

South Carolina State Board of Education
Expanded ADEPT Support and Evaluation System Guidelines
For Classroom-Based Teachers



Division of Educator Effectiveness
Office of Teacher Evaluation

South Carolina State Board of Education

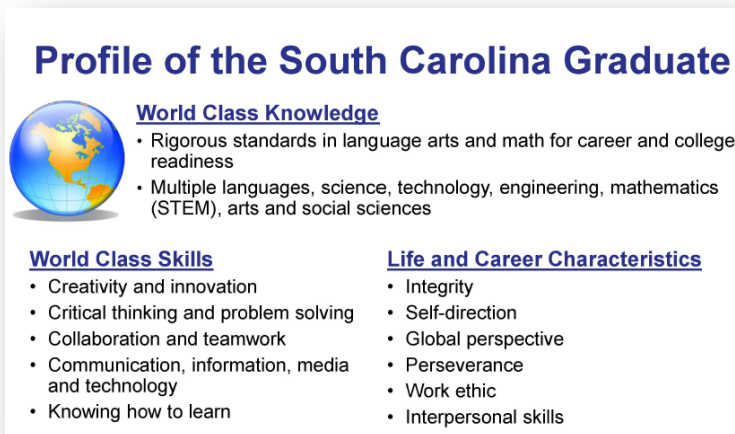
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State Superintendent of Education


March 11, 2015

A Note to South Carolina Educators

We all know that educators make a real difference in the lives of students. South Carolina has been a national leader by having requirements for professional practice for decades. Over time, these requirements have evolved. The Expanded ADEPT Support and Evaluation System represents yet another step in this journey of improving our professional practice for the benefit of the students we serve. Our goal is to use evaluation to shine a flashlight on where teachers can grow in their craft; the primary goal is not to use evaluation as a “hammer.” A major focus is a more direct connection between teacher practices and increased student learning through the incorporation of student academic growth measures into classroom-based teachers’ evaluation and effectiveness ratings. This revision seeks to align and strengthen professional practice to support the intended student outcomes. Effective teachers have always focused on identifying student strengths and weaknesses, facilitating meaningful student learning and monitoring student progress towards their educational goals. This emphasis on student growth in teacher evaluation simply rewards and recognizes a focus on what matters most: our children.



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

This journey to improve our practice as educators does not end. The S.C. State Board of Education and Department of Education have adopted the *Profile of the South Carolina Graduate*, which will require a re-thinking of our learning systems and the work of our educator teams. Our expectations

for educators will continue to change as our knowledge as a profession grows and as we learn from our own progress. We will work to continuously improve all of the systems.

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Background

The South Carolina Department of Education's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student academic growth and achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state's overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations of both subject matter (content) and general teaching area, teachers were required to complete all ADEPT requirements to be eligible for a professional teaching certificate.

On the fifth anniversary of ADEPT implementation, the state commissioned a comprehensive external evaluation of the system to determine the strengths, weaknesses, and fidelity of implementation of the system. The evaluation of the system resulted in upgrades beginning with amendments to the ADEPT statute (S.C. Code Ann. Sections 59-26-30 and 59-26-40). Signed into law in 2004, these amendments modified several of the teacher contract levels and/or corresponding ADEPT procedural requirements. During the second phase of the upgrade (2004–2005), a statewide committee of educators was convened to review recommendations for amendments to the state board of education's ADEPT regulation (24 S.C. Code Ann. Regs. 43-205.1) and to draft ADEPT implementation guidelines.

The work of the steering committee resulted in the ADEPT Guidelines that were approved by the South Carolina State Board of Education in 2006 and have continued to be the basis for teacher evaluation and licensure. In 2012, the South Carolina Department of Education (SCDE) applied for and was granted a waiver from the Elementary and Secondary Education Act (ESEA) requirements. The United States Department of Education (USDE) approved the waiver providing an expanded system for educator evaluation was developed and implemented statewide that included student growth

School counselors, speech and language therapists, and library media specialists will continue to be evaluated under the existing 2006 ADEPT guidelines for the 2015–16 school year.

measures. To meet USDE timelines, in June 2014, initial guidelines were adopted, and in March 2015, the Expanded ADEPT Support and Evaluation System was presented to the SBE, which supports the ongoing professional development of educators at all licensure levels.

Purpose of the Expanded ADEPT Support and Evaluation System

Every student in South Carolina schools deserves an effective teacher. Teachers deserve timely, thoughtful feedback about their practice to grow and develop at all stages of their professional career.

The Expanded ADEPT Support and Evaluation System is designed to continuously develop educators at all performance levels through an evaluation system that is valid, reliable, and fair and produces actionable and constructive feedback that supports professional growth. For purposes of this system, educator is defined as a certified classroom 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 2015–2016 school year. These guidelines amend the earlier approved 2006 ADEPT Guidelines and SAFE-T Guidelines; however, any provisions that are not expressly changed remain in place. (The SCDE will follow these guidelines with 2006 ADEPT and SAFE-T revisions.)

The Expanded ADEPT Support and Evaluation System for classroom teachers re-focuses our attention on intended student outcomes, allowing educators to align and strengthen professional practice to support those intended student outcomes. The System uses data-driven improvements to the state’s existing support and evaluation systems authorized under the following:

Involving South Carolina’s educators and other stakeholders in the process of refining our ADEPT system is critical.

We are in an active process of gathering and incorporating stakeholder feedback to strengthen our system.

Consequently, many of the specifics in these Guidelines are marked as intentionally provisional.

We welcome your feedback.

- S.C. Code Ann. §§ 59-26-30 (2004 and Supp. 2013) and 59-26-40 (Supp. 2013): Training, Certification, and Evaluation of Public Educators, available online at http://ed.sc.gov/agency/programs-services/50/documents/ADEPT_Statute_Amended2012.pdf
- State Board of Education Regulation 43-205.1 (Supp. 2011): Assisting, Developing, and Evaluating Professional Teaching (ADEPT), available online at <http://ed.sc.gov/agency/stateboard/documents/205-1.pdf>
- <http://ed.sc.gov/agency/programs-services/50/adeptreg.cfm>

System Overview

With improvements the ADEPT system contains multiple valid measures, including the following:

- support for continuous improvement of instruction;
- systematic assessment and differentiation of educator professional practice;
- use of multiple valid measures (including, but not limited to, professional performance (including observations of professional practice), student growth, and an optional district choice measure) in determining performance levels, with data on student growth for all students (including English language learners and students with disabilities) as a significant factor in the calculation of the overall effectiveness score (growth measure for teachers of grades and subjects for which ESEA specifies statewide assessments include growth on those assessments as a component);
- inclusion of appropriate processes for regularly evaluating educators;
- clear, timely, and useful feedback for educators that identifies areas for improvement and guides professional development;
- annual individualized professional growth plans supportive of district strategic plans and the school's renewal plan;
- use of evaluations to inform personnel decisions;
- appropriate training for all educators to help them understand the purposes of the evaluation system, the elements of the evaluation system, and their roles and responsibilities in implementing these systems;

- training for all evaluators; and
- annual reporting, assurances, and updates within district and higher education ADEPT plans.

The ten 2006 ADEPT Performance Standards have been grouped into four broad categories or domains. The *ADEPT Domains* are: Design and Planning Instruction; Instruction; The Learning Environment; and Professionalism. In addition to the multiple valid measures needed for a summative rating, it is best practice to base all decisions within the evaluation system on multiple pieces of evidence, or to “triangulate the data.” We emphasize that by statute the evaluation system “must address legal and technical requirements for teacher evaluation and must assess *typical* teaching performance relative to state standards for teaching effectiveness.” S.C. Code § 59-26-30 (emphasis added). National studies over the last ten years have demonstrated that most teachers – 90% - are evaluated as “proficient” or effective; few (3% - 5%) are rated at the highest levels, and few (5% - 7%) are rated as “Unsatisfactory” or as “improvement needed.” We certainly want to counsel and assist those rated as “Unsatisfactory” or “improvement needed,” and to encourage those at the highest rating to share their skills. For the 90% rated “proficient,” the purpose of evaluation is to shine a flashlight on opportunities for continuous improvement of teaching and learning. By keeping this focus, we can increase the numbers of our most effective, highest rated teachers, and improve learning for all students. For this improvement to occur, regular feedback, improved data sources, and focused professional development are key.

ESEA Flexibility Eligibility and State Requirements

The Expanded ADEPT Support and Evaluation System allows for differentiated performance and identification of professional development needs and support based on strengths and weaknesses identified in an educator’s performance as evidenced in one or more standards of teacher evaluation. This system enables districts and schools to tailor their professional development opportunities to meet their local educators’ specific needs. Implementation of an expanded evaluation system satisfies the State requirements for evaluation and the ESEA waiver eligibility requirements; specifically, South Carolina’s system for supporting and evaluating teachers:

Requirement 1: will be used for continual improvement of instruction.

Requirement 2: differentiates performance using at least three performance levels.

Requirement 3: uses multiple valid measures to determine performance levels, including, as a significant factor, data in student growth for all students (including English language learners and students with disabilities), and other measures of professional practice.

Requirement 4 and State Requirement 1: evaluates teachers on a regular, continuous basis.

Requirement 5 and State Requirement 2: provides teachers with clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and requires annual, individual professional growth and development plans.

Requirement 6: will be used to inform personnel decisions.

The SCDE will monitor and evaluate that the Expanded ADEPT Support and Evaluation system to ensure it supports the continual improvement of instruction. All educator performance standards will reflect the requisite educator knowledge and skills and the impact on students. This emphasis on learners and learning, coupled with emphasis on teachers and teaching, will reinforce the relationship between educator performance and student growth.

