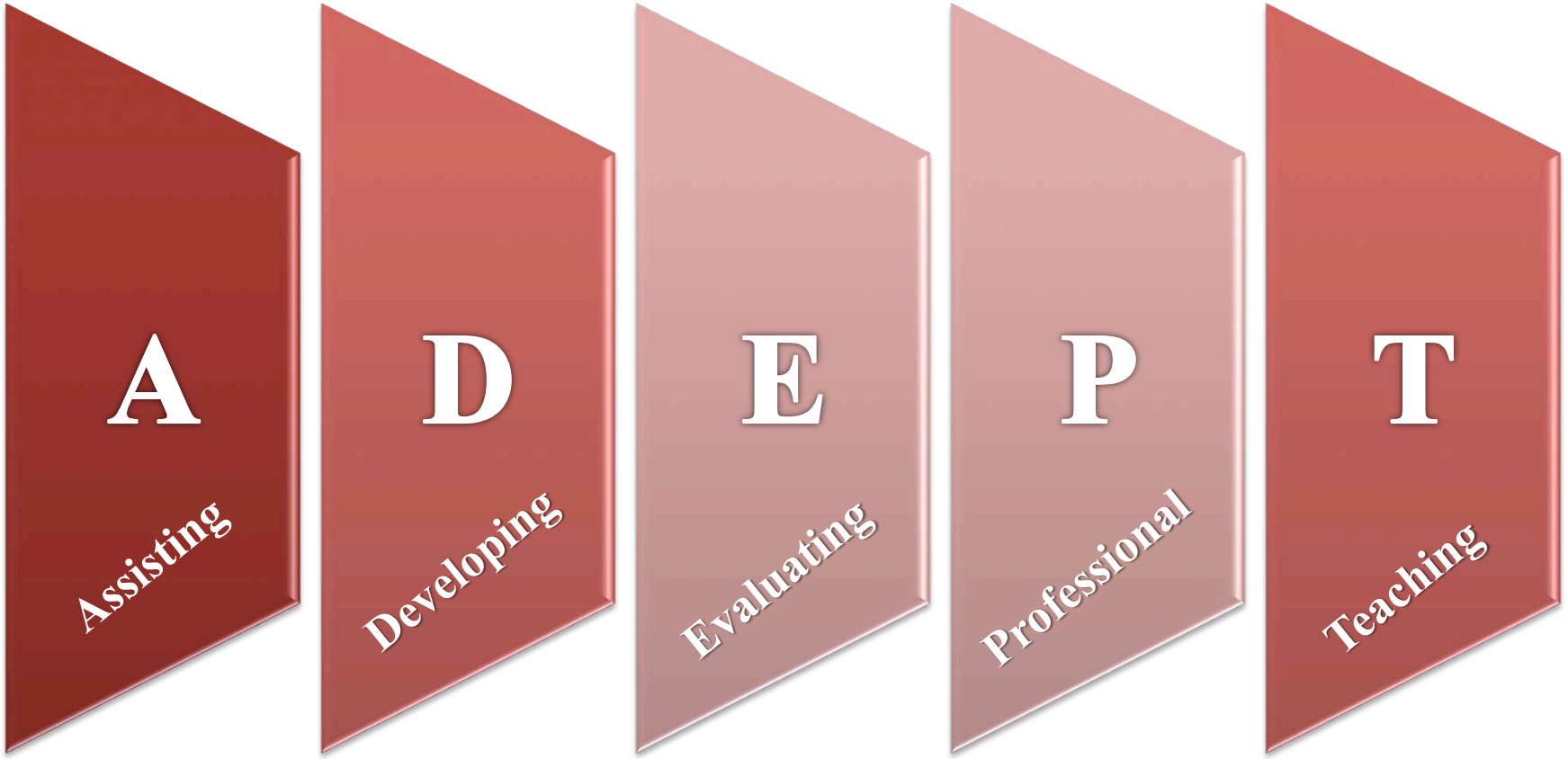
SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION



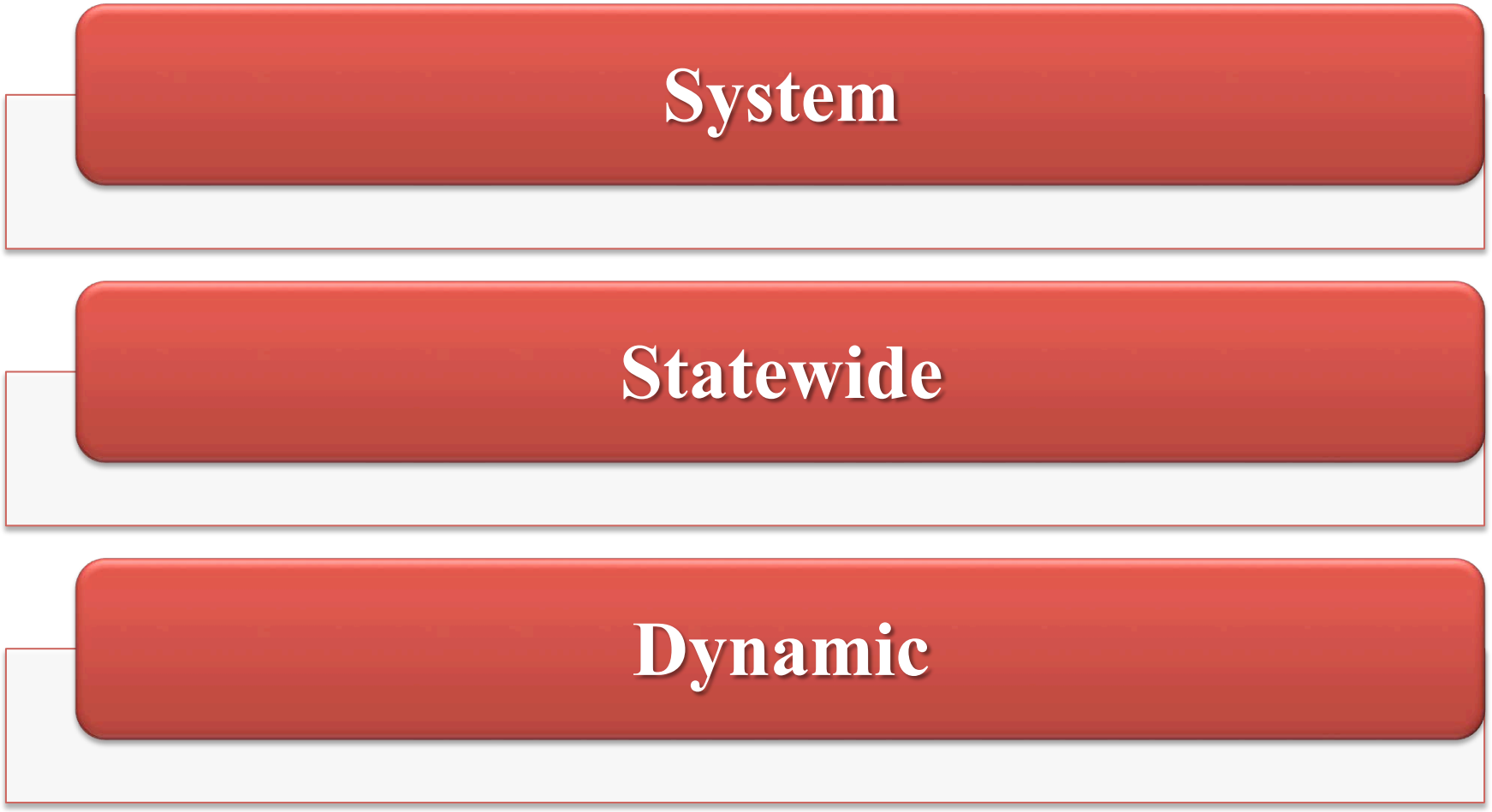
Mark Bounds
Deputy Superintendent
Division of School Effectiveness

