



Expanded ADEPT

Assisting

Developing and

Evaluating

Professional

Teaching

South Carolina Teaching Standards

4.0 Evaluation

Recertification Teachers

2022-2023

TABLE OF CONTENTS

Front of Manual	
Table of Contents	2-3
Rock Hill Schools Academic Calendar	4
Classroom-Based Teachers Composite Calendar	5-6
The Process	
Goals and Beliefs	7
<i>Expanded</i> ADEPT	7
Orientation	7
Team Assignments	8
South Carolina Teaching Standards (SCTS) 4.0 Rubric	8
SCTS 4.0 Rubric Indicators	9
Sources of Evidence	9
SCLead	10
Lesson Plans and Pre-Conference	10
Classroom Observations	10
Recorded Lessons – Virtual Academy Teachers	11
Evidence Collection	11
After the Observation and Post-Conference	11
Observation and Post-Conference Requirements Chart	12
Final Period Observations	13
Post-Conference Teacher Self-Reflection	13
Professionalism	13

Student Learning Objective (SLO) and Professional Goals (PG)	14
Professional Growth and Development Plan (PGDP)	15
Preliminary and Final Period Conferences	15-16
Appendix	17
Appendix A: Pre-Conference Planning Sheet	18
Appendix B: Evidence Sheets	19-23
Appendix C: Post-Conference Planning Sheet	24
Appendix D: Rock Hill Schools Student Learning Objective (SLO) Rubric	25
Appendix E: Student Learning Objective (SLO) Scoring and Due Dates	26
Appendix F: Student Learning Objective (SLO) & Professional Goal (PG) Template	27-29
Appendix G: SCLead Login and Technical Support	30
Appendix H: Renewal Credits	31-40
SCTS 4.0 Rubric	



2022-2023 Calendar

Approved 2-28-2022

New Teacher Institute

Aug. 2, 3, 4

Professional Development Days

Aug. 8, 9, 10 Oct. 17, Jan. 3

Teacher Work Days

Aug. 11, 12, Jan. 4, March 13, May 26

Breaks/District Closed

July 4

Labor Day - Sep. 5

Election Day - Nov. 8

Thanksgiving - Nov. 23, 24, 25

Winter Break - Dec. 22, 23, 26, 27, 28, 29, 30,

Jan. 2, 3, 4 (Teachers report Jan. 3 and 4)

MLK Day - Jan. 16

President's Day - Feb. 20

Spring Break - Apr. 3, 4, 5, 6, 7

Memorial Day - May 29

"Make-Up Days"

We have the option to use eLearning, however we are designating Sep. 5, Feb. 20, and April 3 as make-up days.

Early Release Days

Oct. 14, Dec. 21, Feb. 17, March 10, May 25

Grading Terms

Q1 (Oct. 14) - 44 days Q2 (Dec. 21) - 43 days

S1 - 87 days

Q3 (March 10) - 45 days Q4 (May 25) - 48

days S2 - 93 days

Graduation Day

May 26

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JUL

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First/Last Day of Semester

Early Release Day

First/Last Day of Semester and Early Release Day

Teacher Work Day No Student Attendance

Teacher Professional Development Day No Student Attendance

District Closed

Possible Make-Up Day

Graduation Day

**Expanded ADEPT: Assisting, Developing, and Evaluating Professional Teaching
SCTS 4.0 Classroom-based Teachers
Composite Calendar for 2022-2023 (Preliminary Period)**