Overall Effectiveness Levels and Decision Rules

The Expanded ADEPT System of Support and Evaluation will differentiate educator effectiveness according to at least three effectiveness levels (also referred to as performance or rating levels). The South Carolina model plan will use a four-level system:

Exemplary
Proficient
Needs Improvement
Unsatisfactory

No teacher with an “Unsatisfactory” rating for *Student Growth* (discussed at page 12) may have a summative rating higher than “Needs Improvement.” Decision rules within the four domains of *Professional Practice* (discussed at page 16) are identified in the footnotes for Table A.

Professional Practice Decision Matrix, below. The only teachers who will receive a summative rating of “Exemplary” are those whose Student Growth and Professional Practice are both rated “Exemplary.” Although the Guidelines will refer to the different components as weighted percentages in discussing “*District Choice*,” the decision rules South Carolina is adopting result in summative ratings that are not mathematically driven as shown in Table B. Summative Rating Decision Matrix. The following are the State model decision matrices.

Table A. Professional Practice Decision Matrix

Decision Matrix for Professional Practice		Summative Rating on Professional Practice			
		Unsatisfactory (U) ¹	Needs Improvement (NI) ²	Proficient (P) ³	Exemplary (E) ⁴
Domains 4	1	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	2	Any	Needs Improvement	Proficient	Exemplary
	3	Any	Any except U	P or E	P or E
	4	Any	Any except U	NI or P or E	P or E

Table B. Summative Rating Decision Matrix

South Carolina Teacher Evaluation Summative Rating Decision Matrix		Student Growth			
		Unsatisfactory	Needs Improvement	Proficient	Exemplary
Professional Practice	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Needs Improvement
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Needs Improvement	Proficient	Proficient
	Exemplary	Needs Improvement	Proficient	Proficient	Exemplary

Although these matrices are the State model, as described below districts have the option of selection of a “*District Choice*” component or other decision rules within described limits. The weighted percentages and decision rules listed below are used to provide guidance on how a district decision matrix must be constructed for approval. In no event will student growth account for less than 20% of the overall summative rating.

Multiple Valid Measures Including Student Growth

During formal evaluation, districts will include “*Student Growth*” (as defined below) as a “*significant factor*” in the overall rating of the classroom-based teacher’s performance. We will refer to percentages; however, the decision rules impact the actual decision matrix. Districts have

¹ Any rating of “Unsatisfactory” results in overall Professional Practice rating of “Unsatisfactory.”

² Any two ratings of “Needs Improvement” without an “Unsatisfactory” results in a “Needs Improvement” rating on Professional Practice.

³ No ratings of “Unsatisfactory” and no more than one “Needs Improvement,” but less than 2 “Exemplary,” results in a “Proficient” rating on Professional Practice.

⁴ At least two “Exemplary” and no ratings of “Unsatisfactory” or “Needs Improvement” results in “Exemplary” on Professional Practice.

the option to include as one of their measures a “*District Choice*” option (see page 14 below), or to give greater weight to Student Growth. For those purposes, “*significant factor*” is defined as at least 20% of the overall formal evaluation rating. The elements of “*Professional Practice*” (as defined below) will account for up to 80% of a classroom-based teacher’s overall formal evaluation rating. Because of the requirement for “multiple valid measures,” neither “*Student Growth*” nor “*Professional Practice*” may be 100%. It is recommended that no one factor be more than 80%, and that no factor be less than 10%; *Student Growth* must be at least 20%. The State model for formal evaluation of classroom-based teachers is listed in the decision rules and matrices shown above in the section titled *Overall Effectiveness Levels and Decision Rules*.

The range of weightings for the formal evaluation of classroom-based teachers is:

- Without “*District Choice*” and with South Carolina Decision Rules:
 - “Significant Student Growth” - At least 20% and up to 50%
 - “Professional Practice” – At least 50% and up to 80%
- With “*District Choice*”
 - “Significant Student Growth” - At least 20% and up to 40%
 - “Professional Practice” – At least 50% and up to 70%
 - “District Choice” – At least 10% and up to 30%

Other weightings may be submitted for consideration with the district’s annual ADEPT plan; provided, however, “*Student Growth*” must be weighted at least 20% in formal evaluation ratings and it must meet the other decision rules. A district proposing either *District Choice* or an alternative weighting for components must submit a Decision Matrix indicating how summative ratings will be determined, within the decision rules.

Educator “*Professional Practice*” accounts for at least 50% of the overall evaluation and is a compilation of multiple measures based on multiple evidence sources. Evaluators will collect evidence related to the ADEPT classroom-based teacher performance standards. Any proposed district or higher education system for measuring *Professional Practice* must incorporate standards equivalent to the *ADEPT Domains*: (1) Designing and Planning Instruction, (2) Instruction, (3) Learning Environment, and (4) Professionalism.

Student Growth

In the context of classroom-based teacher evaluations, the “*Student Growth*” is defined as evidence of the teacher’s impact on students’ achievement growth. For continuing contract teachers *Student Growth* is evidence of that impact over multiple academic years. Generally students’ “*achievement growth*” is the change in student achievement for individual students between two or more points in time. For grades and subjects in which assessments are required under ESEA § 1111(b)(3), “*student achievement*” (one point in time) is a student’s score on those assessments (“*ESEA Test Scores*”) and may include other “*Alternative Measures*” of student learning. For other grades and subjects, “*student achievement*” is “*Alternative Measures*” of student learning and performance, such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within a district or local education agency. Because “Student Growth” requires two points in time, the grades and subjects for which ESEA Test Score assessment measures must be used are English language arts and mathematics in grades 4 through 8.⁵

Educators focus and align professional practice to support intended student academic growth and development of the skills and life characteristics within the [Profile of the South Carolina Graduate](#). *Student Growth* is measured using some combination of the following:

- (1) *ESEA Test Score*-based measures when required and there are two data points
- (2) *Alternative Measures*

In all circumstances, the “*Student Growth*” must incorporate state-assessment scores on ESEA-specified grades and subjects listed above. When these guidelines are fully implemented, every classroom-based teacher will collect evidence of *Student Growth* every school year.

During School Year 2014-15, South Carolina is administering the following statewide assessments:

- SC PASS Science and Social Studies, grades 4-8

⁵ The SCDE is seeking guidance on use of the ESEA high school ELA and math assessments in educator evaluation. In 2015, South Carolina has amended its accountability workbook to designate the 11th grade college and career readiness assessment as its high school tests; however, those assessments are not designed to measure the effectiveness of any one high school teacher. Therefore the SCDE questions the appropriateness of using these assessments in educator evaluation.

- The ACT Aspire ELA and Math, grades 3-8
- End of course examinations in English I, Algebra I, Biology, and U.S. History and Constitution
- Grade 11 WorkKeys and The ACT college entrance examination (English, Reading, Math, Writing; and Science, which is required for a college-reportable score)

Teachers in grades 4 and higher in all courses with state assessments except WorkKeys will conduct roster verification to support the calculation of EVAAS⁶ measures provided under state contract. In fall 2015, those teachers will receive EVAAS measure data for information purposes only.

During School Year 2015-16, the SCDE will determine which *ESEA Test Score* measures will be used for teachers in grades 4 or higher in ESEA-tested courses. While under contract, South Carolina will supply available EVAAS measures. In addition, the SCDE will examine the vertical scaling and other potential growth measures for the statewide ELA and math assessments.

For teachers in all grades and subjects, *Alternative Measures* may be used; however, those in courses requiring *ESEA Test Scores* must use the state-selected *ESEA Test Score* measure⁷ as a component of Student Growth. The vehicle for compiling evidence of Student Growth based upon *Alternative Measures* is the Student Learning Objective (SLO). Teachers with EVAAS test score measures who are not in a grade or subject for which ESEA requires assessment (e.g., social studies) may use the EVAAS test score measure as evidence of Student Growth, or may use an SLO, or may use an SLO that includes the EVAAS test score measure as one evidence point for establishing Student Growth.

South Carolina PK-12 public education is transforming towards a learning system that will support our students' meeting the *Profile of the South Carolina Graduate* (see A Note to South Carolina Educators on page 2). As this transformation occurs, South Carolina will be

⁶ In 2014 South Carolina issued a contract for the SAS Corporation Education Value Added Assessment System (EVAAS) data measures. Please see footnote 5 concerning high school assessments.

⁷ "For grades and subjects in which assessments are required under ESEA section 1111(b)(3), an SEA must define a statewide approach for measuring student growth based on such assessments." FAQ C-53, *ESEA Flexibility Frequently Asked Questions*.

researching the use of competency-based and performance-based evidence as measures of *Student Growth* for educator evaluation.

Support from SCDE on SLO Implementation

In support of districts' SLO efforts and in attempts to establish high standards for the implementation of SLOs, the SCDE will support school districts by providing the following:

1. A guidance document outlining the purpose of writing SLOs and steps for implementation;
2. Training resources to assist with implementing SLOs with fidelity;
3. Implementation tools—the SLO Template, Quality Review Tool, and SLO Assessment Checklist;
4. Technical assistance based on a district's needs and readiness for implementation;
5. An SLO Toolkit to include a repository of SLO examples and assessment guidance;
6. Professional development assistance on SLOs;
7. Professional development on development of valid and reliable growth assessments for learning; and
8. To the extent the SCDE has funding and capacity, support systems such as statewide data systems, a help line, and technical assistance.

In the future the SCDE will be providing professional development on creation of learning progressions and performance assessment which will be tied to the standards, other State initiatives (e.g., Read to Succeed), and SLO implementation.

District Choice

South Carolina recognizes the uniqueness of school districts across the State. Each has district goals and initiatives that reflect the students attending schools and the local community. The *District Choice* measure is included to honor district-based initiatives and foster innovation. South Carolina also encourages measures designed to promote the non-academic portions of the *Profile of the South Carolina Graduate* (World Class Skills and Life Characteristics).