Kathy Meeks, Ph.D.
ADEPT Coordinator

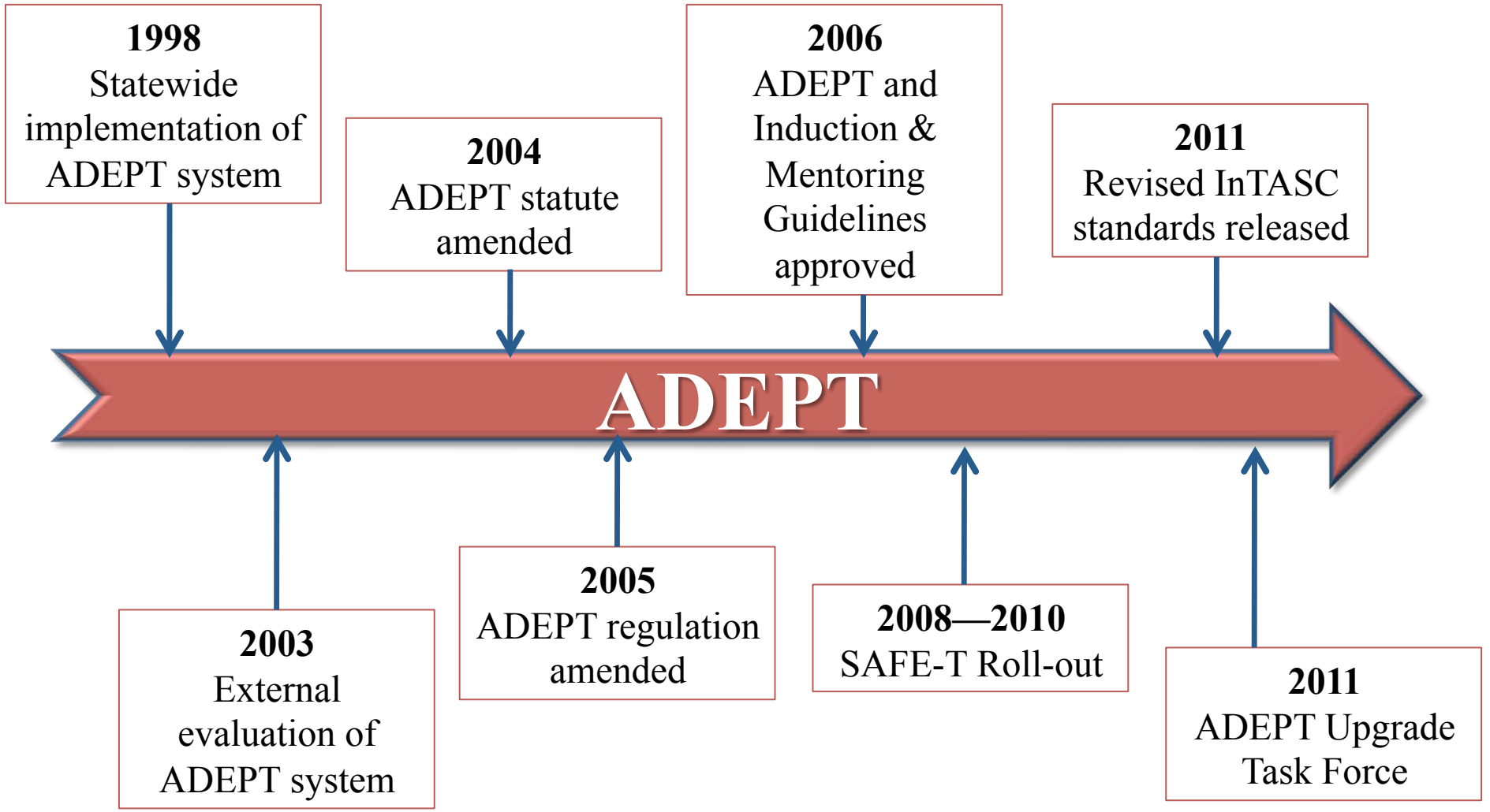
SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

