

Aiken County Public Schools



ADEPT/SAFE-T Formal Evaluation Process Review

School Board Presentation

June 21, 2011

By

ACPS Department of Human Resources

ADEPT Overview

All certified personnel are evaluated using ADEPT

– Formal Evaluation

■ ADEPT

- Library Media Specialist
- Speech Language Therapist
- School Guidance Counselor

■ SAFE-T

- Classroom Based Teachers

– Informal Evaluation

■ Goals Based Evaluation (GBE)

- Research and Development
- Competency Building



ADEPT-Evaluation Instrument for SC Schools

Assisting,
Developing, and
Evaluating
Professional
Teaching



SAFE-T

- is the acronym for the **S**ummative **A**DEPT **F**ormal **E**valuation of **T**eachers.
- is the new ADEPT formal evaluation model.
 - is for use with classroom-based teachers. SAFE-T is not intended to be used to evaluate special area educators: library media specialists, school guidance counselors, and speech-language therapists.



Aiken County SAFE-T Formal Evaluation

- First and second year teachers,
- Teachers new to Aiken County,
- Annual and Continuing Contract teachers who have been placed on a formal evaluation



Evaluating Educators



2010-2011 ACPS Educator Evaluations

- **224** Educators evaluated using ADEPT/SAFE-T Instruments
- **258** Evaluation Team Members
- **391** Educators and/or Administrators trained as ADEPT/SAFE-T Evaluators



2010-2011

Educators by Contract Levels

- **81** Induction Contract Educators
- **108** Annual Contract Educators – including educators receiving Diagnostic Assistance
- **28** Continuing Contract Educators
- **7** Charter School Educators



2010-2011

Educators by Certificate Type

- **191** Classroom-Based Educators
- **7** Library Media Specialist
- **16** School Guidance Counselor
- **10** Speech Language Therapist



Evaluating Classroom-based Educators

- Planning
 - APS 1 Long Range Planning
 - APS 2 Short Range Planning/Unit Work Sample
 - APS 3 Planning assessments and Using Data
- Instruction
 - APS 4 Establishing and Maintaining High Expectation for Learners
 - APS 5 Using Instructional Strategies to Facilitate Learning
 - APS 6 Providing Content for Learners
 - APS 7 Monitoring, Assessing, and Enhancing Learning
- Environment, and
 - APS 8 Maintaining an Environment that Promotes Learning
 - APS 9 Managing the Classroom
- Professionalism
 - APS 10 Fulfilling Professional Responsibilities



Evaluating Library Media Specialists

- APS 1: Long-Range Planning
- APS 2: Administering the Library Media Program
- APS 3: Collaboration for Instruction and Services
- APS 4: Library Media Collection and Resource Management
- APS 5: Maintaining an Environment Conducive to Inquiry
- APS 6: Assessing the Library Media Program
- APS 7: Fulfilling Professional Responsibilities



Evaluating Speech Language Therapists

- APS 1: Long-Range Planning
- APS 2: Complying with Guidelines and Regulations
- APS 3: Short-Range Planning of Therapy
- APS 4: Short-Range Planning of Assessment
- APS 5: Establishing and Maintaining High Expectations for Students
- APS 6: Using Strategies That Facilitate Communication Skills
- APS 7: Monitoring and Enhancing Communication
- APS 8: Maintaining an Environment That Promotes Communication
- APS 9: Managing the Therapy Setting
- APS 10: Fulfilling Professional Responsibilities



Evaluating School Guidance Counselor

- APS 1: Long-Range Planning
- APS 2: Short-Range Planning – Guidance and Counseling Activities
- APS 3: Development and Use of Assessments
- APS 4: Providing Guidance and Counseling Services
- APS 5: Providing Consultation Services
- APS 6: Coordinating Guidance and Counseling Services
- APS 7: Fulfilling Professional Responsibilities



Evaluating Educators

- Formal Evaluation Process includes:
 - Long-range plan and teacher reflections
 - Unit work sample and teacher reflections
 - Classroom observation records
 - Teacher reflections on observed lessons
 - Professional performance review(s)
 - Professional self-assessment
 - Interviews
 - Maintaining records
 - Scheduling sessions
 - Surveying educational stakeholders
 - Collaboration with educators



Successfully Completing the Evaluation Process

- SAFE-T for Classroom-based Teachers – an educator must meet the requirements in all four domains
- ADEPT for Library Media Specialists – an educator must meet requirements for APS 3 and at least five of the other six APS
- ADEPT for Speech Language Therapists – an educator must meet at least nine of the ten APS
- ADEPT for School Guidance Counselors – an educator must meet all seven APS



Preparing to be Evaluated

■ Orientation

- Content specific presentation for all educators undergoing formal evaluation
- Required to attend a session facilitated by approved district office personnel

■ Templates

- Universal templates for educators and evaluators

■ Calendar/Timeline

- Universal submission deadlines



ADEPT/SAFE-T Evaluator Criteria



ADEPT/SAFE-T Evaluator Criteria

Eligibility Criteria

- Must hold a valid SC professional teaching certificate and
- Be recommended for ADEPT/SAFE-T evaluator training by a district or school administrator



SAFE-T Evaluator Criteria

Certification Criteria

- Attend the entirety of SAFE-T Training
- Participate in and contribute to all session activities
- Successfully complete all assignments
- Receive a passing score on the SAFE-T Exam
 - 80% on a 20 question assessment