The *District Choice* Measure may account for up to 30% of a classroom-based teacher's formal evaluation. Districts will identify the approach they will take to satisfy the measure prior

to implementation and no later than with the filing of the annual ADEPT plan. The SCDE requests early submission of drafts for any new *District Choice* initiatives so that SCDE may assist districts in the development of approvable options. The SCDE will publish on its website information on approved choice options. It is recommended that a district choose only one option and apply it to all teachers, especially in the first year of implementation. However, it is allowable for a district to differentiate the measure based on contract type, school type, tested versus non-tested grades and subjects, or any other classification.

When selecting a *District Choice* option, the district should consider data sources that produce useful information to inform a teacher's professional growth. Ideally, the information should suggest a course of action that would result in a change in the teacher's instructional practice and lead to a student's success at meeting the *Profile of the South Carolina Graduate* (see page 2 above). Approvable plans will include

- a description of the data source,
- how the evidence will be evaluated,
- the criteria for rating the success of the teacher in meeting that goal,
- justification for how the information will improve teacher professional practice leading to increased student learning, and
- mechanisms for how the school will track the use of the data source and the resulting changes to instruction and student outcomes.

The following options are approved for *District Choice*. Other options may be submitted for approval on or before the submission of the annual ADEPT plan; however, new options may not be implemented prior to SCDE approval.

Approved District Choice Options

- District-wide test score measures provided by state-contracted vendor
- School-wide test score measures provided by state-contracted vendor
- Test score measures based on formative assessments or locally procured assessments and calculated by a vendor contracted by the district
- Surveys of students
- District-wide student learning objectives (SLO)
- Teacher self-reflection

Professional Practice

“*Professional Practice*” is a set of guidelines against which teachers are evaluated, and in the context of these evaluation guidelines, are standards within the four domains listed below. Multiple sources of evidence document performance on the ADEPT Performance Standards for Classroom-Based Teachers (APS). The ten 2006 APSs have been grouped into four broad domains, as follows:

Domain I: Design and Planning Instruction

APS 1: Long-Range Planning

APS 2: Short-Range Planning of Instruction

APS 3: Planning Assessments and Using Data

Domain II: Instruction

APS 4: Establishing High Expectations

APS 5: Instructional Strategies

APS 6: Providing Content for Learners

APS 7: Monitoring, Assessing, & Enhancing Learning

Domain III: The Learning Environment

APS 8: Maintaining the Learning Environment

APS 9: Managing the Classroom

Domain IV: Professionalism

APS 10: Professionalism

During formal evaluation, evidence may be collected from multiple sources, including – but not limited to - the following six from ADEPT SAFE-T⁸:

- (1) the long-range plan (APS 1);
- (2) the unit work sample (APS 2 and 3);
- (3) observations (APS 4-9);
- (4) reflections on instruction and student learning (APS 4-9);
- (5) the professional review (APS 10); and
- (6) the professional reflection, self-assessment, and development plan (APS 10).

⁸ Summative ADEPT Formal Evaluation of Classroom-Based Teachers.

Professional Practice related to the ADEPT standards is evaluated using a rubric. Through classroom observation and review of the other evidence, evaluators assess practice within the four domains. Each of the domains consists of a series of key indicators about which evaluators collect evidence to analyze performance and assign a rating.

As of March 11, 2015, the procurement of a statewide system for an online system measuring professional performance, including an observation instrument, has not been completed. Therefore, for School Year 2015-16, districts and institutions of higher education should indicate in their ADEPT plans whether they intend to use the existing 2006 ADEPT Performance Standards (above), the Enhanced ADEPT standards, the South Carolina Teaching Standards, or another system that measures Professional Practice over the content within the domains.

Professional Practice Observations

A part of the evidence collected for Professional Practice is the classroom observation. The purpose of the classroom observations is to gather information about the teachers' *typical* teaching performance. The type and frequency of observations are outlined in the Table C. Table C represents minimal system expectations for 2015–16 and are subject to change with system feedback. Districts or school administrators may always elect to observe a teacher more often or to provide more frequent feedback to a teacher. (See definitions following this table.)

Table C: Observation Frequency and Type by Contract Level.

Educator Type	Level of Impact	Observations: type and frequency	Observer
Induction	School district employment; number of induction years; contents of the professional development plan	<p><u>Each induction contract year:</u> ≥ 1 –Integral Classroom Observation per semester with feedback to be provided at mid-year and end-of-year consensus conference (at a minimum). Additional informal observation and feedback at the evaluator’s discretion.</p> <p>_____</p> <p><u>Induction Year 1:</u> Depending on district procedures, mentors may provide informal observation and formative feedback</p> <p><u>Additional Induction Years:</u> Mentors at option of district</p>	<p>Principal or trained administrative designee</p> <p>_____</p> <p>Trained Mentor</p> <p>Trained Mentor</p>
Annual contract	School district employment; SC certification; possible highly consequential evaluation; contents of the professional development plan	<p>≥ 1 – Integral Classroom Observation per semester done separately by at least two observers (4 total) (at least one unannounced) with feedback to be provided at mid-year and end-of-year consensus conference (at a minimum). Additional informal observation and feedback at the evaluator’s discretion. (See separate rules for certified teachers from out-of-state.)</p> <p>Additional Informal or Walk-Through Classroom Observation per semester is encouraged.</p>	<p>Principal or trained administrative designee</p> <p>Trained Observer</p>
Continuing Contract	School district employment; additional formal evaluation; contents of the professional development plan	<p>≥ 1 –Integral Classroom Observation per semester by at least two observers with feedback to be provided at mid-year and end-of-year consensus conference at a minimum during recertification year.</p> <p>Informal and Walk-Through Classroom Observation and feedback during non-recertification years are encouraged for all educators every semester to provide continuous feedback.</p> <p>Additional Integral Classroom Observations and formal evaluation at the principal’s discretion</p>	<p>Principal or trained administrator designee</p> <p>Principal, trained designee, or peer review</p>

The following terms as defined below are used in the description of the educator observation process:

Administration designee: An administrator that has completed state evaluator training and is certified through the SCDE system.

Mentor: A teacher who meets the *South Carolina Induction and Mentoring: Implementation Guidelines*, and the following criteria:

1. holds a valid South Carolina professional teaching certificate;
2. has a minimum of one year's successful teaching experience in South Carolina at the continuing-contract level;
3. has expressed interest in becoming a mentor;
4. has the recommendation of a school administrator;
5. has the recommendation of another teacher in the district;
6. has demonstrated proficiency in the use of computer technology;
7. is a current practitioner or has been employed in a South Carolina public school system within the past five years; and
8. has successfully completed all required mentor training and activities.

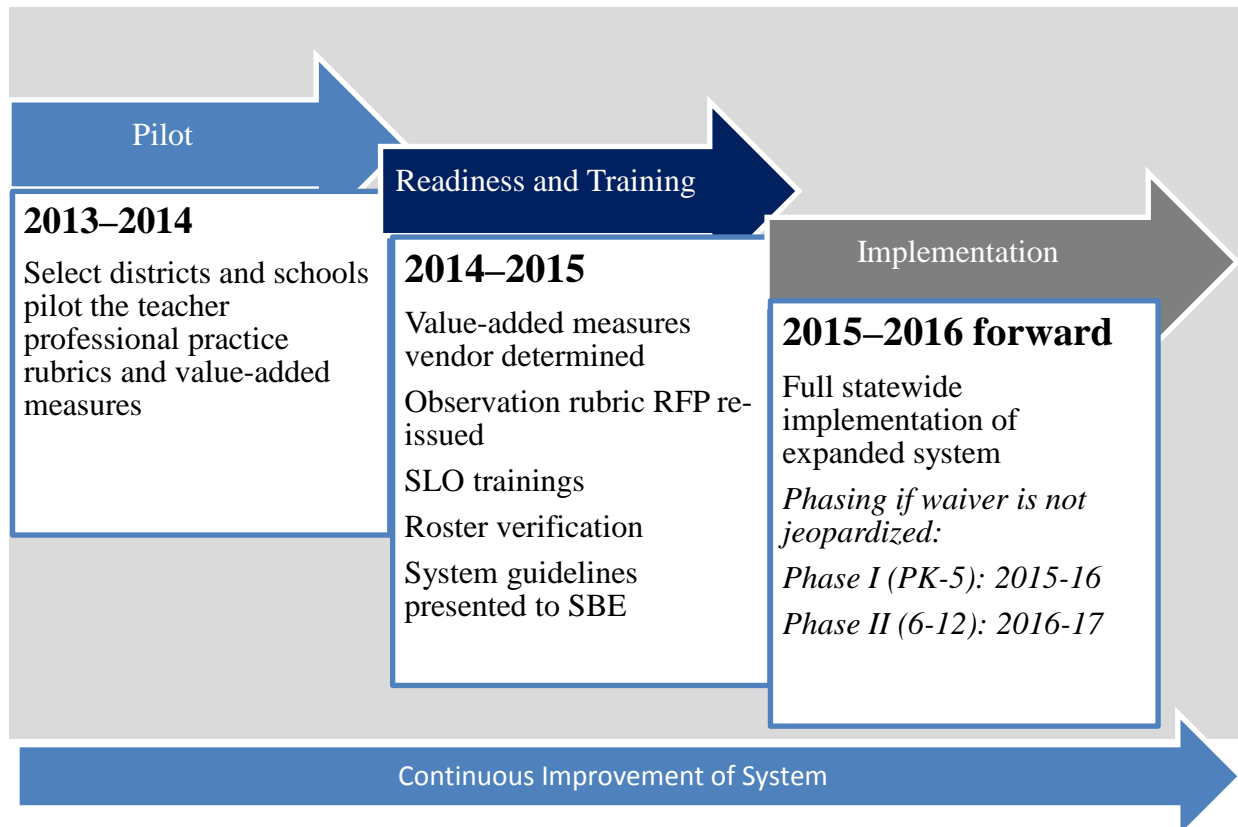
Peer: Teacher leader, instructional coach, or other district-trained observer without supervisory authority over the teacher.