ADEPT Background

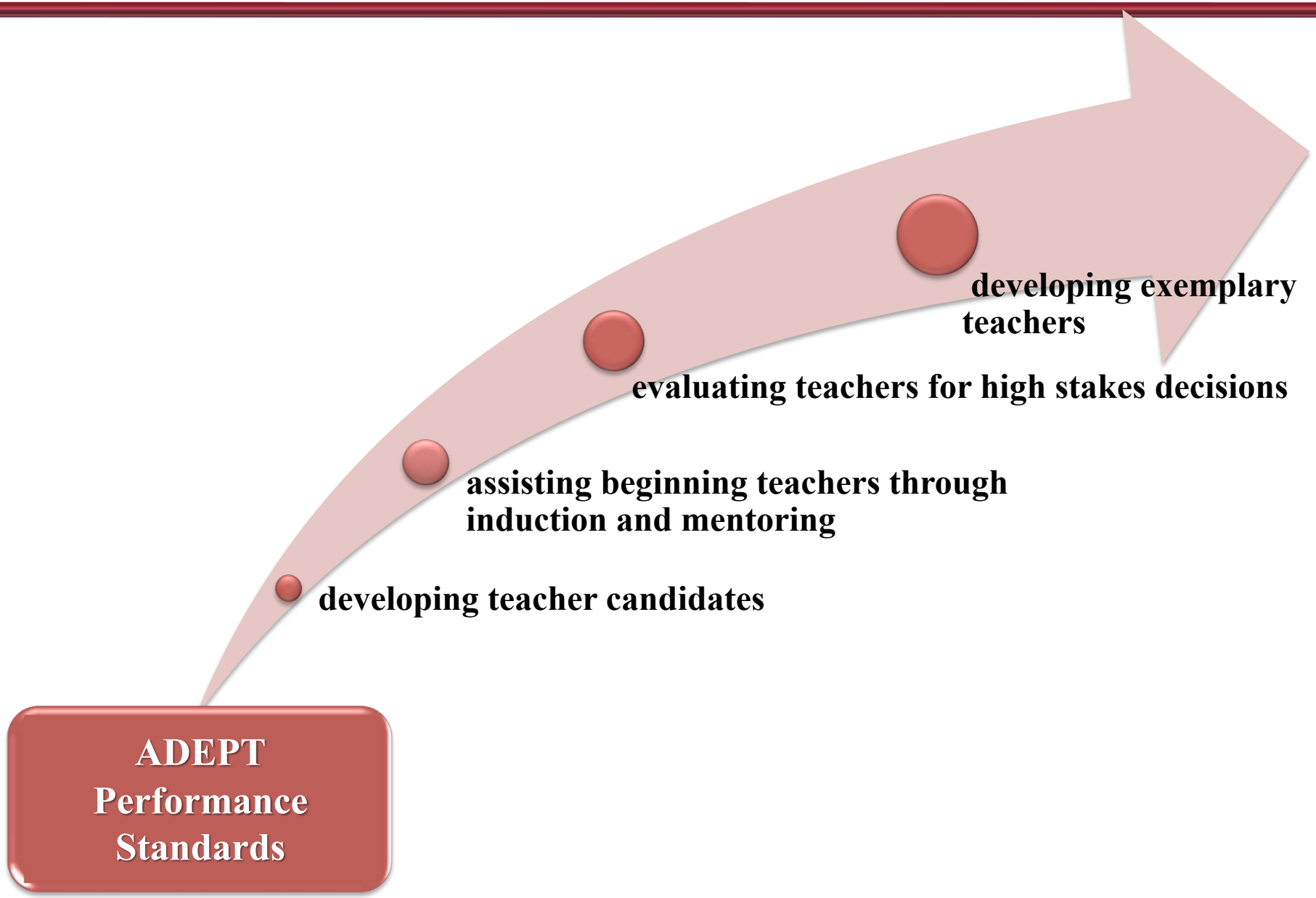
ADEPT Infrastructure



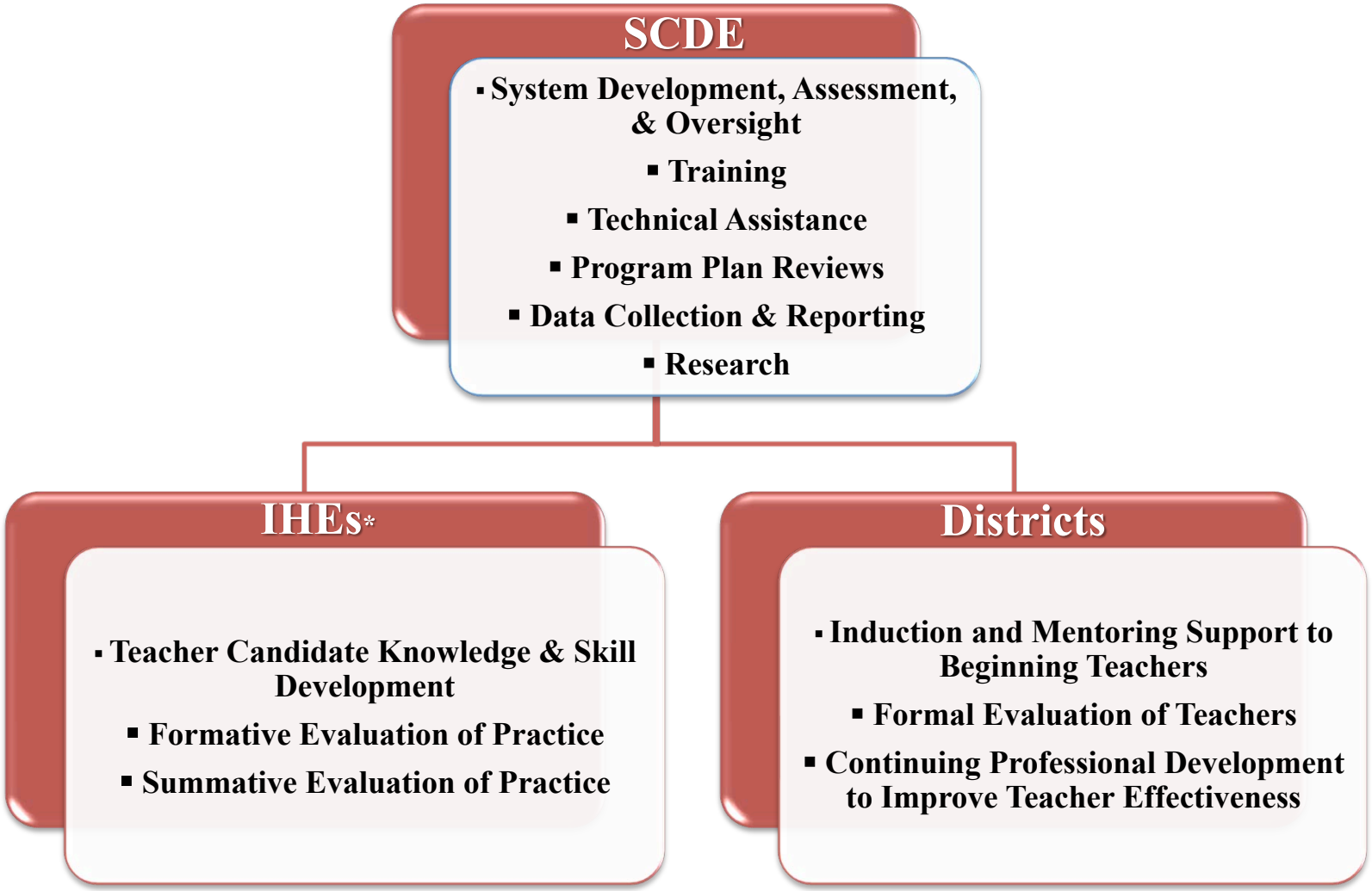
ADEPT Timeline



ADEPT Career Continuum



ADEPT Network



**Institutions of Higher Education*

Current Uses of ADEPT

ADEPT

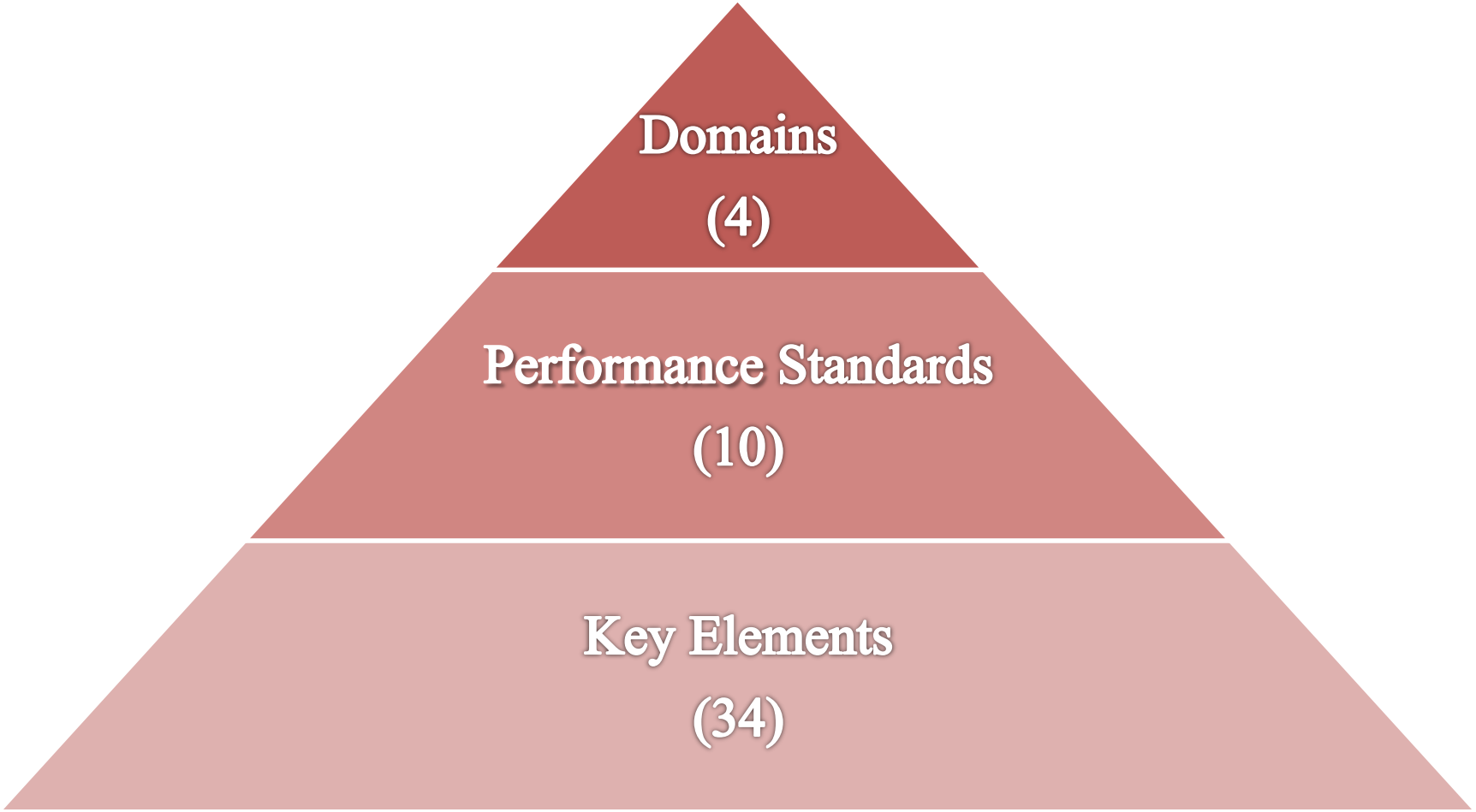
To help prepare teacher candidates and guide the professional development of practicing teachers at all stages of their careers	To determine eligibility for certificate advancement (pre-professional to professional)	To suspend the certificates of annual-contract teachers who have two unsuccessful formal evaluations	To assist school districts in making employment and contract decisions	To provide feedback to IHEs on the performance of their graduates

ADEPT Performance Standards

Current APSs

- ❑ Classroom-Based Teachers
  - Teachers of core content subjects
  - Teachers of related subjects (e.g., PE)
  - Special Education Teachers
- ❑ School Guidance Counselors
- ❑ Library Media Specialists
- ❑ Speech-Language Therapists

Current APSs for Classroom-Based Teachers



Developing Teacher Candidates

ADEPT standards are integrated throughout candidates' course work and field experiences.

Student teaching is the capstone ADEPT experience.

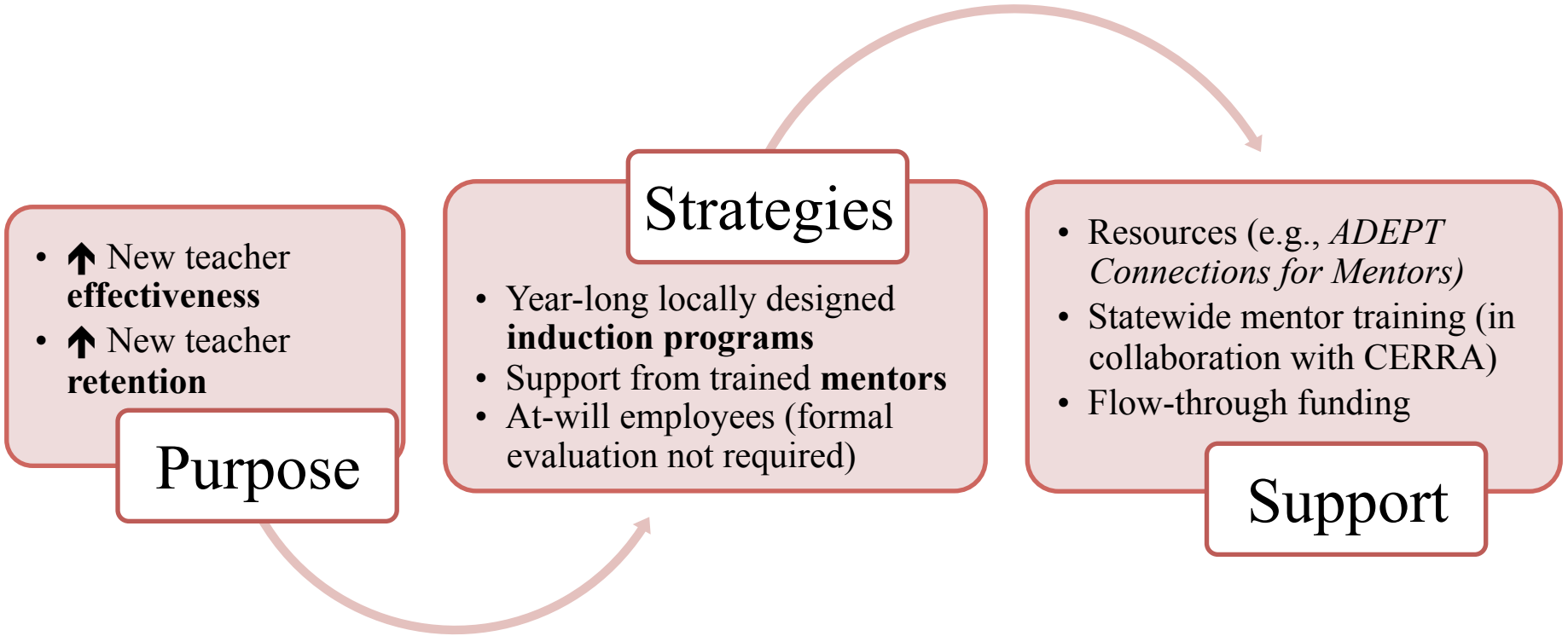
ADEPT for IHEs

IHEs enter student teacher data into the IHE Portal System.