Date	Recertification Teacher (Formative)
8/8/22	*Recertification teacher should begin planning their Student Growth (SLO) or Professional Goal (PG)
By 9/30/22	*Attend Recertification Expanded ADEPT Orientation with Teacher Support Specialists *SLO or PG Preliminary Conferences due for all certified educators
10/3/22	*Preliminary Period Begins *Observation Window Opens *Conduct a Pre-Conference, announced observation, and Post-Conference (POP Cycle) with the teacher (administrator) *Teacher will be notified of the observation date/time at least 5 school days in advance of the observation (administrator) *Pre-Conference must be scheduled and occur at least 2 school days prior to the observation (administrator) *Provide observer a copy of the lesson plan for the observed class at least 2 school days prior to the Pre-Conference (teacher) *Observation will cover the entire lesson (administrator) *Submit the Self-Reflection via SCLed within 2 school days of each observation (teacher) *Post-Conference must be conducted within 5 school days of the observation, and all data and signatures are entered in SCLed at the conference (administrator) *Additional observations may be held at least one week apart and must follow the POP cycle (administrator)
By 11/11/22	*Semester-long SLO Mid-Course Conferences due
12/9/22	*Observation Window Closes *Complete Preliminary Professionalism Self-Review after December 1st (teacher) *Complete Preliminary Professionalism Review after December 1st (administrator)
12/12/22- 12/15/22 Conferences	*Conduct Preliminary Conference with the teacher to discuss scores (administrator) *A PGDP will be developed by the team administrator and discussed during the conference, if required *The team administrator and teacher will sign documents in SCLed *If the teacher scores all Proficient and/or <i>Exemplary</i> , the team administrator may click ' Skip Final Observations ' in SCLed *If the Final Period is waived, the team administrator and teacher must complete another Professionalism Review in March *Semester-long SLO Summative Conferences due *Year-long SLO or PG Mid-Course Conferences due
12/16/22	*Preliminary Period Ends *All documentation must be complete for the Preliminary Period *Refinement Letter (presented by the Principal) submitted to Human Resources, if applicable

**Expanded ADEPT: Assisting, Developing, and Evaluating Professional Teaching
SCTS 4.0 for Classroom-based Teachers
Composite Calendar for 2022-2023 (Final Period)**

Date	Recertification Teacher (Formative)
1/5/23	*Final Period Begins *Observation Window Opens *Conduct an UNannounced observation and Post-Conference with the Recertification teacher (administrator) *Observations must cover the <u>entire</u> lesson (administrator) *Submit the Self-Reflection and Lesson Plan to the observer within 2 school days of each observation (teacher) *Post-Conference must be conducted within 5 school days of the observation (administrator) <u>Note:</u> At the conclusion of the Post-Conference, all documentation must be signed in SCLead.
3/9/23	*Observation Window Closes *Complete Final Professionalism Self-Review after March 1st (teacher) *Complete Final Professionalism Review after March 1st (administrator) *The administrator and teacher must complete another Professionalism Review even if the teacher completed evaluation in December 2022.
3/11/23- 3/16/23 Conferences	*Conduct Final Conference with the teacher to discuss the following ratings/scores: Observation scores, Professionalism scores, and complete PGDP (if required) *The team administrator and teacher sign documents and the <i>Results</i> section in SCLead *Documentation must be complete in SCLead for the Final Period *Year-long SLO or PG Summative Conferences due
3/17/23	*Final Period Ends *Contract recommendations due to Human Resources



Comprehensive Formative Evaluation for Continuing Contract Teachers Recertification Teacher 2022-2023

Goals and Beliefs

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.

Expanded ADEPT

The *Expanded ADEPT* (Assisting, Developing, and Evaluating Professional Teaching) Support and Evaluation System for Classroom-Based Teachers (2018) is designed to continuously develop educators at all performance levels through an evaluation system that is valid, reliable, and fair and that produces actionable and constructive feedback to support professional growth. For purposes of this system, *educator* is defined as a certified classroom teacher who plans, delivers, and assesses instruction over time. *Expanded ADEPT* re-focuses the attention on intended student outcomes, allowing educators to align and strengthen professional practice to support those intended student outcomes.

Expanded ADEPT for Recertification Teachers

All South Carolina classroom-based Continuing contract teachers will undergo a comprehensive **formative** evaluation during their year of recertification every five years, this includes National Board Certified Teachers. NBC teachers will be evaluated every five years at the midpoint and end of their certification date.

Comprehensive **formative** evaluations are not to be confused with **summative** evaluations. The purpose of a summative formal evaluation is to ensure that a teacher is qualified for advancement to a Professional teaching certificate and/or to become eligible for employment. Formative evaluations are designed to provide Continuing contract teachers with comprehensive feedback related to their practice for professional growth and development. These teachers will receive one or more observations with conferences to evaluate and score the SCTS 4.0 Indicators for the Planning, Instruction, Environment, and Professionalism domains.

Orientation

All Recertification teachers and team administrators are required to participate in a comprehensive written and oral orientation of the formative evaluation process. The orientation will include an explanation of *Expanded ADEPT*, the *South Carolina Teaching Standards 4.0 Rubric*, SCLead, the formative evaluation process used with Recertification teachers (data collection, timeline, forms, etc.), and a review of individual responsibilities.