Integral Classroom Observation: Observation conducted by state-trained and certified principal or administration designee. An *Integral Classroom Observation* must cover a complete lesson (including before and after transitions) or be at least 45 minutes in length, and must provide valid evidence relative to all key elements found in APSs 4-9 (other frameworks may be used that cover these performance standards). It may be announced or unannounced. If it is announced, a pre-observation conference is encouraged. Whether announced or unannounced, a post-observation conference and written feedback are required. For formal evaluation, the post-observation conference must follow a consensus conference. All feedback should include written documentation and be constructive for professional growth. When a consensus conference is not required, feedback must be provided to the teacher within 1 week of the observation. When a consensus conference is required, the SAFE-T timelines apply.

Informal or *Walk-Through Classroom Observations* need not meet the requirements for an Integral Classroom Observation; they may be of shorter duration (typically at least 15-20 minutes) and focused on a subset of topics found within the APSs or indicators. During formal evaluation they may be used only (a) to determine need for additional integral observations; (b) to determine the need for development of another long-range plan or unit work sample; or (c) to follow up on specific instructional weaknesses identified during a previous Integral Classroom Observation.

System Development and Implementation Timeline

Districts will train on components of the educator evaluation system during the 2014–15 school year. All districts in the state will implement the system beginning with the 2015–16 school year. If it does not jeopardize the ESEA waiver, the districts will phase in implementation according to a plan and schedule developed by the SCDE. The SCDE began district training on system components in fall 2014. The following timeline depicts key tasks associated with the pilot and full implementation phases.



2013–14 Pilot

- The Educator Evaluation Pilot Project (Phase II of the ADEPT and PADEPP models) was piloted in 12 school districts across the state by selecting one of two models (Enhanced ADEPT or South Carolina Teaching Standards). The district sample was selected from districts that volunteered to participate as well as those that were mandated to participate as a requirement of their School Improvement Grant (SIG) funding. Throughout the project year, a research consultation team from the University of South Carolina collected and analyzed the performance data and participant feedback regarding the implementation of the enhanced educator evaluation models. The evaluation team reported the results and provided recommendations to the SCDE.
- The SCDE revised the enhanced evaluation models, based on the results and recommendations from the pilot project as well as on additional input from the field.
- All schools and districts that did not participate in the Educator Evaluation Pilot Project continued to implement the current State ADEPT model (based on the 2006 ADEPT Guidelines), unless otherwise approved in their 2013–2014 ADEPT plans.
- The SCDE presented the *Expanded Educator Support and Evaluation Guidelines* to the South Carolina State Board of Education for approval in June 2014.

2014–15 System Readiness and Training

- Superintendents and principals received for information purposes school and district data on based upon state-mandated assessments administered in 2013-14. Statewide training on analysis of EVAAS data for school leaders began March 2015.
- School districts had the option of continuing to use the current ADEPT evaluation tool (SAFE-T) or implementing one of the two pilot rubrics—South Carolina Teaching Standards or Enhanced ADEPT—or any other pre-approved rubric via the normal ADEPT Plan amendment process.
- Teachers in mandated state assessment grades and subjects began the roster verification process so that accurate attribution of student scores would occur for the EVAAS calculations (for information purposes only).

- The SCDE began training school districts on the use of student learning objectives as the vehicle for collecting evidence of Alternative Measures of Student Growth.
- The SCDE selected a value-added measures vendor (EVAAS). The vendor was selected based on competitive bidding through the normal state procurement procedures.
- The SCDE initiated the state procurement process for an online teacher observation rubric and database system.
- All principals and evaluators will begin training on the Expanded ADEPT Support and Evaluation Model.
- As required by statute, all teachers have individual professional growth and development plans.

2015-16 and beyond - District Implementation

- Teachers of courses in grades 4 and higher with state-mandated assessments will receive 2014-15 assessment EVAAS data for information purposes only. Those teachers will also receive additional training on analysis of the data and roster verification. Assessments in school year 2015-16 will be used as Student Growth measures as noted above.
- All schools and districts will implement the state's Expanded ADEPT Support and Evaluation model or will use an approved, alternative-aligned, district-developed evaluation system as indicated in their ADEPT plans. If it does not jeopardize the ESEA flexibility waiver, the implementation will be phased in as follows:
 - Phase I (School Year 2015-16). (For contract level descriptions, please see page 24.)
 - Schools and districts that have participated in pilots of revisions to ADEPT may continue using those models for all educators; provided, however, the state-level system supports may change depending upon the outcome of pending procurements.
 - All induction contract teachers (all grades and all subjects) will be evaluated using the Expanded ADEPT Support and Evaluation Model using Student Learning Objectives (and roster verification if appropriate) for formative purposes only. At the discretion of the district, results may be used in personnel decisions relating to length of induction contract, advancement to

annual contract status, release from contract, and individual professional growth and development plans.

- All annual contract teachers (all grades and all subjects) on formal evaluation will be evaluated using the 2006 ADEPT and SAFE-T Models, and will train on Student Learning Objectives. At the discretion of the district, results may be used for personnel decisions on contract advancement to professional certification, release from contract, and individual professional growth and development plans. (EVAAS data, if any, is not available until fall 2016, after contract decisions).
 - All classroom-based continuing contract teachers for grades PK – 5 will be evaluated using the Expanded ADEPT Support and Evaluation Model.
 - All classroom-based continuing contract teachers for grades 6-12 will be trained on evaluation using the Expanded ADEPT Support and Evaluation Model
 - All teachers in courses with state-mandated assessments conduct roster verification.
- Phase II (School Year 2016-17)
- Induction contract teachers – continues as in Phase I
 - All annual contract teachers (all grades and all subjects) on formal evaluation will be evaluated using the Expanded ADEPT Support and Evaluation Model, and will develop Student Learning Objectives for the Student Growth component. Results are used for personnel decisions on contract advancement to professional certification. At the discretion of the district results may be used for release from contract, and individual professional growth and development plans. (EVAAS data, if any, is not available until fall 2017, after contract decisions).
 - Continuing contract PK-5 teachers – continues as in Phase I
 - All classroom-based continuing contract teachers for grades 6-12 will be evaluated using the Expanded ADEPT Support and Evaluation Model.

- EVAAS data from 2014-15 is available for use in evaluation; all teachers in courses with state-mandated assessments conduct roster verification.
- SCDE researches use of other test score measures based upon new statewide assessments.
- The SCDE will monitor the implementation of the support and evaluation models. System refinements will be made (as needed) to ensure the system is working as intended.
- The SCDE will continue to provide and improve training both for new educators and as additional support to all educators.

Continuous Improvement of the System

Improvements to the system will continue beyond full statewide implementation of the system. The SCDE recognizes the challenges associated with the implementation of a comprehensive system. Districts are not alone in the implementation. The SCDE will continue to analyze state-level trend data as well as collect and analyze continued user feedback to refine the system to ensure it is accomplishing what it is intended to do—provide ongoing feedback to teachers to inform professional development and improve student achievement.

South Carolina Teacher Evaluation by Contract Level

Induction Contract Educators

South Carolina’s teachers may be classified for up to 3 years as *induction contract* teachers. Before full certification, all teachers (except for those certified in another state and at least two years of experience) must serve at least one induction year. Evaluation during the induction year(s) is formative to assist the new educator.

All induction contract teachers receive training on the ADEPT system and develop SLOs. In addition, induction contract teachers with courses having ESEA test scores will conduct roster verification. Those test-score measure reports (EVAAS for 2015-16) will not be available until in the fall after administration of the spring assessments.

During induction, the teacher is observed by the principal or administration designee at least once each year as indicated in the table above. In addition to the principal observation, the induction educator will receive ongoing, formative feedback related to professional practice from a trained mentor teacher.

Districts establish and implement procedures that ensure the mentor teacher has an opportunity to observe in the classroom of their advisee (induction educator). Mentors are encouraged to provide feedback frequently according to their district procedures. Per the South Carolina *Induction and Mentoring Guidelines (2006) 2.A.3, assessment progress is used solely to guide professional development and mentoring of beginning teachers. These data are not appropriate for teacher evaluation or employment decisions and must not be confused with summative evaluation for summative purposes.* An induction educator's observation, other evidence, and student growth (SLO) measures are combined to arrive at an overall formative effectiveness rating in induction years. The inclusion of induction evaluation data to inform personnel decisions is a district-level decision.

All induction teachers must have an individual professional growth and development plan.

Annual Contract Educators

South Carolina's teachers are typically classified as annual contract teachers for one year during which they receive a formal, summative evaluation to determine whether the teacher will advance to professional certification as a continuing contract teacher. (Legislation does allow this status for up to 4 years, which occurs with some alternatively certified (PACE) teachers, teachers needing diagnostic assistance, and teachers who are not successful at the first formal, summative evaluation.)

All annual contract teachers receive training on the ADEPT system and develop SLOs. In addition, annual contract teachers with courses having ESEA test scores must conduct roster verification. Those test-score measure reports (EVAAS for 2015-16) will not be available until in the fall after administration of the spring assessments. Two observers, the principal and a trained evaluator, conduct Integral Classroom Observations each semester. An annual contract educator's observation measures, the other sources of evidence for Professional Practice, and Student Growth measure(s) are combined for an overall effectiveness rating. Districts will use annual contract data to inform personnel decisions. The SCDE will determine professional certification status based upon results from the formal evaluation at the annual contract level.