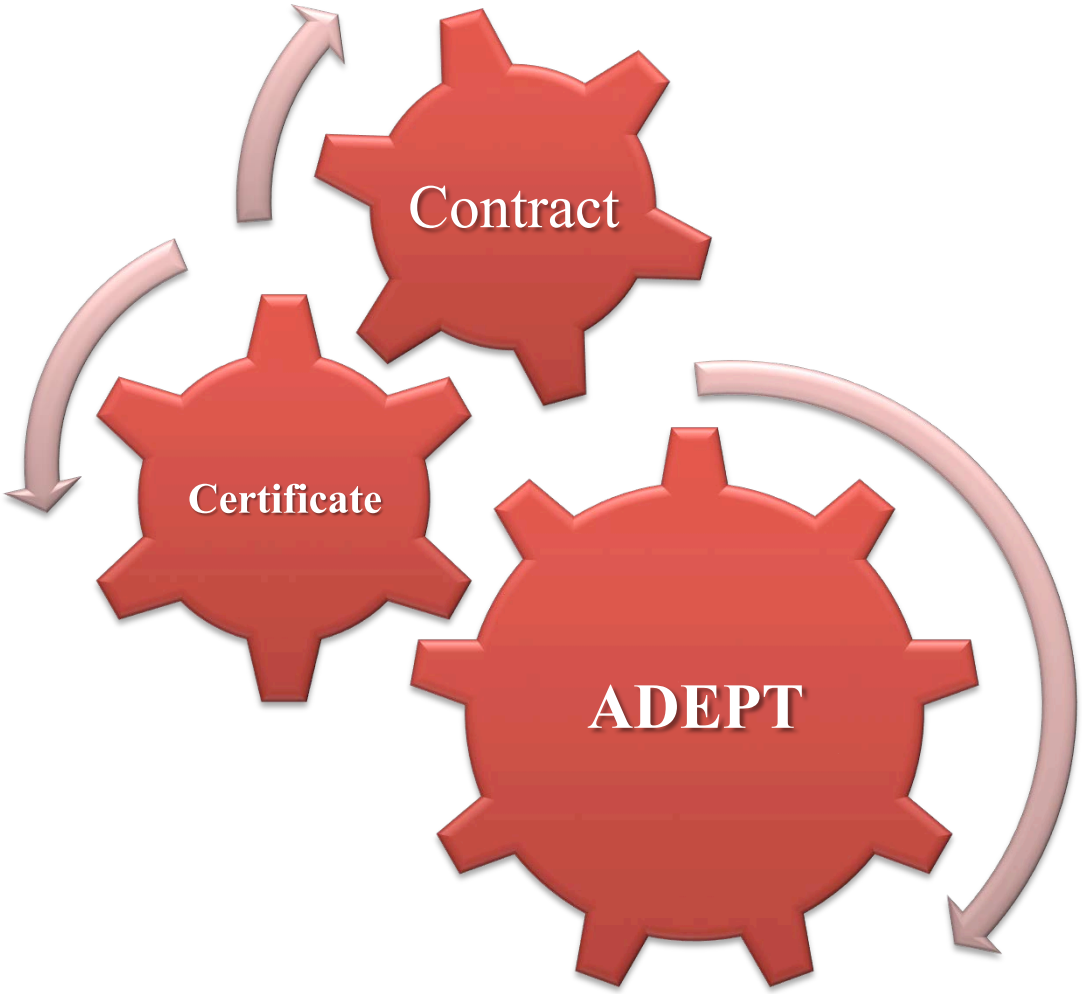
IHEs receive – and are rated on – the ADEPT results for each graduate who teaches in a SC public school.

Assisting Beginning Educators

ADEPT Induction and Mentoring for First-Year Educators



ADEPT for Practicing Educators



Where we are now. . .

Evaluating Educators

New ADEPT Formal Evaluation Instrument

- **SAFE-T** (2010-11 is the end of the three-year roll-out)

SAFE-T Use

- Is now used statewide with teachers at the annual-contract level. May also be used with continuing-contract teachers, at the discretion of the local school district.

SAFE-T Design

- Represents a significant departure from the previous ADEPT formal evaluation instruments
- Uses six sources of evidence to analyze teacher effectiveness
- Includes student achievement, but does not yet include *value-added*

Evaluating Educators

SAFE-T Evaluator Certification

- SAFE-T certification requirements include successful completion of the training, including all assignments, and the online examination.

SAFE-T Evaluator Training

- SAFE-T evaluator training is conducted using a train-the-trainer model. The SCDE trains and certifies all trainers.
- The current pass-rate for the SAFE-T exam is 94%.

SAFE-T Evaluators

- Currently, there are 8,577 certified SAFE-T evaluators.

Developing Educators

Goals-Based Evaluation (GBE) For Experienced Educators

ADEPT Data

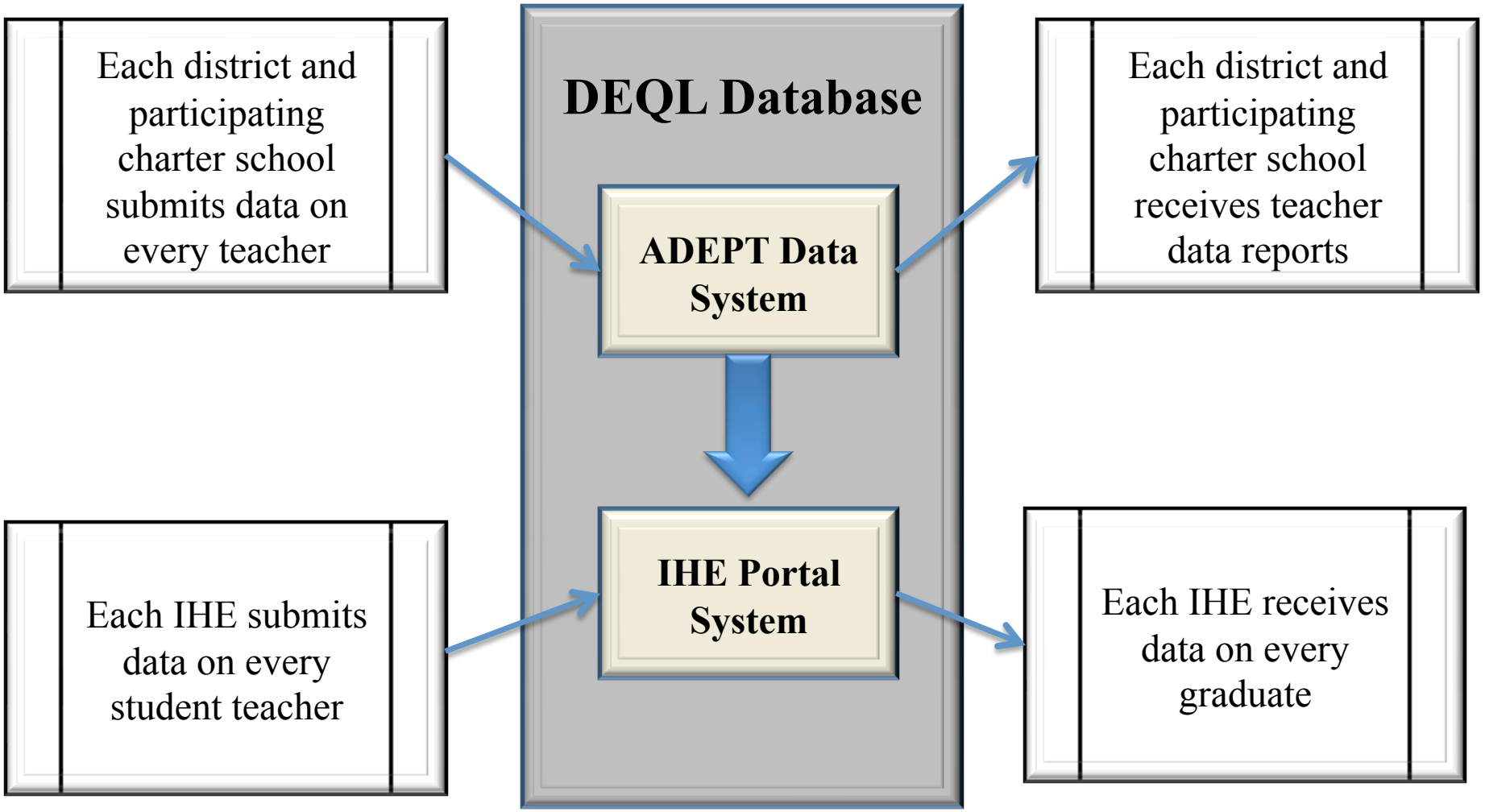
Web-Based Applications

IHE* Portal System

*IHE = Institution of Higher Education

ADEPT Data System

ADEPT Data


Each district and participating charter school submits data on every teacher
DEQL Database
ADEPT Data System
IHE Portal System
Each district and participating charter school receives teacher data reports
Each IHE submits data on every student teacher
Each IHE receives data on every graduate

ADEPT Data System

Teacher Data

- Current contract level
- ADEPT results
- Hire status for next year
- Contract level for next year