Training Components

Areas of Focus

- **ADEPT Extensive Overview**
- **Evidence**
- **Making Judgments**

Materials

- **Training Notebook**
 - **SAFE-T Guide**
 - **PowerPoints**
 - **Activities**
 - **Templates**
- **Handouts**



ADEPT Evaluator Criteria

Certification Criteria

- Attend the entirety of ADEPT Training for Library Media Specialist, Speech Language Therapist, or School Guidance Counselor
- Participate in and contribute to session activities and/or discussions



Training Components

Areas of Focus

- **ADEPT Extensive Overview**
- **Evidence**
- **Making Judgments**

Materials

- **Training Notebook**
 - **ADEPT Guidelines**
 - **PowerPoint**
 - **Templates**
- **Handouts**



Documentation

- All evidence will be kept in a dossier/portfolio
- Team members will review all evidence and reach consensus.
- The consensus results and rationale of the team members will be documented during both evaluation cycles.
- Teachers will receive feedback at the conclusion of the consensus meeting. Individual team members may not meet with teachers following observations.



ADEPT/SAFE-T Evaluation Cycles

- Preliminary evaluation results are intended to serve as a sort of “mid-term progress report” for teachers. If needed, an improvement plan will be put in place.
- Final evaluation results are reported to the SDE and are used to determine certificate advancement and contract level.



Contract Types, ADEPT Process, and District Options



Contract Types, ADEPT Process, and District Options

■ Induction Contract

- Annual Formal 1 Contract
- Annual Diagnostic Contract
- Contract Non-renewal

■ Annual Contract (Diagnostic Assistance)

- Annual Formal 1 Contract
- Annual Formal 2 Contract
- Contract Non-renewal



Contract Types, ADEPT Process, and District Options

■ Annual Contract (Annual Formal 1)

- Continuing Contract GBE (Informal)
- Annual Diagnostic Contract
- Annual Formal 2
- Annual Contract – GBE (Informal)
- Contract Non-renewal

■ Annual Contract (Annual Formal 2)

- Continuing Contract GBE (Informal)
- Annual Contract – GBE (Informal)
- Contract Non-renewal
- State Sanctions



Contract Types, ADEPT Process, and District Options

- Annual Contract – GBE (Informal)
 - Continuing Contract GBE (Informal)
 - Annual Contract GBE (Informal)
 - Annual Contract Formal
 - Contract Non-renewal
- Continuing Contract – GBE (Informal)
 - Continuing Contract GBE (Informal)
 - Continuing Contract Formal
 - Contract Non-renewal



Contract Types, ADEPT Process, and District Options

- Continuing Contract (Formal)
 - Continuing Contract GBE (Informal)
 - Continuing Contract Formal
 - Contract Non-renewal



2010-2011 Process Evaluation

- **224** Educators evaluated using ADEPT/SAFE-T Instruments
 - 155 survey respondents
- **258** Evaluation Team Members
 - 124 survey respondents

Overall, the survey results indicate the process was implemented with fidelity. Areas of improvement and requests for additional support were also noted.



2010-2011 Process Evaluation

- 100% of the responding Educators and Evaluation Team Members indicated at least 2 integral classroom visits were conducted during each cycle
- >90% of the responding Educators and Evaluation Team Members indicated documents were submitted in accordance with the district timeline
- >90% of the responding Educators and Evaluation Team Members indicated the Educator received written feedback during a meeting with the Administrator, Team Chair, or Evaluation Team Members



2010-2011

Process Evaluation

- Top 5 Challenges Faced as a Result of Serving as an Evaluator
 - Workload/Managing Paperwork
 - Traveling to other locations
 - Time out of class
 - Classroom Coverage
 - Evaluating a Colleague



2010-2011 Process Evaluation

■ Beneficial Aspects of the Evaluation Process for Evaluation Team Members

- Observations
- Reflections/Reviewing Process with Educators/Team Meetings
- Team Member held Same Certification as Educator Evaluated

■ Beneficial Aspects of the Evaluation Process for Educators

- Verbal/Written Feedback from Team
- Conferences/Meetings with Administrators/Teams
- Reflections



2010-2011 Process Evaluation

- Least Beneficial Aspects of the Evaluation Process for Evaluation Team Members
 - Template Redundancy
 - Need to Provide Immediate Feedback for Educators
 - Amount of Paperwork

- Least Beneficial Aspects of the Evaluation Process for Educators
 - Need to Receive Immediate Feedback from Evaluators
 - Monthly Induction Meetings
 - Amount of Paperwork



2010-2011 Process Evaluation

- Additional support for Evaluators
 - Continue District Office Support
 - Continue Refresher Training Sessions
 - Compensate for time (monetary/release time)

- Additional support for Educators
 - Continue Team/Administration and Support
 - Continue to Provide Mentors
 - Continue to Encourage Support from Peers



2011-2012

Program Modifications

- Debriefing Sessions with administrators to discuss the ADEPT Process
- Modification of Mentoring/Induction Program
- Timelines/Templates for all subject areas are created and posted on the District Website
- Summer Trainings in Session
- Plans for Additional Training Sessions Throughout the Year
- Refresher Training Sessions for Evaluators
- Maintain Human Resources Support



Resources

All templates and additional information on formal evaluation can be found at the SC Department of Education Website using the link below:

http://www.scteachers.org/Adept/evaluating_educator.cfm

- If the link does not allow access to the information, type www.scteachers.org, click on ADEPT, scroll down and click on Evaluating Educators



ADEPT/SAFE-T

Questions?