All annual contract teachers must have an individual professional growth and development plan.

Annual Contract Diagnostic Assistance. As noted above a teacher may be in annual contract status for up to four years. South Carolina Code § 59-26-40 allows annual contract teachers to receive only one year of diagnostic assistance in the duration of their teaching career. Diagnostic assistance is reserved for teachers who demonstrate potential but have failed to meet the passing criteria needed to advance their certification. During a diagnostic assistance year, the teacher will be assigned a mentor who will observe the teacher and provide formative feedback in an ongoing manner. The mentor provides formative feedback only and does not serve as an evaluator for the educator. Additionally, the school district must designate one or more supervisors to provide formative feedback to the educator. At the end of a diagnostic assistance year, the district has the option to renew the teacher under an annual contract or terminate employment. In the event that the teacher is renewed, he or she will be formally evaluated the following year. Details on diagnostic assistance are contained in the in the 2006 *ADEPT Guidelines*.

Continuing Contract Educators

By statute the evaluation of professional practice of continuing contract educators occurs on a “continuous basis” and all continuing contract teachers must have an individual professional growth and development plan.

During the recertification year, the educator receives the same formal, summative evaluation as an annual contract teacher; however, multiple academic years of Student Growth evidence are utilized. At the discretion of the district, any teacher with a “Needs Improvement” or “Unsatisfactory” summative rating may have another formal or informal evaluation the next school year; provided, however, that this does not change the provisions of the Teacher Employment and Dismissal Act, S.C. Code § 59-25-410 *et seq.* As noted above, any teacher with a rating of “Unsatisfactory” on the Student Growth component can receive a summative rating no higher than “Needs Improvement.”

Evidence of Student Growth is collected annually.

During informal evaluation years, Integral or Walk-through Classroom Observations and related feedback are encouraged and are at the discretion of the district and school leader. In addition, the peer observation and feedback is encouraged. A district may increase the number and frequency of observations during the cycle at its discretion.

During informal evaluation years, continuing contract teachers are required to create Goals-Based Evaluation (GBE) objectives as part of their evaluation cycle. Teachers developing SLOs satisfy this requirement by completing the South Carolina SLO Planning Template (which includes sections on the GBE). Teachers not developing an SLO must complete the GBE Template.

The educator must prepare evidence of his or her progress toward meeting each goal for the year and must submit the evidence to the appropriate supervisor prior to the end-of-year conference (as specified in the district's annual ADEPT plan).

At this meeting, the supervisor and educator review the evidence for the targeted goal(s) and discuss the recommendations:

- If GBE is to be continued the following year, the targeted goal(s) must be identified. Amendments to the educator's GBE plan, including the goals, may be proposed by either the educator or the supervisor and are discussed and agreed upon at this time.
- If performance weaknesses are identified but formal evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any 1 year.
- If performance weaknesses are identified and formal evaluation is recommended, the teacher must be notified in writing on or before the contract date (usually April 15). The written notification must include a clear reason that relates to weaknesses in one or more of the ADEPT Performance Standards.

Evaluation Teams

A building principal may choose to delegate portion(s) of the evaluation and support duties to a trained administrator designee or a peer. These options may address the capacity challenge for some principals; however, the appropriate training and evaluation certification are still required.

All principals or administrator designees must complete the state-specified training and successfully complete the certification exam. Peer evaluators must receive appropriate district observer training. Observation data obtained through peer (focused) observations may be used to determine average domain level scores, but overall practice ratings are ultimately determined and assigned by the principal or administrator designee.

Alternative, Aligned District-Developed Systems for Evaluation

All districts will be required to implement the Expanded ADEPT Support and Evaluation system beginning 2015–16, subject to possible phasing in as described above. Districts have flexibility to develop an alternative, yet aligned, approach to evaluation of professional practice. Any district that proposes using an alternative to the State’s standards and/or models for evaluating and supporting educators must present, as part of the district’s annual educator evaluation plans, evidence that verifies that the proposed standards and/or models meet all six ESEA flexibility requirements and the two state-level specifications (continuous educator evaluation and annual individual professional growth and development plans) of these guidelines. Additionally, alternative models must yield educator effectiveness ratings that are aligned with the State’s ratings and that can be reported annually to the SCDE in the standard statewide reporting format. All alternative educator support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

The Use of ADEPT Results to Inform Personnel Decisions

While the intent of the Expanded ADEPT Support and Evaluation System is to provide ongoing, formative feedback to educators to support professional growth and improve student outcomes, this system can also inform personnel decisions at the local level as well as determine certification outcomes at the state level. The SCDE recommends the district use the multiple evidence sources from multiple years when possible for making employment decisions. Districts will specify in their annual ADEPT plans any uniform district policies for use of evaluation results to inform personnel decisions. Evaluation results are used to determine the number of induction contract years, to determine advancement to annual contract status, to determine whether to issue the professional certificate and eligibility for continuing contract status, to determine whether a teacher must have a consecutive formal evaluations or a “highly consequential” formal evaluation, to inform professional development plans, to inform goals-based evaluation objectives, and for other decisions within a district.

Additional State Requirement for Informing Personnel Decisions

The ADEPT regulation—South Carolina State Board of Education Regulation 43-205.1—as amended on June 24, 2005, states the following with regard to state sanctions for annual contract teachers who fail two ADEPT formal evaluations:

An annual contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.

School districts must annually report to SCDE via the ADS (ADEPT data system), the name of every annual-contract teacher who fails an ADEPT formal evaluation for the second time. The following information must be included for each of these teachers:

- overall final evaluation judgment and
- evaluation summary, which includes the judgment for each ADEPT Performance Standard.

When the SCDE has received the district's report, it will notify the teacher in writing and will send the notification via certified postal mail to the address last reported to the SCDE by the teacher. The notification will verify that the teaching certificate has been suspended and will inform the teacher that he or she is not eligible to teach in any public school in South Carolina for a minimum of 2 years. Additionally, the notification will include the remediation plan and timeline that has been established for the teacher by SCDE.

Remediation Plans. On the basis of the performance areas that were identified as weaknesses on the formal evaluation summary, SCDE will develop a remediation plan for each teacher who has an ADEPT-related suspension.

- The teacher may begin work on the remediation plan at any time after the suspension but must complete the remediation plan within 5 years of the date of the certificate suspension to be eligible to have his or her teaching certificate reinstated. Failure to complete the remediation plan within the five-year period will result in the teacher's having not only to reapply for initial certification under the current requirements but also to complete the remediation plan if he or she wishes to return to teaching.
- The teacher must successfully complete a minimum of six semester hours of course work in the content area(s) in which he or she was evaluated.
- The teacher must successfully complete a minimum of six additional semester hours of course work related to each ADEPT domain in which weaknesses were identified during the formal evaluation.
- The teacher must take all required course work at an accredited institution of higher education (IHE).

Courses that include field experiences are strongly recommended, particularly with regard to the teacher's fulfilling requirements related to the ADEPT domains. Introductory-level courses (i.e., courses below the junior level) cannot be accepted, and previous courses that the teacher has successfully completed cannot be repeated unless major content changes and/or updates in the course content have occurred.

- The teacher must earn a final grade of B or higher in order to apply the course toward fulfillment of the ADEPT requirements.
- Although the teacher is responsible for selecting the courses he or she will take in order to meet the specified requirements, the teacher is strongly advised to request approval from SCDE prior to enrolling in each course. To obtain preapproval from the SCDE, the teacher must submit the name of the IHE that is offering the particular course and a copy of the detailed course description and/or syllabus.

Certification Reinstatement. After a minimum of 2 years but within 5 years following the suspension of his or her teaching certification *and* after having completed his or her ADEPT

remediation plan, the teacher is eligible to request reinstatement of his or her teaching certification.

- The teacher must submit official transcripts to SCDE to verify completion of the remediation plan.
- The teacher must file a request for reinstatement.
- If SCDE reinstates the teaching certificate, the teacher becomes eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must undergo an ADEPT formal evaluation during the first full year of employment.
- If the teacher completes the formal evaluation process and meets the ADEPT formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level.
- If, at this point in the process, the teacher completes the formal evaluation process but fails to meet the ADEPT formal evaluation criteria set by the state board of education, he or she will be permanently prohibited from being employed as a public school teacher in this state.

Nondisclosure of Evaluation Data

Though the purpose of the South Carolina Freedom of Information Act is to create an affirmative duty on the part of public bodies to disclose information, the Act enumerates fifteen categories of public records that may be exempt from mandatory disclosure. *See* S.C. Code Ann. § 30-4-40 (a)(2), which allows a public body to exempt from public disclosure "[i]nformation of a personal nature where the public disclosure thereof would constitute unreasonable invasion of personal privacy." It is the position of the SBE and the SCDE that individual educator evaluation ratings fall within the purview of this exemption and should remain private, free from unwarranted publicity. The primary purpose of this system is to "shine a flashlight" on teaching and learning so that educators and students may continuously improve. Concern about disclosure could impede delivery of candid feedback to improve instruction and learning. To bring a resolution to these concerns, an opinion of the S.C. Attorney General has been requested, and legislative solutions are being pursued. Until resolved definitively, districts will issue ratings

to teachers on a four-level scale; however, districts will report individual teacher ratings to the SCDE as “Met” and “Unsatisfactory,” and will supply summary reports with no personally identifiable information.