ADEPT Histories

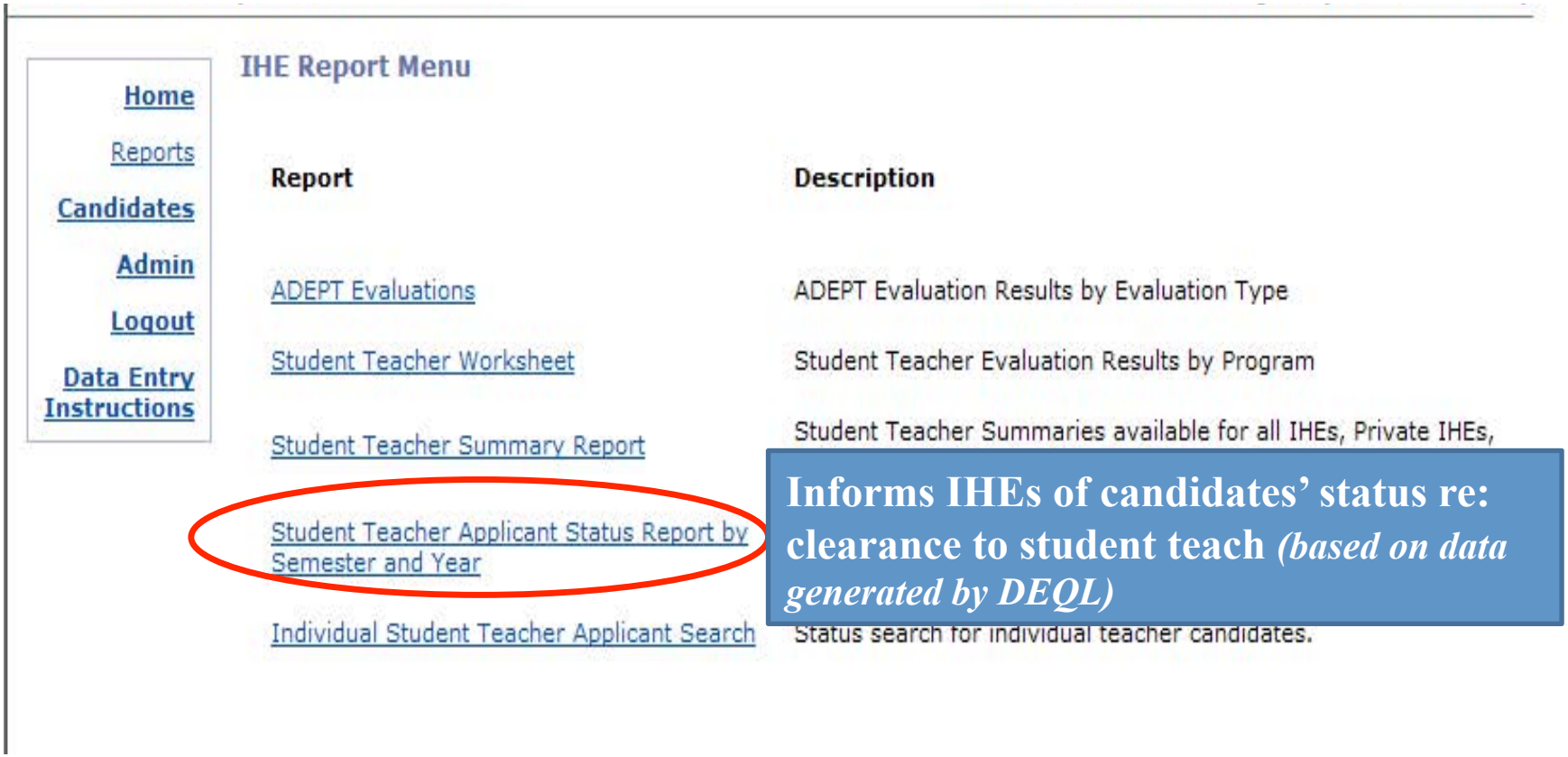
ADEPT History

Year	District	Current Contract	Results	Hiring Status	Next Year Contract
2011	Richland 01	Continuing - GBE	No Data	No Data	No Data
2010	Richland 01	Continuing - GBE	Met or Ready	Rehired	Continuing - GBE
2009	Richland 01	Annual - Formal 1	Met or Ready	Rehired	Continuing - GBE
2008	Richland 01	Induction	Met or Ready	Rehired	Annual - Formal 1

IHe Institutions of Higher Education

South Carolina Department of Education | Division of Educator Quality and Leadership

IHE Portal System
Reports



Informs IHEs of candidates' status re: clearance to student teach *(based on data generated by DEQL)*

Home
Reports
Candidates
Admin
Logout
Data Entry Instructions

Student Teacher Applicant Status

New Search Back to Report Menu

College -

Semester: **Spring**
Year: **2011**

Applicant Status

Cleared — The candidate has an application, FBI, and SLED report on file with the Office of Educator Certification and is CLEARED to begin student teaching.

Incomplete — The candidate has an application on file but is missing an FBI and/or SLED report. Because of the missing item(s), the candidate is NOT CLEARED to begin student teaching at this time. Please contact Jim Turner for additional information.

Hold — Based upon the candidate's application and/or FBI and SLED reports, a disciplinary hold has been placed on the candidate's file by the Office of Educator Certification. The candidate is NOT CLEARED to begin student teaching at this time. Please contact Jim Turner for additional information.

Report Totals: **30**

SSN	Name	Status
***_		Cleared
***_		Cleared
***_		Cleared
***_		Cleared
***_		Incomplete
***_		Cleared
***_		Cleared
***_		Cleared
***_		Cleared
***_		Cleared

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Data Entry Instructions

Student Teacher Summary Report

Student Teacher Report for Academic Year 2009 - 2010

Program	Pass	Fail	Incomplete	WP	WF	Total
Early Childhood	9	0	0	0	0	9
Elementary	5	0	0	0	0	5
Physical Education	6	0	0	0	0	6
Social Studies	1	0	0	0	0	1
Program Enrollment (duplicated count)	**21**	**0**	**0**	**0**	**0**	**21**

Total number of Student Teachers (unduplicated count) = **21**

IHE Portal System

2010 | Newberry College | Classroom Teacher | Submit

Newberry College

Totals:

Total Classroom Teacher Evaluations for 2010:	12
Classroom Teacher Evaluations that include Performance Standards Provided by Districts:	10 of the 12

Selection criteria includes ADEPT evaluations for educators whose contract was Annual - Formal 1 for the report year, and who received a degree from the institution's approved educator preparation program within seven years of the report year.

Classroom Teacher ADEPT Performance Standards (APSs)

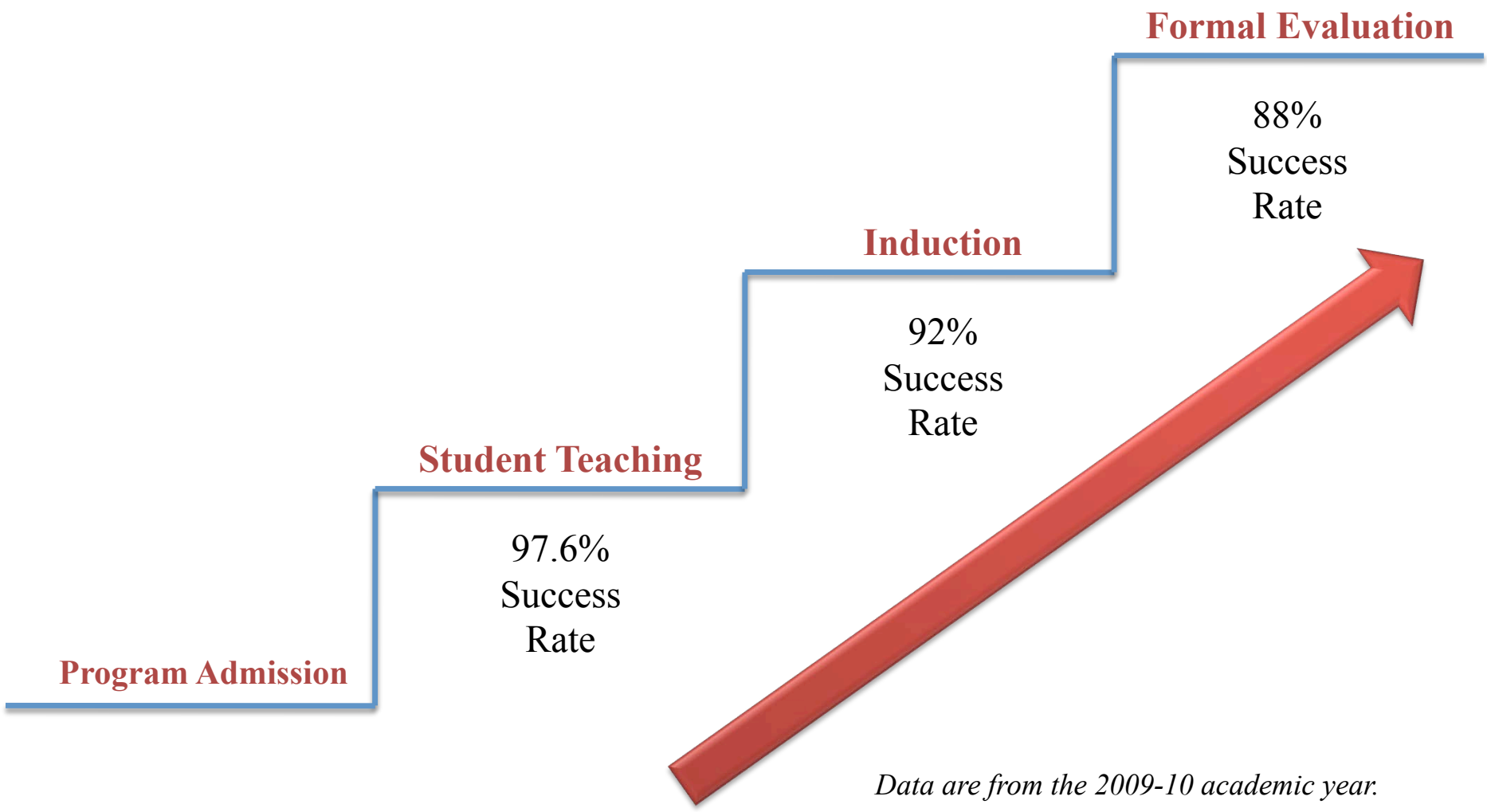
PS 1 Long-Range Planning
PS 2 Short-Range Planning: Instruction
PS 3 Student Assessments
PS 4 Expectations for Learners
PS 5 Instructional Strategies
PS 6 Content
PS 7 Monitoring & Enhancing Learning
PS 8 Learning Environment
PS 9 Classroom Management
PS 10 Professional Responsibilities

Would you like to create an Excel spreadsheet with details of the institution summarized below?

