

Expanded ADEPT
Support and Evaluation System



Leading Learning. Growing Students.
Transforming Schools.

EXPANDED ADEPT AND SOUTH CAROLINA TEACHING STANDARDS 4.0

Introduction

A teal-tinted photograph of a classroom. In the foreground, the back of a student's head and shoulders is visible. In the middle ground, a young woman with her hair in a ponytail is looking towards the right, resting her chin on her hand. Other students are blurred in the background. A horizontal dotted line is positioned above the main title.

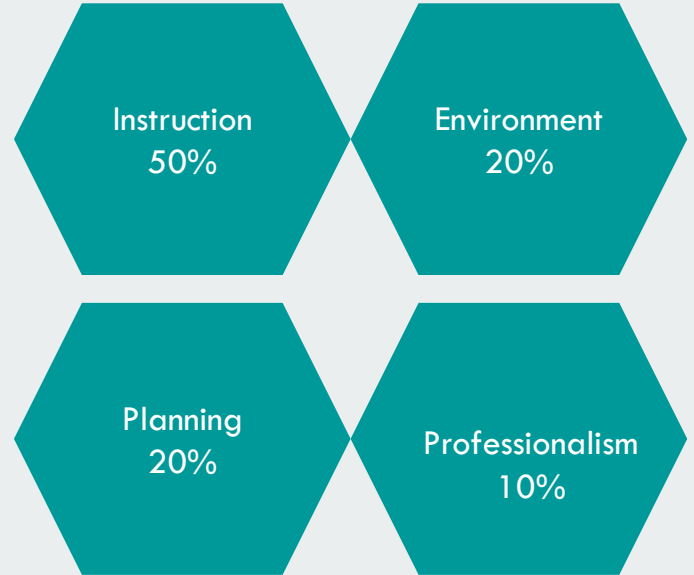
WHAT IS EXPANDED ADEPT?

Assisting, Developing, and
Evaluating Professional Teaching

EXPANDED ADEPT

South Carolina Educator Support and Evaluation

- *South Carolina Teaching Standards 4.0* rubric selected to replace SAFE-T as a part of Expanded ADEPT
- Initiative led by SCDOE and educators from across the state
- Supports educators with feedback related to professional practice, not simply based on student test scores
- New rubric is aligned to the Profile of the South Carolina Graduate



SOUTH CAROLINA TEACHING STANDARDS

Planning (20%)

- Instructional Plans
- Student Work
- Assessment

Environment (20%)

- Managing Student Behavior
- Expectations
- Environment
- Respectful Culture

Instruction (50%)

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

Professionalism (10%)

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



BENEFITS OF EXPANDED ADEPT

THE BENEFITS OF EXPANDED ADEPT

Holistic approach

High quality, timely, and objective feedback

Connection between teacher practice and student learning

RESULTS: Students are college and career ready

PARTS OF THE RUBRIC

Domains

Indicators

*Descriptors

*Performance Levels

Instruction

Exemplary (4)

Proficient (3)

Needs Improvement(2)

Unsatisfactory (1)

- All learning objectives and state content standards are explicitly communicated.
- Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.

- Most learning objectives and state content standards are communicated.
- Sub-objectives are mostly aligned to the lesson's major objective.
- Learning objectives are connected to what students have previously learned.

- Some learning objectives and state content standards are communicated.
- Sub-objectives are sometimes aligned to the lesson's major objective.
- Learning objectives are not clearly connected to what students have previously learned.

- Learning objectives and state content standards are not communicated.
- Sub-objectives are rarely aligned to the lesson's major objective.
- Learning objectives are rarely connected to what students have previously learned.
- Expectations for student performance are vague.
- State standards are not appropriately displayed.
- There is evidence that few students demonstrate mastery of the objective.

Standards and Objectives

Instruction

Student Centered



Teacher

Centered

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

STANDARDS & OBJECTIVES

Instruction

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed There is evidence that some of the students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.

Rubric Activity: Instruction Rubric

Standards and Objectives		
Key Words	Looks Like/Sounds Like Teacher and Students	What is the essence of the indicator? (2 to 3 words)
<ul style="list-style-type: none">• Objectives, standard, communicated• Aligned• Connected previous learning• Expectations clear, demanding, high• Displayed, referenced• Evidence of mastery, most	<ul style="list-style-type: none">• Displayed, students read and discuss purpose• Understanding of how this objective connects to previous learning and standard• Teacher explains what is expected by the end of the lesson and students understand expectations• Students see the displayed objective but it is also communicated to students and is often referenced throughout the lesson• Student discussion, exit tickets, reflection journals, student work	<ul style="list-style-type: none">• Alignment• Expectations• Mastery





Highlighting Activity

- Compare changes in descriptors across performance levels.
- Highlight key words in the descriptors – beginning with the “Proficient” level.
- Think about: What does the descriptor look and sound like in practice?



A teal-tinted photograph of a classroom scene. In the foreground, the back of a student's head and shoulders is visible. In the middle ground, a young woman with her hair in a ponytail is looking towards the right, resting her chin on her hand. Other students are blurred in the background. A horizontal dotted line is positioned above the text.

IMPLEMENTATION TIMELINE

EXPANDED ADEPT IMPLEMENTATION TIMELINE

Recalibration

2016-17

Summer

*Phase I Training:
Institutions of Higher
Education
Business Rules Work
Group*

Fall – Spring

*Phase II Training: District
and Evaluators
Evaluator Certification
begins*

Readiness & Training

2017-18

*Continued district and
evaluator training on NIET
4.0 rubric.*

*District readiness and
support structures*

*Technical support on
transition to rubric*

Implementation

2018-19

**Full statewide
implementation of
Expanded ADEPT system**

*Observation and feedback to
all teachers using NIET 4.0
differentiated rubric.*

Wrap-Up and Questions?



Thank
You!