District ADEPT Plan Submissions to SCDE

Each school district must submit an Expanded ADEPT Support and Evaluation System Plan to the SCDE prior to implementation and by June 1, 2015; future plans will be due on the date set by regulation or other SBE guidance. The plan is in a form prescribed by the SCDE and when appropriate can be amended with statements of assurances. The plan must include detailed information on the following:

- Induction program,
- Observation timelines/schedule for teachers to include type and identified peer/evaluator,
- Plan for diagnostic assistance,
- Charter schools’ participants (if applicable),
- District Choice Measure plan, assessment instrument, and decision matrix (if applicable),
- SLO scoring rubric and plan for ensuring rigor and comparability within the district,
- District plans (and prior year results) for monitoring SLO implementation, reviewing samples of SLOs within the district, and maintaining multiple academic years of SLO data;
- Plan for system implementation monitoring and feedback;
- District ADEPT Program Evaluation and Improvement Plan (including fidelity of implementation, program effectiveness, district strengths in promoting teaching effectiveness; planned changes to increase process effectiveness; and suggestions for continuous improvement of the State systems); and
- Summaries of results by contract level, component, evaluator, and summative rating.

All Educator Support and Evaluation plans must receive SCDE approval prior to implementation. To ensure that every educator is provided with a valid, reliable, and fair evaluation, each district must establish an internal process for educators to appeal their

evaluation results; provided, however, that nothing in these guidelines modifies an educator's rights under the Employment and Dismissal Act, S.C. Code Ann. § 59-25-410, et seq.

Expanded ADEPT Support and Evaluation System Plans will be reviewed by an SCDE team to provide feedback to the districts if necessary. Approval must be granted prior to implementation.

Key Terms

The following key terms are used in this document and are defined as follows:

ADEPT PERFORMANCE STANDARDS FOR CLASSROOM-BASED TEACHERS: The ten 2006 ADEPT performance standards for classroom-based teachers (APS) have been grouped into four broad categories or domains, as described above under "Professional Practice."

ALTERNATIVE MEASURES of student learning and performance include measures such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within a district or local education agency.

ESEA TEST SCORES: Federal law requires assessments under ESEA § 1111(b)(3)(1). The ESEA-required assessments with two points in time for these Guidelines are English Language Arts and mathematics grades 4-8. Under the SC Accountability Workbook amendments, the High School Assessment Program (HSAP), which was the required assessment for ELA and Mathematics in high school would be replaced with new college and career readiness aligned assessment which the laws required be used for "federal and state accountability." (Acts 155 and 200 of 2014). The SCDE is seeking guidance on whether the high school ELA and math assessments must be used in educator evaluation since they are not designed to measure the effectiveness of particular educators assigned to the students in the 11th grade year. While teachers in Grade 3 administer an ESEA-required state assessment, there is no baseline data from which to predict student growth. In the event that a teacher teaches multiple courses that are required by ESEA to be assessed, then a composite score for all courses is calculated. .

EVALUATOR: The evaluator is a building principal or administrator designee. All evaluators must have successfully completed the SCDE evaluator training and the certification process in order to evaluate teachers.

SIGNIFICANT FACTOR is used in the context of *Student Growth* and is defined as at least 20% of the overall formal evaluation rating.

STUDENT GROWTH is defined as evidence of the teacher's impact on students' achievement growth over multiple academic years. Generally students' "*achievement growth*" is the change in student achievement for individual students between two or more points in time. For grades and subjects in which assessments are required under ESEA § 1111(b)(3), "*student achievement*" (one point in time) is a student's score on those assessments ("*ESEA Test Scores*") and may include other "*Alternative Measures*" of student learning. For other grades and subjects, "*student achievement*" is "*Alternative Measures*" of student learning and performance, such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within a district or local education agency.

STUDENT LEARNING OBJECTIVES (SLOs): SLOs are a vehicle for collecting measurable evidence on Student Growth through long-term academic goals informed by available data that an educator, or team of educators set at the beginning of instruction for students. SLOs are designed and assessed at the local level using locally determined metrics. If SLOs are used for teachers of grades/subjects with ESEA Test Scores, those test scores must be used in measuring Student Growth, and other Alternate Measures may be used. The SCDE has developed Guidelines for the SLO Process and related forms for use or adaptation by districts. The SLO process mirrors the ADEPT Informal Goals Based Evaluation (GBE) process under the 2006 ADEPT Guidelines for certified continuing contract teachers. The SCDE's model SLO Template contains a section for reflection on a teacher's professional practice and recording of a professional growth and development plan to meet South Carolina's statutory requirements in one document for SLO teachers. The SCDE's training and support will include support for teachers writing SLOs and for evaluators on reviewing SLOs.

TEACHER: As used in these guidelines, the term "*teacher*" means a certified classroom-based

teacher whose primary responsibilities include planning for, delivering, and assessing student instruction over time. To be assessed using this system, a teacher must have direct interaction with students that could noticeably improve their learning. This includes certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teacher* does not include special area personnel (e.g., school counselors, library media specialists, speech-language therapists).

VALUE-ADDED MEASURES (VAMs): VAMs are one type of student growth test score measure. VAMs are most commonly obtained by hiring a vendor with experience in these statistical methodologies. In 2014 South Carolina procured a contract for SAS EVAAS VAMs. For 2015-16, VAMs must be part of “Student Growth” for ESEA-required ELA and mathematics grades and subjects. Where available, the state-procured contract will provide VAMs for other statewide-tested subjects.. Districts have discretion as to whether these non-ESEA specified VAMs are incorporated into overall effectiveness ratings for those teachers, are used in SLOs, are used at the option of the teacher and principal, or are not used for evaluation purposes.

ADEPT STATUTES

SECTION 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.

(A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:

(1) adopt a basic skills examination in reading, writing, and mathematics that is suitable for determining whether students may be admitted fully into an undergraduate teacher education program. The examination must be designed so that results are reported in a form that shall provide colleges, universities, and students with specific information about his strengths and weaknesses. Procedures, test questions, and information from existing examinations must be validated in accordance with current legal requirements. The passing score on the examination shall be set at a level that reflects the degree of competency in the basic skills that, in the judgment of the State Board of Education, a prospective school teacher reasonably is expected to achieve;

(2) adopt nationally recognized teaching examinations that measure the cognitive teaching area competencies desired for initial job assignments in typical elementary and secondary schools in this State. The examinations shall contain a minimum amount of common or general knowledge questions. They shall be designed so that results are reported in a form that provide a student with specific information about the student's strengths and weaknesses. Procedures, test questions, and information from existing examinations and lists of validated teacher competencies are used to the maximum extent in the development of the examinations. An examination that is completely developed by an organization other than the special project may be considered for use as a whole only if the State Board of Education concludes that the development and maintenance of a specific area test is impractical or would necessitate exorbitant expenses. The examinations must be validated. The teaching examinations must be developed or selected only for those areas in which State Board of Education approved area examinations are not available;

(3) use nationally recognized specific teaching area examinations approved by the State Board of Education for certification purposes. The qualifying scores on the area examinations shall be set at the same level at which they are now set. The State Board of Education shall examine these levels to determine if adjustments are required. Periodic examinations shall be made to assure the validity of qualifying scores. The qualifying scores may be adjusted if new legal requirements or validity studies indicate the adjustments are necessary. In an area in which an area teaching examination approved by the State Board of Education is not available, the state board shall use the teaching examinations developed in accordance with this section for certification purposes as soon as those examinations are prepared, validated, and ready for use;

(4) report the results of the teaching examinations to the student in written form that provides specific information about the student's strengths and weaknesses. Every effort must be made to report the results of the area examinations and common examinations in written form that provides specific information about the student's strengths and weaknesses;

(5) report to each teacher training institution in the State the performance of the institution's graduates on the teaching examinations. The report to the institution must be in a form that assists the institution in further identifying strengths and weaknesses in its teacher training programs;

(6) provide for the security and integrity of the tests that are administered under the certification program as currently provided by the State Department of Education;

(7) award a teaching certificate to a person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes;

(8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination. The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;

(9) promulgate regulations and procedures whereby course credits that may be applied to the recertification requirements of all public school teachers are earned in courses that are relevant to the area in which the teacher is recertified.

(B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education acting through the State Department of Education shall:

(1) adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts;

(2) promulgate regulations to be used by colleges and universities for evaluating and assisting teacher candidates. Evaluation and assistance programs developed or adopted by colleges or universities must include appropriate training for personnel involved in the process.

Teacher candidates must be provided with guidance and assistance throughout preparation programs, as well as provided with formal written feedback on their performance during their student teaching assignments with respect to state standards for teaching effectiveness;

(3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts. Induction programs developed or adopted by school districts must provide teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness;

(4) promulgate regulations to be used by local school districts for evaluating and assisting teachers employed under annual contracts. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified;

(5) promulgate regulations to be used by local school districts for conducting evaluations of teachers employed under continuing contracts. Continuing contract teachers must be evaluated on a continuous basis. At the discretion of the local school district, evaluations for individual teachers may be formal or informal. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified. Informal evaluations must be conducted with a goals-based process that requires teachers to continuously establish and accomplish individualized professional development goals. Goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans;

(6) promulgate regulations so that college, university, and school district strategies, programs, and processes for assisting, developing, and evaluating teachers pursuant to this section must be approved by the State Board of Education. Regulations also must establish procedures for conducting periodic evaluations of the quality of the strategies, programs, and processes adopted by school districts and institutions of higher education in implementing the provisions of this chapter in order to provide a basis for refining and improving the programs for assisting, developing, and evaluating teacher candidates and teachers on induction, annual, and continuing contracts, planning technical assistance, and reporting to the General Assembly on the impact of the comprehensive system for training, certification, initial employment, evaluation, and continuous professional development of public educators in this State;

(7) promulgate regulations that establish procedures for the State Department of Education to provide colleges, universities, and school districts with ongoing technical assistance for assisting, developing, and evaluating teachers pursuant to this section;

(8) promulgate regulations and procedures so that school districts shall report to the State Department of Education teacher evaluation results and teaching contract decisions on an annual basis. The State Department of Education shall maintain this information and make it available to colleges, universities, and school districts upon request;

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HISTORY: 1979 Act No. 187 Section 3; 1981 Act No. 80, Sections 3-5; 1984 Act No. 512, Part II, Section 9, Division II, Subdivision C, SubPart 1, Section 4; 1984 Act No. 512, Part II, Section 13; 1989 Act No. 194, Sections 8-10; 1997 Act No. 72, Section 3; 2004 Act No. 283, Section 1, eff July 22, 2004.