(•) Yes ( ) No Submit

	Overall Evaluations Results	Teachers with APSs Entered	APS1	APS2	APS3	APS4	APS5	APS6	APS7	APS8	APS9	APS10
Institution												
Total Passed	12	10	10	10	10	10	10	10	10	10	10	10
Total Evaluated	12	10	10	10	10	10	10	10	10	10	10	10
Total Percent Passed	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
State												
Total Passed	1471	1,035	1,072	1,063	1,070	1,064	1,057	1,075	1,063	1,061	1,043	1,066
Total Percent Passed	94.9	95.0	98.4	97.6	98.3	97.7	97.1	98.7	97.6	97.4	95.8	97.9

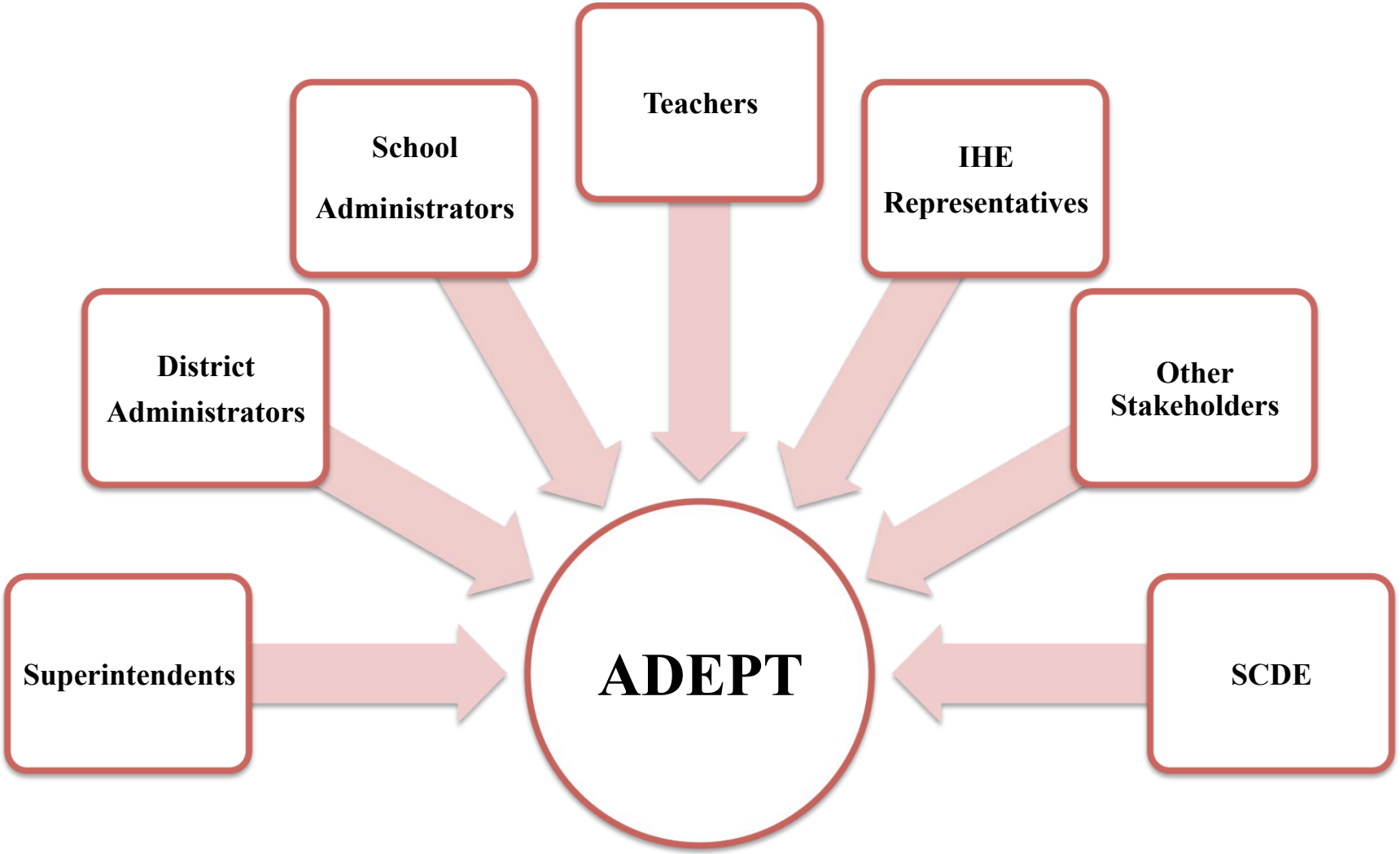
ADEPT Results



Data are from the 2009-10 academic year.

Where we are headed. . .

ADEPT Upgrade Task Force

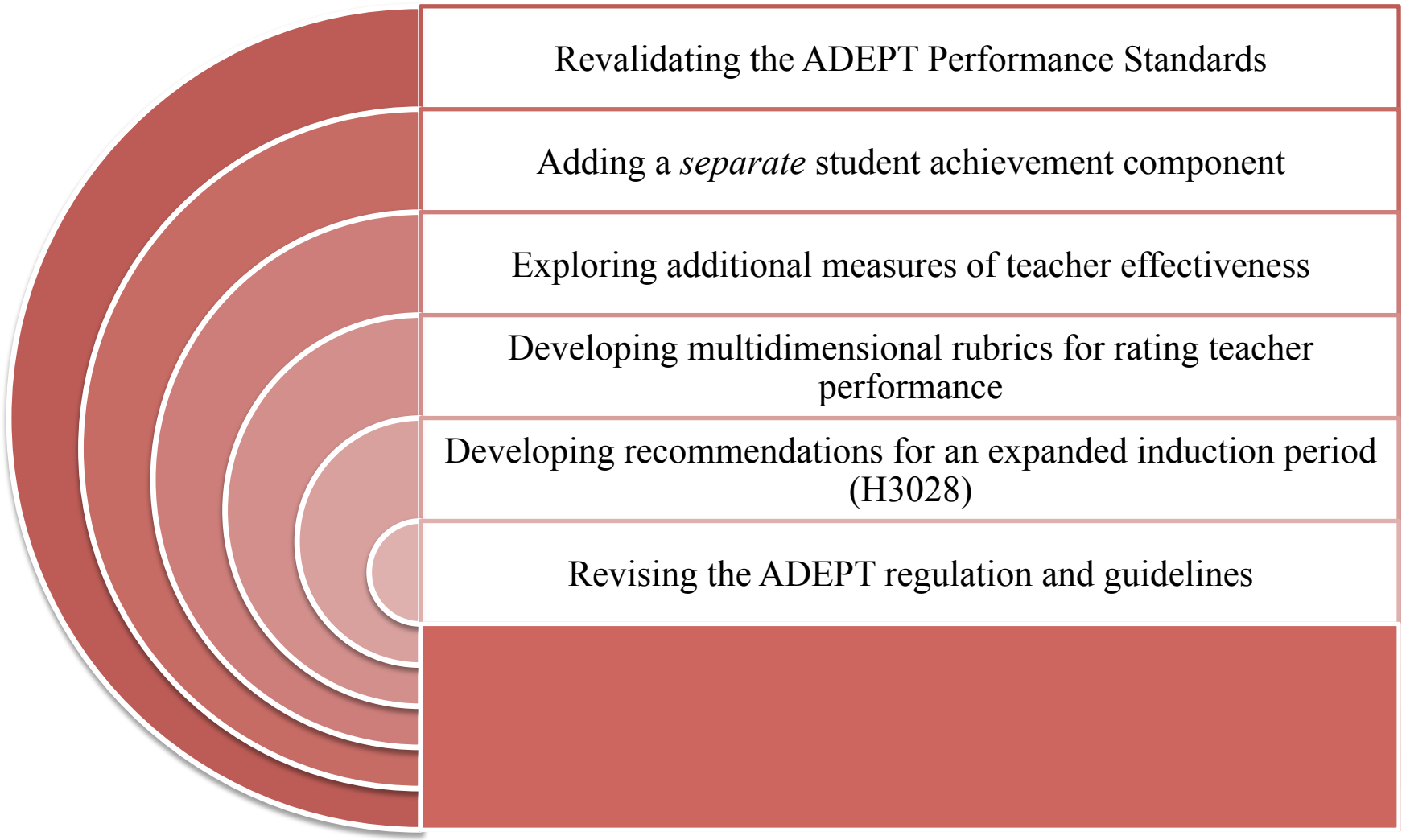


Charge to Task Force

To revalidate the ADEPT Performance Standards (APSs) for classroom-based teachers and to strengthen the student achievement component.

To develop a set of rubrics to rate teacher performance relative to each of the APSs for classroom-based teachers.

ADEPT in Progress



Future Steps for SC: Rubrics

Critical Questions About Indicators

Do *highly effective teachers*

- do things more frequently?
- do things better?
- do things differently?
- do different things?

ADEPT Performance Standards for Classroom-Based Teachers

To whom will the standards apply?

These standards <u>will</u> apply to

- teachers of core content subjects
- teachers of related subjects (e.g., PE, CATE)
- special education teachers

<u>Separate</u> APSs are needed for

- teachers in virtual/cyber school settings (e-teachers)
- library media specialists
- school guidance counselors
- speech-language therapists
- school psychologists

ADEPT Performance Standards

Current APSs

- ❑ Classroom-Based Teachers
  - ▪ Teachers of core content subjects
  - ▪ Teachers of related subjects (e.g., PE)
  - ▪ Special education teachers
- ❑ School Guidance Counselors
- ❑ Library Media Specialists
- ❑ Speech-Language Therapists

Future APSs

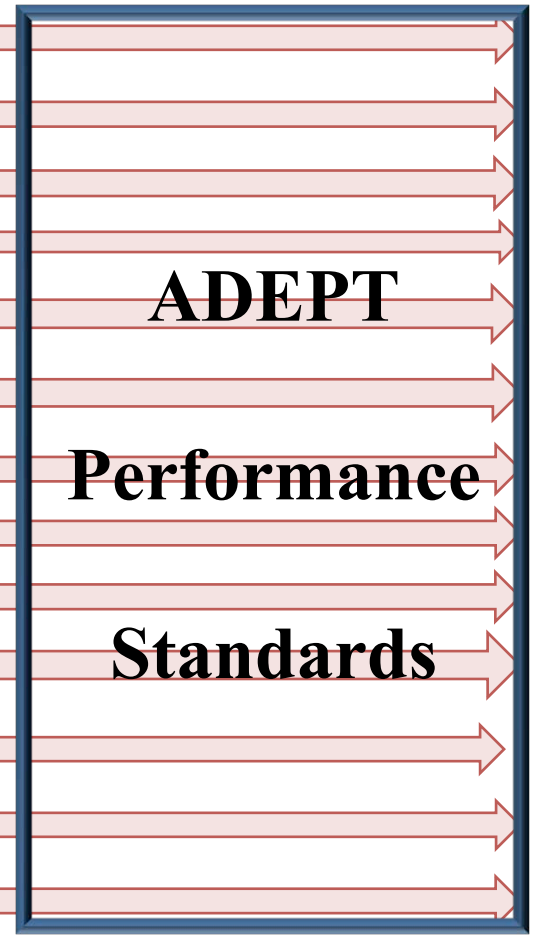
- ❑ E-Teachers
- ❑ School Psychologists
- ❑ Teacher Leaders

