

EVALUATION OF INSTRUCTIONAL STAFF

Code **GCOA-R** Issued **9/20**

The district will utilize the Expanded ADEPT System in evaluating its instructional staff. The district will submit an annual ADEPT plan to the South Carolina Department of Education (SCDE) detailing its evaluation methods for the year. The superintendent or his/her designee will develop procedures to ensure all state laws and regulations related to instructional staff evaluation are followed.

Overview

At the district's discretion, in accordance with state law and regulation, teachers will be evaluated using one of the following ADEPT processes:

- Induction Contract - Formative Evaluation
- Annual Contract - Summative Evaluation
- Annual Contract - Formative Evaluation (Diagnostic Assistance)
- Annual Contract - Goals-Based Evaluation
- Continuing Contract - Goals-Based Evaluation
- Continuing Contract - Summative Evaluation
- Continuing Contract - Formative Evaluation (Comprehensive)

South Carolina Teaching Standards

The South Carolina Teaching Standards (SCTS) 4.0 Rubric will serve as the observation instrument for classroom-based teacher evaluations and includes SCTS indicators in the domains of planning, instruction, environment, and professionalism that establish the expectations for what teachers are to know, be able to do, and carry out as an integral part of their practice.

Student Learning Objective

The Student Learning Objective (SLO) serves to measure the impact of teaching performance on student growth, determined by the teacher's ability to set appropriate goals for student learning and development; accurately measure and analyze student growth; and to plan, implement, and adjust instruction to ensure maximum student progress. The SLO will be required annually of all teachers and will be used as an artifact to support select SCTS indicators in the evaluation process.

The district may also collect additional growth measures (e.g. value-added calculations) outside of the SLO process.

Induction Contract Teachers (Formative Evaluation)

The purpose of induction is to facilitate beginning teachers' successful transition into the profession. The superintendent or his/her designee will ensure induction contract teachers are knowledgeable about the ADEPT system and how it is utilized within the district. Specifically, all induction contract teachers will receive a comprehensive orientation to the formative evaluation process.

First-year induction teachers will be assigned a qualified mentor for intensive and individualized support. Second-year and third-year induction teachers may be assigned a mentor at the discretion of the district.

PAGE 2 - GCOA-R - EVALUATION OF INSTRUCTIONAL STAFF

Formal full classroom observations will occur at least once per semester. The fall semester observation will be announced and will be accompanied by a pre and post-conference. The spring semester observation will be unannounced and will be accompanied by a post-conference. These evaluations will be conducted by the principal or his/her SCTS certified administrative designee.

All induction contract teachers will write at least one (1) SLO per school year and participate in SLO conferences as required.

In accordance with SCDE guidelines, multiple sources of evidence will be collected that reflect the teacher's typical performance relative to each of the SCTS indicators, including but not limited to, lesson plans from the targeted unit, classroom observations, reflections on instruction and student learning, professional review, professional growth and development plan, and the SLO.

No person may be employed as an induction teacher for more than three (3) years. A teacher who is completing a third year of induction is eligible for employment at the annual contract level.

Annual Contract Teachers

Summative evaluation

Annual contract teachers will be notified in writing before June 1st of the current school year if they are being recommended for summative evaluation. Teachers scheduled for summative evaluation will receive a comprehensive orientation to the evaluation process prior to beginning the evaluation.

The summative evaluation period will cover ninety (90) working days over the course of the academic year, typically two (2) evaluation cycles of forty-five (45) days (one during the first semester and the other at least a portion of which must occur during the second semester). The ninety (90)-day period begins on the date that the teacher orientation is held and ends on the date that all final evaluation conferences are completed.

Formal full classroom observations will occur at least twice per semester, conducted separately by at least two (2) observers. Preliminary cycle observations, in the fall semester, will be announced and will be accompanied by a pre and post-conference. Final cycle observations, in the spring semester, will be unannounced and will be followed by a post-conference.

In accordance with SCDE guidelines, multiple sources of evidence will be collected that reflect the teacher's typical performance relative to each of the SCTS indicators, including but not limited to, lesson plans from the targeted unit, classroom observations, reflections on instruction and student learning, professional review, professional growth and development plan, and the SLO.

All annual contract teachers undergoing summative evaluations will write at least one (1) SLO per school year and participate in SLO conferences as required.

Evaluation teams

A certified evaluation team will be appointed for each teacher who is scheduled for summative evaluation. The team will consist of, at minimum, two (2) members, a school or district administrator or supervisor and an individual possessing knowledge of the content area taught by the teacher being evaluated.

PAGE 3 - GCOA-R - EVALUATION OF INSTRUCTIONAL STAFF

Those teachers undergoing highly consequential summative evaluations (i.e. annual contract teachers who are undergoing their second summative evaluations or annual contract teachers who are returning to the field following ADEPT-related state sanctions and are undergoing their final required summative evaluations) will have an evaluation team with a minimum of three (3) members.