SECTION 59-26-40. Induction, annual and continuing contracts; evaluations; termination of employment for annual contract teacher; hearing.

(A) A person who receives a teaching certificate as provided in Section 59-26-30 may be employed by a school district under a nonrenewable induction contract. School districts shall comply with procedures and requirements promulgated by the State Board of Education relating to aid, supervision, and evaluation of persons teaching under an induction contract. Teachers working under an induction contract must be paid at least the beginning salary on the state minimum salary schedule.

(B) Each school district shall provide teachers employed under induction contracts with a formalized induction program developed or adopted in accordance with State Board of Education regulations.

(C) At the end of each year of the three-year induction period, the district may employ the teacher under another induction contract, an annual contract, or may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the induction contract level. At the end of the three-year induction contract period, a teacher shall become eligible for employment at the annual contract level. At the discretion of the local school district in which the induction teacher was employed, the district may employ the teacher under an annual contract or the district may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. A person must not be employed as an induction teacher for more than three years. This subsection does not preclude his employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education. During the induction contract period,

the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply.

(D) Annual contract teachers must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with State Board of Education regulations. Teachers employed under an annual contract also must complete an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Teachers must not be employed under an annual contract for more than four years, in accordance with State Board of Education regulations.

(E) During the first annual contract year, at the discretion of the school district in which the teacher is employed, the annual contract teacher either must complete the formal evaluation process or be provided diagnostic assistance. During subsequent annual contract years, teachers must be evaluated or assisted in accordance with State Board of Education regulations. Teachers are eligible to receive diagnostic assistance during only one annual contract year.

(F) Once an annual contract teacher has successfully completed the formal evaluation process, met the criteria set by the local board of trustees, and satisfied requirements established by the State Board of Education for the professional teaching certificate, the teacher becomes eligible for employment at the continuing contract level. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing contract level. An annual contract teacher who has completed successfully the evaluation process and met the criteria set by the local board of trustees, but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate, is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal, at the discretion of the local school district. At the discretion of the school district in which the teacher is employed, the district may employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. If at the end of an annual contract year a teacher did not complete successfully the formal evaluation process or if it is the opinion of the school district that the teacher's performance was not sufficiently high based on criteria established by the local board of trustees, the teacher is eligible for employment under a subsequent annual contract. Formal evaluation or assistance must be provided consistent with State Board of Education regulations. At the discretion of the school district, the district may employ the teacher under a subsequent annual contract or terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level.

(G) An annual contract teacher who has not completed successfully the formal evaluation process or the professional growth plan for the second time must not be employed as a classroom teacher in a public school in this State for a minimum of two years. Before reentry as an annual contract teacher, he must complete a state-approved remediation plan in areas of identified deficiencies. Upon completion of this requirement, the teacher is eligible for employment under an annual contract for one additional year to continue toward the next contract level. The provisions of this subsection granting an opportunity for reentry into the profession are available to a teacher only once. This subsection does not preclude the teacher's employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education.

(H) During the annual contract period the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply. Teachers working under a one-year annual contract who are not recommended for reemployment at the end of the year, within fifteen days after receipt of notice of the recommendation, may request an informal hearing before the district superintendent. The superintendent shall schedule the hearing not sooner than seven and not later than thirty working days after he receives a request from the teacher for a hearing. At the hearing the evidence must be reviewed by the superintendent. The teacher may provide information, testimony, or witnesses that the teacher considers necessary. The decision by the superintendent must be given in writing within twenty days of the hearing. The teacher may appeal the superintendent's decision to the school district board of trustees.

An appeal must include:

- (1) a brief statement of the questions to be presented to the board; and
- (2) a brief statement in which the teacher states his belief about how the superintendent erred in his judgment.

Failure to file an appeal with the board within ten days of the receipt of the superintendent's decision causes the decision of the superintendent to become the final judgment in the matter. The board of trustees shall review the materials presented at the earlier hearing, and after examining these materials, the board may or may not grant the request for a board hearing of the matter. Written notice of the board's decision on whether or not to grant the request must be rendered within thirty-five calendar days of the receipt of the request. If the board determines that a hearing by the board is warranted, the teacher must be given written notice of the time and place of the hearing which must be set not sooner than seven and not later than fifteen days from the time of the board's determination to hear the matter. The decision of the board is final.

(I) A person who receives a conditional teaching certificate as provided in Section 59-26-30 may be employed by a school district under an induction contract or an annual contract in accordance with the provisions of this section. The holder of a conditional teaching certificate

must be employed to teach at least a majority of his instructional time in the subject area for which he has received conditional certification.

(J) After successfully completing an induction contract period, not to exceed three years, and an annual contract period, a teacher shall become eligible for employment at the continuing contract level. This contract status is transferable to any district in this State. A continuing contract teacher shall have full procedural rights that currently exist under law relating to employment and dismissal. A teacher employed under a continuing contract must be evaluated on a continuous basis. At the discretion of the local district and based on an individual teacher's needs and past performance, the evaluation may be formal or informal. Formal evaluations must be conducted with a process developed or adopted by the local district in accordance with State Board of Education regulations. The formal process also must include an individualized professional growth plan established by the school or district. Professional growth plans must be supportive of district strategic plans and school renewal plans. Informal evaluations which should be conducted for accomplished teachers who have consistently performed at levels required by state standards, must be conducted with a goals-based process in accordance with State Board of Education regulations. The professional development goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans.

(K) If a person has completed an approved teacher training program at a college or university outside this State, has met the requirements for certification in this State, and has less than one year of teaching experience, he may be employed by a school district under an induction contract. If he has one or more years of teaching experience, he may be employed by a district under an annual contract.

(L) A teacher certified under the career and technology education work-based certification process is exempt from the provisions of the South Carolina Education Improvement Act of 1984 which require the completion of scholastic requirements for teaching at an approved college or university. After completing the induction contract period, not to exceed three years, the teacher may be employed for a maximum of four years under an annual contract to establish his eligibility for employment as a continuing contract teacher. Before being eligible for a continuing contract, a teacher shall pass a basic skills examination developed in accordance with Section 59-26-30, a state approved skill assessment in his area, and performance evaluations as required for teachers who are employed under annual contracts. Certification renewal requirements for teachers are those promulgated by the State Board of Education.

(M) Before the initial employment of a teacher, the local school district shall request a criminal record history from the South Carolina Law Enforcement Division for past convictions of a crime.

(N) The State Department of Education shall ensure that colleges, universities, school districts, and schools comply with the provisions established in this chapter.

HISTORY: 1979 Act No. 187 Section 4; 1981 Act No. 43; 1982 Act No. 391; 1984 Act No. 512, Part II, Section 9, Division II, Subdivision C, SubPart 1, Section 5, and SubPart 4, Section 5; 1984 Act No. 512, Part II, Section 57A; 1997 Act No. 72, Section 4; 2004 Act No. 283, Section 2, eff July 22, 2004; 2012 Act No. 231, Sections 1, 2, 3, eff June 18, 2012.

ADEPT REGULATION

43-205.1 Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

I. State Standards for Professional Teaching

Teacher preparation programs and school districts must address, but are not limited to, the performance standards for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), as specified in the State Board of Education's ADEPT implementation guidelines.

II. Teacher Candidates

A. All teacher education programs must adhere to State Board of Education regulations governing the preparation and evaluation of teacher candidates.

B. Each teacher education program must develop and implement a plan for preparing, evaluating, and assisting prospective teachers relative to the ADEPT performance standards in accordance with the State Board of Education's ADEPT implementation guidelines. ADEPT plans must be approved by the State Board of Education prior to implementation.

C. By July 1 of each year, teacher education programs must submit assurances to the South Carolina Department of Education (SCDE) that they are complying with the State Board of Education's ADEPT implementation guidelines. Proposed amendments to previously approved ADEPT plans must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

D. Teacher education programs must submit information on their teacher candidates, as requested annually by the SCDE.

E. The SCDE will provide teacher education programs with ongoing technical assistance such as training, consultation, and advisement, upon request.

III. Induction-Contract Teachers

A. Teachers who possess a valid South Carolina pre-professional teaching certificate, as defined by the State Board of Education, may be employed under an induction contract for up to,

but not to exceed, three years. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under induction contracts.

B. Each local school district must develop and implement a plan to provide induction-contract teachers with comprehensive guidance and assistance throughout each induction year. District induction plans must comply with the State Board of Education's guidelines for assisting induction-contract teachers and must be approved by the State Board of Education prior to implementation.

C. On or before the date that the district extends offers of teaching employment for the following school year, teachers employed under induction contracts are to be notified in writing concerning their employment status. Teachers who complete an induction-contract year may, at the discretion of the school district, be employed under another induction-contract or an annual contract, or they may be released from employment. Teachers who are released may seek employment in another school district at the induction-contract level. The maximum induction period for a teacher is three years, regardless of the district in which the teacher is employed. A teacher who is completing a third year of induction is eligible for employment at the annual-contract level.