Standards Reviewed

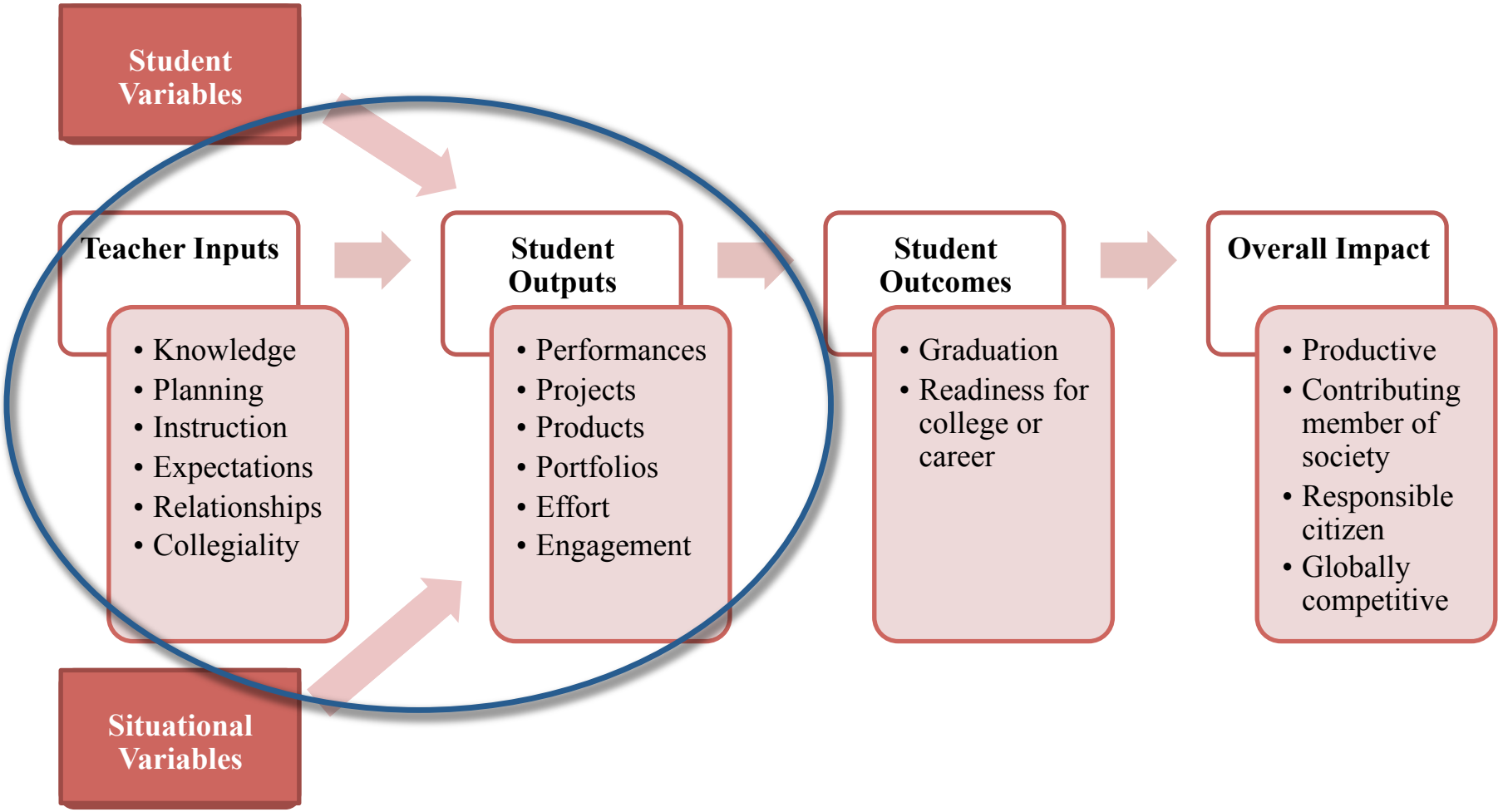
- Arizona
- Arkansas
- Australia
- Cincinnati, OH
- Colorado
- Connecticut
- Denver, CO
- Georgia
- Harrison County, CO
- Hillsborough County, FL
- InTASC
- Iowa
- Kentucky
- Louisiana
- Marzano
- Montgomery County, MD
- North Carolina
- North Star Charter
- Pittsburgh, PA
- South Dakota
- Teacher Advancement Program (TAP)
- Tennessee
- Texas
- Utah
- Washington, DC (Impact)

Crosswalk Standards

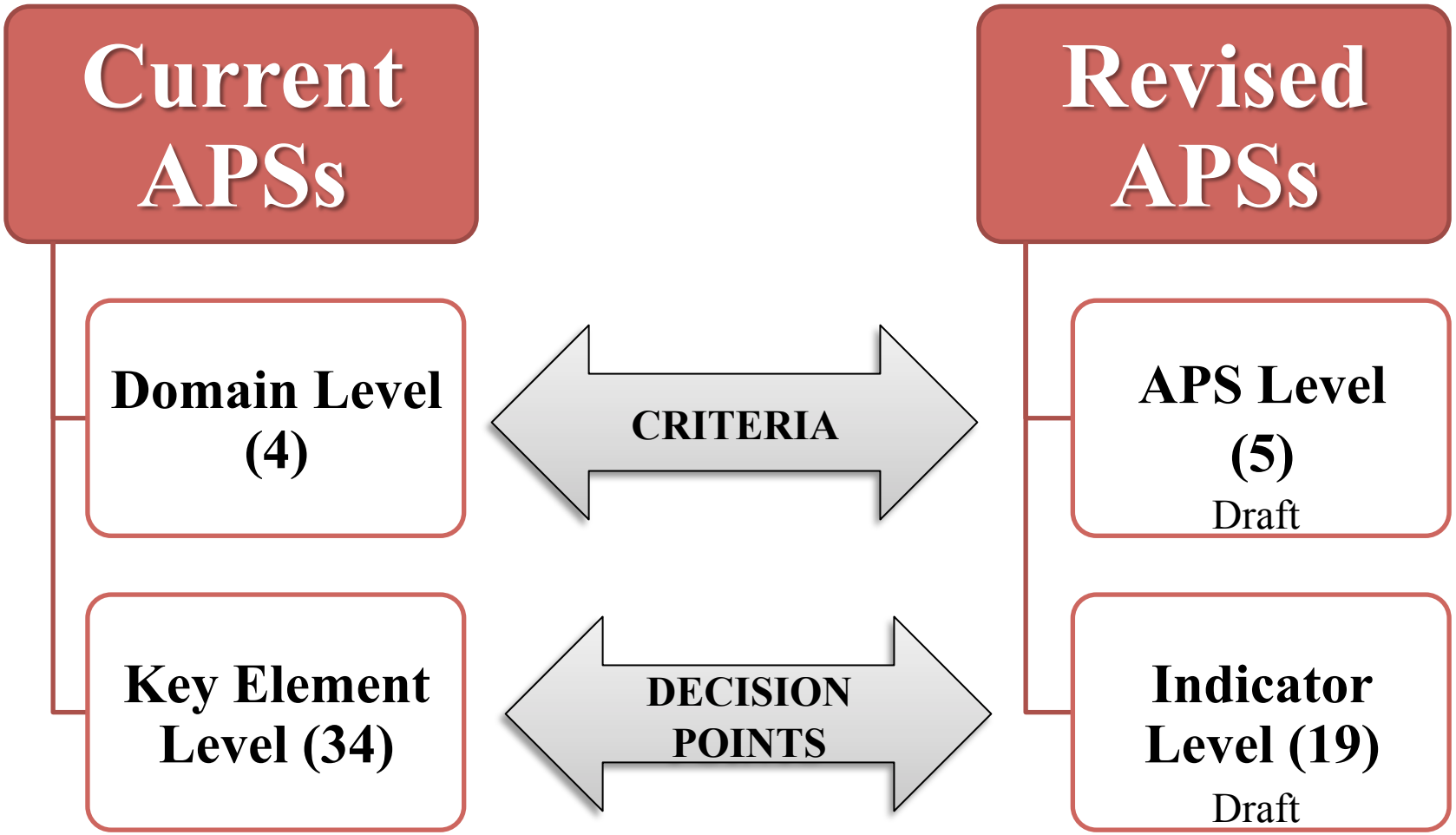
- **InTASC**
- Colorado
- Connecticut
- Georgia
- Harrison County, CO
- Hillsborough County, FL
- Kentucky
- Louisiana
- Marzano Evaluation Model
- Memphis (TN) City Schools
- Montgomery County, MD
- Teacher Advancement Program (TAP)
- Washington, DC (Impact)