Formative evaluation (diagnostic assistance)

The purpose of diagnostic assistance is to provide individualized support to annual contract teachers who have demonstrated potential but who are not yet ready to complete a summative performance evaluation. Diagnostic assistance may be provided either during the teacher's first annual contract year or following the teacher's first unsuccessful summative evaluation.

Teachers completing a diagnostic assistance year will be assigned a mentor who will be provided regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the teacher, as specified in his/her professional growth and development plan.

Formal full classroom observations will occur at least twice per semester. The fall semester observations will be announced and will be accompanied by a pre and post-conference. The spring semester observations will be unannounced and will be accompanied by a post-conference. The observation team will consist of, at minimum, two (2) members, the principal or his/her SCTS certified administrative designee and an individual possessing knowledge of the content area taught by the teacher being evaluated.

All annual contract teachers receiving diagnostic assistance will write at least one (1) SLO per school year and participate in SLO conferences as required.

Professional growth and development plan

In addition to the SLO, a professional growth and development plan will be developed by all annual contract teachers undergoing diagnostic assistance. The plan will include one (1) or more performance goals that address the area(s) in which the teacher needs additional support. The plan will be developed collaboratively between the teacher and his/her supervisor and will be in place no later than the 20th day of school.

At least twice during the year, the supervisor will determine the teacher's progress toward meeting each goal and provide him/her with oral and written feedback with regard to his/her performance and progress on each goal, as well as feedback on the teacher's overall performance in terms of the SCTS indicators.

The plan can be modified at any point during the year as deemed necessary and appropriate. Modifications to the plan will be in writing and signed by the teacher and supervisor.

Once the diagnostic assistance year is complete, the district may employ the teacher under another annual contract with summative evaluation or terminate his/her employment. A teacher is eligible to receive only one (1) diagnostic assistance year during his/her public school teaching career.

Goals-based evaluation

Annual contract teachers who have successfully completed the summative evaluation process during a previous annual contract year are eligible to participate in goals-based evaluation (GBE) at the discretion of the district. This evaluation process will be used primarily for Program for

PAGE 4 - GCOA-R - EVALUATION OF INSTRUCTIONAL STAFF

Alternative Certification of Educators (PACE) teachers, career and technology education (CATE) teachers, and international teachers. The GBE process for annual contract teachers is similar to the GBE process for continuing contract teachers as described below.

Teachers must not be employed under an annual contract for more than four (4) years.

Continuing Contract Teachers

Goals-based evaluation

The primary purpose of GBE is to promote continuous, self-directed professional development. Continuing contract teachers undergoing GBE will be observed informally throughout the year.

All teachers participating in GBE must write at least one (1) SLO. The SLO can fulfill the GBE requirement or an additional GBE goal may be assigned at the discretion of the district.

The teacher will prepare the agreed-upon evidence of his/her progress toward meeting each goal that was targeted for the year and submit the evidence to his/her supervisor prior to June 1st. The supervisor will review the evidence, prepare a written evaluation summary and recommendations, and meet with the educator for an annual review of performance and progress prior to June 1st.

If performance weaknesses are identified but summative evaluation is not recommended, goals will be developed or amended to address these weaknesses. However, no more than three (3) goals will be required for any one year.

If performance weaknesses are identified and summative evaluation is recommended for the following year, the teacher will be notified in writing before the date the district issues a written offer of employment or reemployment to the continuing contract teacher.

Summative evaluation

Continuing contract teachers who are being recommended for summative evaluation for the upcoming school year must be notified in writing on or before the date the district issues a written offer of employment or reemployment to that teacher. 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.

The summative evaluation process for continuing contract teachers will be the same as for annual contract teachers as described above.

Comprehensive evaluation

During their year of recertification, typically every fifth year, continuing contract teachers will undergo a comprehensive formative evaluation. These teachers are not required to undergo the full SCTS Rubric scoring process and, instead, will receive scores for SCTS indicators for planning, instruction, and environment domains.

Formal full classroom observations will occur at least once per semester. The preliminary cycle observation, in the fall semester, will be announced and will be accompanied by a pre and post-conference. The final cycle observation, in the spring semester, will be unannounced and will be followed by a post-conference. If all SCTS indicators are scored proficient or higher during the

PAGE 5 - GCOA-R - EVALUATION OF INSTRUCTIONAL STAFF

preliminary observation, observations for the final cycle can be waived at the evaluator's discretion. Observations will be conducted by the principal or his/her SCTS certified administrative designee. If more than one (1) observation is conducted per semester, two (2) observers will be utilized.

All continuing contract teachers undergoing comprehensive evaluations will write at least one (1) SLO per school year and participate in SLO conferences as required.

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