D. School districts must submit information on all teachers employed under induction contracts, as requested annually by the SCDE. Available flow-through funds to school districts will be provided on a first-year induction teacher basis.

E. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for assisting induction-contract teachers. A copy of the district's proposed induction timeline must accompany the assurances. Proposed amendments to the district's previously approved induction plan must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

F. By June 20 of each year, school districts must submit end-of-year information on teachers employed under induction contracts and on the employment contract decisions made for the following year, as requested by the SCDE.

G. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

IV. Annual-Contract Teachers

A. Teachers who have satisfied their induction requirements may be employed under an annual contract. Full procedural rights under the employment and dismissal provisions of Article 3,

Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under annual contracts. However, annual-contract teachers do have the right to an informal hearing before the district superintendent, under the provisions of S.C. Code Ann. Section 59-26-40 (Supp. 2012).

B. Teachers employed under an annual contract must be evaluated or assisted with procedures developed or adopted by the local school district in accordance with the State Board of Education's ADEPT implementation guidelines. These procedures must include the development, implementation, and evaluation of an individualized professional growth plan for each teacher.

C. Teachers must not be employed under an annual contract for more than four years.

D. During the first annual-contract year, the annual-contract teacher must, at the discretion of the school district, either undergo a formal performance evaluation or be provided with diagnostic assistance. The term "formal performance evaluation" is defined as a summative evaluation of teaching performance relative to the state standards and evaluation processes, as specified in the State Board of Education's ADEPT implementation guidelines. All formal evaluation processes must meet the general technical criteria of validity, reliability, maximum freedom from bias, and documentation. The term "diagnostic assistance" is defined as an optional process for providing individualized support to teachers who have demonstrated potential but who are not yet ready to successfully complete a formal performance evaluation.

1. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate is eligible for employment at the continuing-contract level. At its discretion, the district may either employ the teacher under a continuing contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district. At the discretion of the next hiring district, the teacher may be employed at the annual or continuing-contract level.

2. An annual-contract teacher who has met the formal evaluation criteria set by the State Board of Education and the requirements set by the local board of trustees but who has not yet satisfied all requirements established by the State Board of Education for the professional teaching certificate is eligible for employment under a subsequent annual contract, with evaluation being either formal or informal (i.e., goals-based), at the discretion of the local school district. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

3. An annual-contract teacher who for the first time fails to meet the formal evaluation criteria set by the State Board of Education or who fails to meet the requirements set by the local board of trustees is eligible for employment under a subsequent annual contract. At its discretion, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level.

An annual-contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic-assistance year at the annual-contract level. This diagnostic-assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher's first annual-contract year or during the annual-contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic-assistance year. At the end of the diagnostic assistance year, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual-contract level. A diagnostic-assistance year must be followed by formal (summative) evaluation at the annual-contract level during the teacher's next year of teaching employment.

4. An annual-contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59-5-60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43-58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state-approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.

Following the minimum two-year suspension period and the completion of the remediation plan, as verified by the SCDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual-contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.

E. Each school district must develop a plan to evaluate and provide diagnostic assistance to teachers at the annual-contract level, in accordance with the State Board of Education's ADEPT

implementation guidelines. District plans also must include procedures for developing, implementing, and evaluating individualized professional growth plans for annual-contract teachers.

F. School districts must establish criteria or requirements that teachers must meet at the annual-contract level. At a minimum, districts must require annual-contract teachers to meet the ADEPT formal evaluation criteria and all other requirements for the professional teaching certificate, as specified by the State Board of Education, in order to advance to the continuing-contract level.

G. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district's proposed formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

H. By June 20 of each year, school districts must submit end-of-year information on teachers employed under annual contracts and on the employment contract decisions made for the following year, as requested by the SCDE.

I. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

V. Continuing-Contract Teachers

A. Teachers who have met the formal evaluation criteria set by the State Board of Education, the requirements for annual-contract teachers set by the local board of trustees, and the requirements established by the State Board of Education for the professional teaching certificate are eligible for employment at the continuing-contract level. Teachers employed under continuing contracts have full procedural rights relating to employment and dismissal as provided for in Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws.

B. Teachers employed under continuing contracts must be evaluated on a continuous basis. The evaluation may be formal or informal (i.e., goals-based), at the discretion of the district. Districts must develop policies for recommending continuing-contract teachers for formal evaluation. Continuing-contract teachers who are being recommended for formal evaluation the following school year must be notified in writing on or before the date the school district issues the written offer of employment or reemployment. The written notification must include the reason(s) that a formal evaluation is recommended, as well as a description of the formal

evaluation process. Continuing-contract teachers who are new to the district must be advised at the time of their hiring if they are to receive a formal evaluation.

C. Each school district must develop a plan, in accordance with State Board of Education's ADEPT implementation guidelines, to continuously evaluate teachers who are employed under continuing contracts. At a minimum, district ADEPT plans for continuing-contract teachers must address formal and informal evaluations and individualized professional growth plans.

D. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district's proposed formal and informal evaluation timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

E. By June 20 of each year, school districts must submit end-of-year information on teachers employed under continuing contracts and on the employment decisions made for the following year, as requested by the SCDE.

F. The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request.

VI. Teachers Who Do Not Have Sufficient Opportunity to Complete the ADEPT Process

A. A teacher who is employed under an induction, annual, or continuing contract and who is absent for more than 20 percent of the days in the district's SBE-approved annual evaluation cycle may, at the recommendation of the district superintendent, have his or her ADEPT results reported to the SCDE as "incomplete."

B. Teachers whose ADEPT results are reported to the SCDE as "incomplete" are eligible to repeat their contract level during the next year of employment.

VII. Teachers Employed from Out of State

A. Teachers employed from out of state who receive a South Carolina initial teaching certificate based on reciprocity are eligible for employment under an induction contract.

B. Teachers employed from out of state who receive a South Carolina professional teaching certificate based on reciprocity are eligible for employment under an annual contract. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of

Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must successfully complete the formal evaluation at the annual-contract level before they are eligible to receive a continuing contract.

C. Teachers who are employed from out of state or from a nonpublic-school setting and who are certified by the National Board for Professional Teaching Standards (NBPTS) are exempted from initial certification requirements and are eligible for continuing contract status (S.C. Code Ann. Section 59-26-85 (Supp. 2012)).

VIII. Career and Technology Education Teachers, Candidates Pursuing Alternative Routes to Teacher Certification, and Teachers Employed on a Part-Time Basis

A. Teachers certified under the Career and Technology Education certification process must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

B. Candidates pursuing alternative routes to teacher certification must follow the same sequence as traditionally prepared teachers in terms of contract levels (i.e., induction, annual, and continuing) and ADEPT evaluation and assistance processes.

C. Teachers who are employed part-time and who receive a teaching contract (i.e., induction, annual, or continuing) must participate in the ADEPT evaluation and assistance processes.

IX. Teachers Employed under a Letter of Agreement

A. Teachers who are eligible for an induction or an annual contract but who are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement.

B. Teachers employed under a letter of agreement do not fall under ADEPT. However, districts must ensure that these teachers receive appropriate assistance and supervision throughout the school year.

C. The employment and dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code of Laws do not apply to teachers employed under a letter of agreement.

X. Teachers Who Hold an International Teaching Certificate

A. Teachers from outside the United States who hold an international teaching certificate must follow the same sequences as traditionally prepared teachers in terms of the beginning contract levels (i.e., induction and annual) and ADEPT evaluation and assistance processes.

B. Teachers from outside the United States who hold an international teaching certificate may remain at the annual-contract level but may not be employed under a continuing contract.

XI. Teachers Employed in Charter Schools

A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann. Section 59-40-50(A) (Supp. 2012)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.

B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (S.C. Code Ann. Regs. 43-57 (2011)). Teachers in non-ADEPT charter schools who hold an initial teaching certificate are eligible to advance to a renewable limited professional certificate, as specified in State Board of Education Regulation 43-53 (S.C. Code Ann. Regs. (Supp. 2012)).

C. Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. Sections 59-26-30 and 59-26-40, to be codified at Supp. 2012), this regulation, and the State Board of Education's ADEPT implementation guidelines. In fulfilling these requirements, the contract between the charter school and its sponsor must include an ADEPT provision. All certified teachers in the charter school must be assisted and evaluated in a manner consistent with the sponsor's State Board of Education-approved ADEPT plan for induction, formal evaluation, and goals-based evaluation. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of the implementation of the ADEPT system. The provision also must address the sponsor's responsibilities in terms of staff training and program implementation. At a minimum, the sponsor must agree to disseminate all ADEPT-related information from the SCDE to the charter school and to report charter school teacher data to the SCDE. The provision must be included in the sponsor's ADEPT plan and approved by the State Board prior to implementation.

XII. Teachers Who Hold a Limited Professional Certificate

An educator who holds a valid South Carolina limited professional certificate is eligible for employment in a "regulated" South Carolina public school at the annual-contract level. At the annual-contract level, teachers may receive either a diagnostic-assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the preliminary evaluation period, meet the formal evaluation criteria set by the State Board of Education may, at the discretion of the school district, have the final portion of the formal evaluation process waived. Teachers must successfully complete the formal evaluation at the

annual-contract level before they are eligible to move from a limited professional certificate to a full professional certificate and to be employed under a continuing contract.

XIII. Reporting Requirements

Failure of a teacher education program or local school district to submit all required assurances or requested information pursuant to this regulation may result in the State Board of Education's withholding ADEPT funds.

HISTORY: Amended by State Register Volume 22, Issue No. 6, Part 1, eff June 26, 1998; State Register Volume 24, Issue No. 6, eff June 23, 2000; State Register Volume 29, Issue No. 6, eff June 24, 2005; State Register Volume 37, Issue No. 6, eff June 28, 2013.