Teacher Performance Standards

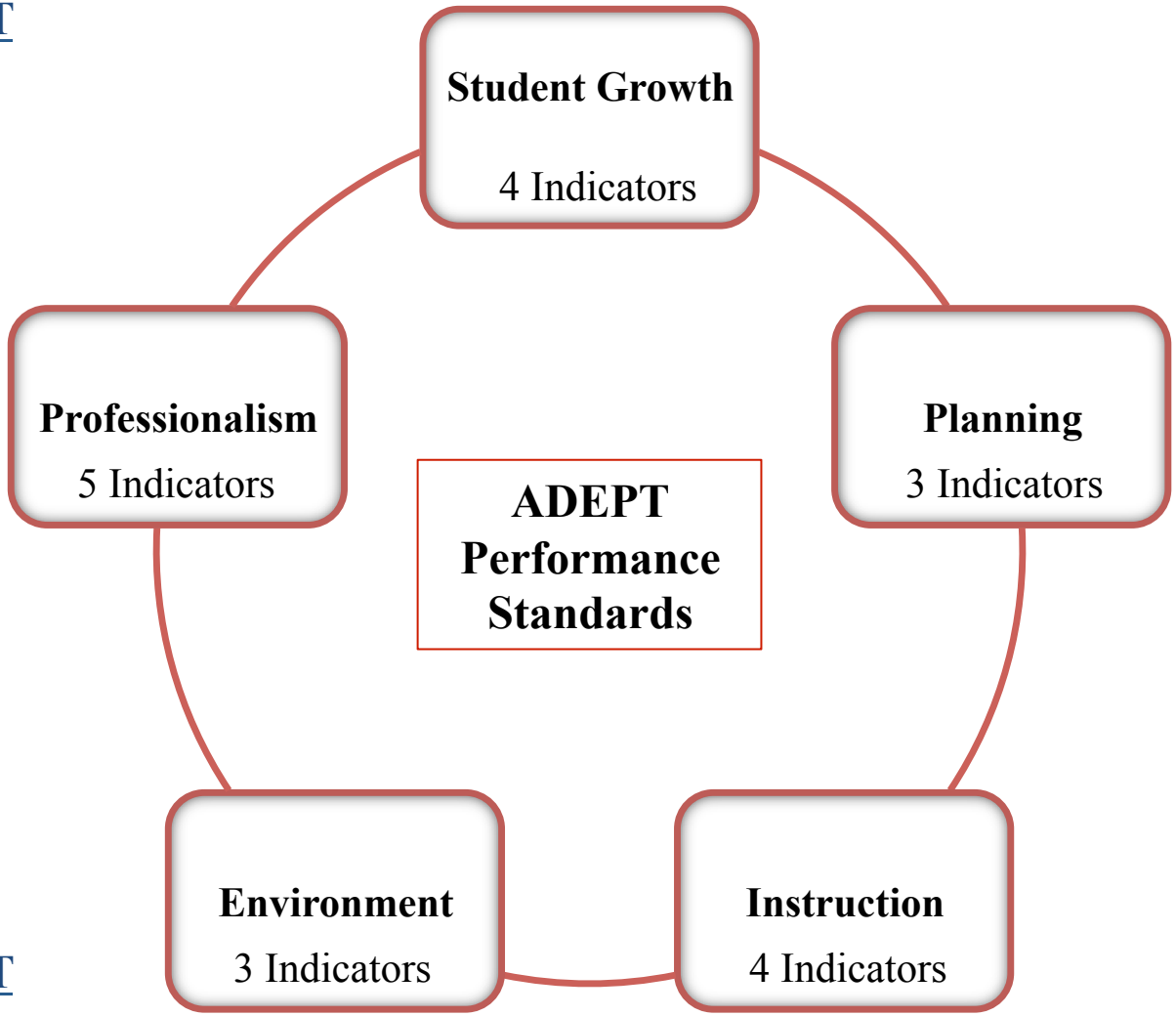


Framework Comparison



Revised APSs for Classroom-Based Teachers

DRAFT DRAFT



DRAFT DRAFT

Rubrics

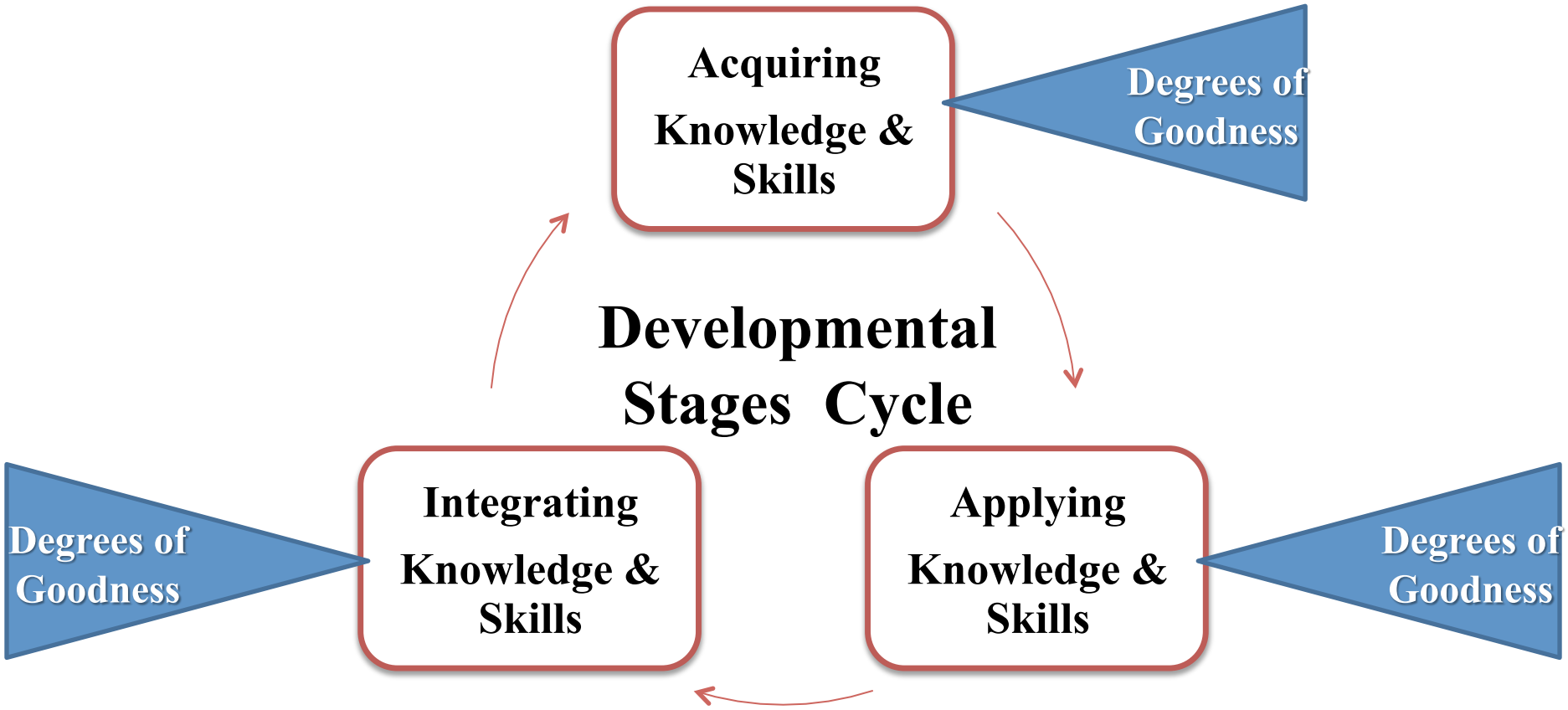
Developmental Stages

- Used for assisting and developing
- Require task analysis and scaffolding
- Occur throughout professionals' careers

Degrees of Goodness

- Used for evaluating
- Require judgments
- Occur in each developmental stage to determine proficiency and readiness to move to the next stage

Rubrics


Acquiring
Knowledge &
Skills
Degrees of
Goodness
Developmental
Stages Cycle
Integrating
Knowledge &
Skills
Degrees of
Goodness
Applying
Knowledge &
Skills
Degrees of
Goodness

SOUTH CAROLINA
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Current ADEPT

Planning
- Long-Range Plans
- Unit Work Samples

Instruction
- Classroom Observations
- Teacher Reflections

Environment
- Classroom Observations
- Teacher Reflections

Professionalism
- Teacher Self-Assessments
- Administrator Survey(s)

Judgment = Met or Not Met

System Improvements

(1) Increased emphasis on student growth

(2) A teacher effectiveness rating

(3) Performance rubrics

(4) A variable weighting scale

(5) Multiple measures of effectiveness
- School VAM scores
- Student surveys
- Peer surveys

Future ADEPT

(Draft – For discussion purposes only)

Student Growth (1) _____% (4)
- Unit Work Samples (all teachers) (5): _____%
- Classroom Value-Added (5): _____%
- School Value-Added (5): _____%

Planning _____% (4)
- Long-Range Plan Rubric (3; 5) : _____%

Instruction _____% (4)
- Classroom Observation Rubric (3; 5): _____%
- Teacher Reflection Rubric (3; 5): _____%

Environment _____% (4)
- Classroom Observation Rubric (3; 5): _____%
- Teacher Reflection Rubric (3; 5): _____%
- Student Survey Rubric (3; 5): _____%

Professionalism _____% (4)
- Teacher Self-Assessment Rubric (3; 5): _____%
- Administrator Survey Rubric (3; 5): _____%
- Peer Survey Rubric (3; 5): _____%

Teacher Effectiveness Rating (2)

ADEPT Staff Contact Information

Mark Bounds	**Deputy Superintendent** **Division of Educator Quality & Leadership**	**mbounds@leaders.ed.sc.gov** **737-3150** **3700 Forest Drive, Suite 300**
Kathy Meeks, Ph.D.	**ADEPT Coordinator**	**kmeeks@scteachers.org** **734-4067** **3700 Forest Drive, Suite 500**
Anita Parker	**Teacher Evaluation** **Goals-Based Evaluation (GBE)**	**aparker@scteachers.org** **737-3182** **3700 Forest Drive, Suite 500**
Mary Hipp	**ADEPT for Teacher Candidates** **Induction & Mentoring**	**mhipp@scteachers.org** **734-2496** **3700 Forest Drive, Suite 500**

http://www.scteachers.org/ADEPT