Team Assignments

At the beginning of the school year, Teacher Support Specialists (TSS) will update a list of Recertification teachers undergoing evaluation for the next academic year that will be accessible by the principal. The Recertification teacher will have **one** team member (team administrator), unless it is determined that an additional peer evaluator must be added for the Final Period. The school principal or designee will assign an administrator to each teacher for the evaluation process. The administrator is required to attend the *South Carolina Teaching Standards 4.0 Training* and achieve a passing score on the assessment in order to be assigned to a team. In the event that an administrator at the school cannot be assigned, the TSS will assist the principal in finding a qualified team administrator.

Before beginning the Preliminary Period, team administrators will attend a required orientation that will include an explanation of *Expanded ADEPT*, the *South Carolina Teaching Standards 4.0 Rubric*, SCLead, the formative evaluation process used with Recertification teachers (data collection, timeline, forms, etc.), and a review of individual responsibilities.

South Carolina Teaching Standards (SCTS) 4.0 Rubric

Rock Hill Schools will use the South Carolina Teaching Standards (SCTS) 4.0 Rubric in guiding the development of teachers. The SCTS 4.0 Rubric is based on sets of performance standards designed and validated by the National Institute for Excellence in Teaching (NIET) and establishes the expectations for what classroom-based teachers are to know, be able to do, and carry out as an integral part of their practice. These expectations, called the SCTS Indicators, are the foundation for good teaching and are designed to grow classroom-based teachers throughout their career continuum, beginning with teacher preparation and continuing through induction, high-stakes performance evaluations, and ongoing professional growth and development. A classroom-based teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of their teaching career.

SCTS 4.0 Rubric Indicators

There are twenty-three SCTS Indicators for classroom-based teachers. These Indicators are grouped into four broad categories, or Domains:

Planning: 20%	Instruction: 50%	Environment: 20%	Professionalism: 10%
• Instructional Plans • Student Work • Assessment	• 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	• Engaging Students and Managing Student Behavior • Expectations • Environment • Respectful Culture	• Growing & Developing Professionally • Reflecting on Teaching • Community Involvement • School Responsibilities

Each of these Indicators contains a set of Descriptors—the critical components of the Indicator. Together, the Indicators and Descriptors establish the proficiency expectations for each Domain. The Descriptors are not intended to be used as a checklist, but viewed holistically. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Often, a variety of instructional and assessment methods and approaches are equally viable. For this reason, a comprehensive rubric is used for determining teacher effectiveness.

Sources of Evidence

All *Expanded ADEPT* evaluation systems must include multiple sources of evidence that reflect the teacher's typical performance relative to each of the SCTS Indicators.

Evidence must be collected from the following sources:

- lesson plan for the observed lesson;
- classroom observations;
- reflections on instruction and student learning;
- the Professional Review;
- the Professional Growth and Development Plan (PGDP) if applicable;
- the Student Growth (SLO);
- and Professional Goals (PG).

(The administrator may request student work from observed lessons to support Indicator ratings.)

SCLead

SCLead.org is an online database management system that stores certified teacher evaluation data. The team administrator and the Recertification teacher will complete documents in SCLead. All documentation must be signed and completed by the teacher and the team administrator by the deadline listed on the Composite Calendar.

SCTS 4.0 evaluation information for Letter of Agreement (LOA) teachers will be **completed using the Walkthrough tab in SCLead**. LOA teachers will complete their SLO/PG in **SCLead**. These teachers will receive feedback on the SCTS 4.0 indicators in each domain.

Lesson Plans and Pre-Conference

During the Preliminary Period, the team administrator conducts one **announced** observation. The observer will schedule a Pre-Conference date, Observation date, and a Post-Conference date with the teacher.

The teacher will be notified of the observation date and time at least **five school days in advance of the planned observation**. The teacher will submit a detailed lesson plan to the observer for the scheduled lesson within **two school days** of the Pre-Conference. The lesson plan format should meet the team administrator's requirements for the evaluation process. The observer will review the lesson plan in preparation for the Pre-Conference. The optional Pre-Conference Planning Sheet (Appendix A) in SCLead is found in the Observation tab.

The administrator will conduct the Preliminary Period observation within **two school days** of the Pre-Conference. Absent unusual circumstances (weather, absences, illness, etc.) announced observations should occur no later than **two school days** following the Pre-Conference. **If the team administrator is unable to observe the scheduled lesson, a new Pre-Conference must be scheduled and conducted.** Upon completion of the observation, the teacher may submit a revised lesson plan to the observer, if needed. Additional lesson plans in the same unit as the observed lesson may be requested by the administrator.

