2016-17 Educator Evaluation Guidance							
Professional Practice Assessment							
INDUCTION	ANNUAL			CONTINUING CONTRACT			
	Diagnostic Assistance	Formal	GBE	GBE & Recertification Teachers			
First Year Induction	Assessment of Professional	Evaluation of Professional	Informal observation(s) with	Informal observation of and feedback			
Assessment of Professional Practice	Practice using SAFE-T	Practice using SAFE-T process	feedback of practice	of practice encouraged in informal			
using SAFE-T process or district ADEPT	process or district ADEPT	or district ADEPT plan	encouraged	years and expected in recertification			
plan approved alternative process	plan approved alternative	approved alternative process		years.			
	process		Use informal observation				
SAFE-T Process:			instrument (Form D)				
Form A, TT2,TT3,TT4,ET1,ET2,	SAFE-T Process:	SAFE-T Process:		Use informal observation instrument			
Form E modified ET3, ET4 optional	Form A,	Form A,		(Form D)			
	TT2,TT3,TT4,ET1,ET2,	TT2,TT3,TT4,ET1,ET2,					
	Form E modified ET3, ET4	Form E modified ET3, ET4	Professional Growth and				
Professional Growth and Development	optional	optional	Development Plan (Form B)	Professional Growth and Development			
Plan (Form A)			(S.C. Code Ann. §59-26-40)	Plan (Form B)			
(S.C. Code Ann. §59-26-40)				(S.C. Code Ann. §59-26-40)			
	Professional Growth and	Professional Growth and					
	Development Plan	Development Plan (Form A)		NOTE- If a Continuing Contract			
	(Form A)	(S.C. Code Ann. §59-26-40)		Teacher is on a summative (formal)			
	(S.C. Code Ann. §59-26-40)	,		evaluation, please refer to the Annual			
Results are Formative			Results are Formative	Formal Evaluation.			
	Results are Formative	Results are Summative					
				Results are Formative			
	Со	llection of Student Growth Mea	sures				
SLOs are not required at start of year.							
	Annual Diagnostic	Annual Teachers may use the	Annual GBE Teachers may use	Continuing Contract Teachers may use			
SLO training and practice of SLO skills	Assistance Teachers may	SLO developed in 2015-16	the SLO developed in 2015-16	the SLO developed in 2015-16 with			
will be supported in induction seminars	use the SLO developed in	with data to reflect new	with data to reflect new	data to reflect new students for 2016-			
and work with mentor.	2015-16 with data to	students for 2016-17.	students for 2016-17.	17.			
An SLO with shorter interval (semester	reflect new students for 2016-17.						
or quarter long) is encouraged in	2010-17.	Teachers engage in approval,	The three required	The three required conferences that			
second semester.	Teachers engage in	mid-course and summative	conferences that support a	support a GBE reflect the SLO goal			
Second Semester.	approval, mid-course and	SLO conferences.	GBE reflect the SLO goal	monitoring process.			
SLOs are collaborative (teacher and		SLO COMETENCES.	<u> </u>	monitoring process.			
SLOs are collaborative (teacher and	summative SLO		monitoring process.				

mentor) for formative purposes only.	conferences.					
SLOs may serve as one goal on the teacher's Professional Growth and Development Plan.	SLO may serve as one goal on the teacher's Professional Growth and Development Plan.	SLO may serve as one goal on the teacher's Professional Growth and Development Plan.	SLO may serve as one goal on the teacher's Professional Growth and Development Plan.	SLO may serve as one goal on the teacher's Professional Growth and Development Plan.		
Additional Years of Induction Full interval SLOs are to be developed and monitored as in GBE evaluation levels.						
Assign Score using 16-17 SLO Feedback	Assign Score using 16-17 SLO Feedback Rubric	Assign Score using 16-17 SLO Feedback Rubric (Form C)	Assign Score using 16-17 SLO Feedback Rubric (Form C)	Assign Score using 16-17 SLO Feedback Rubric (Form C)		
Rubric (Form C)	(Form C)	1 - 0 - 1 - 1 - 1 - 1 - 2 - 2 - 2 - 2 - 2 - 2	\			
Districts can elect to collect teacher Value Added Measures (VAM) for use in informing teacher evaluation.						

Reporting Evaluation Results to SCDE:

- Districts will determine overall evaluation status as met/not met status according to performance on APS related standards.
- TAP Schools approach evaluation according to TAP program guidelines.
- Districts using alternative aligned methods for evaluating teachers must indicate plans within their ADEPT plans and receive approval from SCDE.