Classroom Observations

The team administrator must conduct at least one full classroom observation during the Preliminary Period. **A full lesson encompasses the beginning, middle, and end of the lesson.** The observation will be in a subject for which the teacher is certified. The POP cycle (Pre-Conference, Observation, and Post-Conference) will be completed before another cycle begins, and cycles may not overlap.

The team administrator may schedule more than one POP cycle during the Preliminary Period and/or more than one OP cycle during the Final Period, if needed. For Continuing contract teachers, information obtained through walk-through observations may not be used in determining final results.

Following the observation, the teacher must complete the ***Post-Conference Teacher Reflection*** in SCLead and submit it within **two school days** of the observation.

Recorded Lessons – VIRTUAL ACADEMY TEACHERS ONLY

Observations for Virtual Academy teachers will be conducted by the Virtual Academy administrator. The teacher must provide the administrator a link to access their classroom. The administrator should log in using the link and must be able to hear and see teacher and student responses, in addition to viewing student work samples, if available. All other evaluation requirements regarding deadlines and procedures apply to Virtual Academy teachers.

Evidence Collection

The team administrator must maintain evidence to substantiate the scores given. Observers may script using paper/pencil or use an electronic device to collect evidence during the observation. The *Scripting* feature in SCLead and Evidence Sheets (Appendix B) may be used to collect observation documentation but are not required. In **face-to-face** instruction, audio and video recordings of or during the lesson are **NOT** permitted.

After the Observation and Post-Conference

A post-conference will be held within **five school days** of the observed lesson to discuss the teacher's reflection and the observer's data. This conference will assist the teacher in identifying their Refinement and Reinforcement areas. The Post-Conference Planning Sheet (Appendix C) may be used by the team administrator to guide the Post-Conference.

The teacher and administrator should sign all documents in SCLead during the Post-Conference.

If all SCTS Indicators are scored Proficient or Exemplary during the Preliminary Period, observations scheduled for the Final Period may be waived by the team administrator.

Note: The Post-Conference should not be held the same day as the Observation as the teacher has two days to complete their Self-Reflection.

Observation and Post-Conference Requirements

Administrator	Teacher
The administrator will notify the teacher of the lesson to be observed and schedule a Pre-Conference with the teacher at least 5 school days in advance of the lesson. The administrator will observe a complete lesson, beginning, middle, and end. Following the observation, the administrator will analyze their observation data, the teacher's lesson plan and self-reflection in preparation for the Post-Conference.	The teacher will submit a lesson plan for the observed lesson within 2 school days of the Pre-Conference. Following the observation, the teacher will complete the Self-Reflection in SCLed under the Observation tab, within 2 school days, unless an extension is approved by the observer.
The administrator will complete the following in SCLed under the Observer Reflection and Refinement section: • Select one Reinforcement Indicator from the drop down menu (<i>an indicator that is a strength and should be continued</i>) • Select one Refinement Indicator from the drop down menu (<i>an indicator that is an area of growth</i>) • Reinforcement Objective • Refinement Objective • Reflection on Observation	The teacher will complete the following in SCLed under the Educator Reflection and Refinement section: • Select one Reinforcement Indicator from the drop down menu (<i>an indicator that that is a strength and should be continued</i>) • Select one Refinement Indicator from the drop down menu (<i>an indicator that is an area of growth</i>) • Reinforcement Objective • Refinement Objective • Teacher Reflection on Observation
The administrator will place the teacher's scores in the <i>Scripting and Scoring</i> section in SCLed and meet with the teacher within five school days of the observed lesson to discuss the lesson.	The teacher will meet with the administrator within five school days of the observed lesson to discuss the lesson.
The administrator will enter all scores and sign all documents in SCLed at the Post-Conference. The administrator may waive the Final Period if the teacher scored Proficient or Exemplary in all indicators for the Preliminary Period.	The teacher will sign all documents in SCLed at the Post-Conference.

Final Period Observations

Final Period observations will be **UNannounced** and must be followed by a Post-Conference within **five school days**. Since observations are unannounced during the Final Period, a Pre-Conference will not be held. The observer may review the lesson plan during the observation. If the lesson plan is not available during the observation, the teacher should submit it to the observer within **2 school days** of the observed lesson. Following the lesson, the teacher and administrator will follow the same procedures as Preliminary Period.

Post-Conference Teacher Self-Reflection

Following each required observation, the teacher must complete a Post-Conference Observation Form in SCLead. The purpose is to allow the teacher to reflect on the observed lesson and provide self-scores for Indicators in the Planning, Instruction, and Environment Domains.

All reflections are to be submitted to the observer within **2 school days** following the observation, unless an extension is approved by the team administrator. The teacher's Self-Reflection will be used in preparing for the Post-Conference.

Professionalism

During the formative evaluation period, the **team administrator** will complete the Professionalism Review in SCLead on the *Professionalism* tab for the **Preliminary and Final Period**. The **teacher** will also complete the Professionalism Self-Review in SCLead in the *Professionalism* tab for the Preliminary and Final Periods. This review leads the teacher to reflect on their professional performance. The team administrator and teacher will sign the Professionalism Review in SCLead at the conclusion of the Preliminary and Final periods.

The purpose of this review is to generate evaluation ratings for Indicators in the Professionalism Domain of the SCTS 4.0 rubric. The team administrator and teacher will sign the Professional Review in SCLead at the conclusion of the Preliminary and Final Periods.

Teachers on **Letter of Agreement (LOA)** will receive feedback on Professionalism indicators through the SLO/PG process.

Note: The **Preliminary** Period Professionalism Review and Professionalism Self-Review should be completed between **December 1-December 10, 2022**. The **Final** Period Professionalism Review and Professionalism Self-Review should be completed between **March 1-March 10, 2023**.

Student Learning Objective (SLO) and Professional Goals (PG)

All Recertification teachers who instruct **6 or more students** will write **one Student Learning Objective (SLO)**. The SLO will be required annually of all classroom-based teachers and the team administrator will review and score (Appendix E) the SLO as supporting evidence for the teacher's overall Final Period rating.

The SLO overall rating will be included in the teacher's final results in SCLead. If a teacher instructs **less than 6 students**, the team administrator will click *Skip SLO* in SCLead, and the teacher will complete **one Professional Goal (PG)**. (Note: If an educator does not instruct any students, a Professional Goal will be completed.)

The 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 plan, implement, and adjust instruction to ensure maximum student progress.

A Preliminary, Mid-Course, and Summative Conference with the SLO administrator must be held with the teacher and documented in SCLead. The Mid-Course Conference may be conducted during an existing data team, professional learning community, department, grade-level, or other collaborative meeting. The SLO Summative Conference may be held in conjunction with the Final Period Conference.

The administrator must add the **SLO Rating/Score** to the **Results** tab in SCLead by the Final Period Conference (see Composite Calendar).

Note: The SLO interval of instruction must cover the entire length of the course (year, semester, or quarter long) and must include the window of dates for the pre and post assessment.

Length of Evaluation	Criteria <i>I teach:</i>	Preliminary Conference	Mid-Course Conference	Summative Conference
Year SLO	6 or more students - a year-long course - same students all year	By 9/30/22	By 12/15/22	During Final Conference or by 3/16/23
Semester SLO	6 or more students - a semester-long course - new students each semester	By 9/30/22	By 11/11/22	By 12/15/22
Length of Evaluation	Criteria <i>I have:</i>	Preliminary Review	Mid-Year Review	Final Review
Year Professional Goal	- less than 6 students in a given course/class - a role as a coach or interventionist - instructional responsibilities that do not include grading	By 9/30/22	By 12/15/22	During Final Conference or by 3/16/23

To receive recertification credits for activities that do not align to the SLO objective, the school renewal plan, or the district strategic plan, a separate professional growth and development plan is required.

Professional Growth and Development Plan (PGDP)

A Professional Growth and Development Plan will be developed if a teacher receives **3 or more Needs Improvement ratings** and/or **any Unsatisfactory rating(s)** at the end of the Preliminary Period. The team administrator will develop an appropriate Professional Growth and Development Plan. The plan must include the Refinement area(s) that were identified during the Preliminary Period Conference. The team administrator will write the PGDP in the *Professional Goals* section of SCLead. The title should include: PGDP, the teacher's name, and the year. For example - *PGDP: Darlene Del Vecchio 2022-2023*. The administrator and teacher should sign the plan during the Preliminary Period, Mid-Year Review, and Final Period.

If multiple areas of Refinement were identified, the areas should be prioritized so that **no more than three areas** are to be addressed at any given time. If the teacher scores **Proficient or Exemplary on all areas** of the rubric, a PGDP is **not required**.

Preliminary and Final Period Conferences

Preliminary Period

The team administrator is responsible for assigning ratings for the 23 Indicators (Planning, Instruction, Environment, and Professionalism Domains) from the SCTS 4.0 rubric. The administrator will schedule a Preliminary Conference with the Recertification teacher and will provide written and oral feedback relative to each Indicator. The administrator will write a PGDP in SCLead, if required. If applicable, the teacher may include Refinement goals in their SLO during the Final Period.

The team administrator and teacher will complete the **Preliminary Professionalism Review** in SCLead between **December 1-10, 2022**.

The team administrator determines the status of the Recertification teacher's development using the SCTS 4.0 Rubric. **If a Recertification teacher receives 3 or more ratings of Needs Improvement or any Unsatisfactory rating, they will receive a Refinement Letter.** The principal is responsible for issuing a Refinement Letter to the teacher by the date specified on the Composite Calendar. A copy of the Refinement Letter must be submitted to the Human Resources Department according to the date specified on the Composite Calendar and the principal must maintain a copy.

The team administrator will complete the Post-Conference scores, Refinement and Reinforcement indicators, a PGDP (if required), and all pertinent documents online at SCLead. The team administrator and the teacher will sign the Post-Conference meeting sections in SCLead. **If all SCTS Indicators are scored Proficient or Exemplary during the Preliminary observation(s), observations scheduled for the Final Period may be waived at the team administrator's discretion.**

Final Period

The administrator and Recertification teacher will meet again at the end of the Final Period to discuss the teacher's progress. The team administrator is responsible for assigning ratings for the 23 indicators from the SCTS 4.0 rubric. **If the Final Period was waived, the teacher and the administrator must complete a Final Professionalism Review between March 1-March 10, 2023.**

The Recertification teacher will be informed of their final ratings on the SCTS 4.0 Rubric. The Recertification teacher should score **Proficient** or **Exemplary** in all 23 indicators. If the teacher receives **any Needs Improvement or Unsatisfactory** ratings, they will have a principal-directed PGDP for the following year that addresses these growth areas. All Professional Goals will be recorded in SCLead. In the event that the Recertification teacher's results are **NOT MET** overall, they will repeat the evaluation process the following year. This teacher's evaluation will include a three-member team, and be Highly-Consequential, Summative Formal Evaluation.

LOA teachers will receive ratings on indicators from the Planning, Instruction, and Environment domains, as well as a score on their SLO and/or PG. All ratings will be housed in SCLead. In the event the LOA teacher exhibits significant growth areas, they may repeat the evaluation process the following year.

Recertification teachers can access their SLO ratings, PGDP (if applicable), Professional Goals, Final Conference data, team administrator comments, etc. in the *Results* section at SCLead. The team administrator and teacher will sign all final documents in SCLead. The teacher's signature does not indicate that they agree with the results, only that an explanation of the evaluation was received. A PDF copy of the results may be printed.



Expanded ADEPT

Appendix

2022-2023

Appendix A: Pre-Conference Planning Sheet – (Completed by Team Administrator)

TEACHER NAME: _____ GRADE/SUBJECT: _____

DATE: _____

CONFERENCE INTRODUCTION/GREETING

- ✓ Greeting / Set the Tone
- ✓ Establish the length of the conference (~10-20 minutes)
- ✓ Review the Process
 - Purpose is to give the observer an opportunity to get more context and begin collecting evidence about the upcoming lesson
 - We will think through any issues together that might impact the lesson.
- ✓ Ask a general question

QUESTIONS ABOUT THE LESSON

CLOSING

- ✓ Summary of next steps (if needed)
- ✓ Confirm logistics for observation (when, where, where observer can sit)

Appendix B: Evidence Sheet (Planning Domain)

Lesson: _____ Date: _____

Planning		
Evidence Notes	Indicator	Scores
	Instructional Plans	
	Student Work	
	Assessment	

Appendix B: Evidence Sheet (Instruction Domain)

Instruction		
Evidence Notes	Indicator	Scores
	Standards and Objectives	
	Motivating Students	
	Presenting Instructional Content	
	Lesson Structure and Pacing	

Instruction		
Evidence Notes	Indicator	Scores
	Activities and Materials	
	Questioning	
	Academic Feedback	
	Grouping Students	

Instruction		
Evidence Notes	Indicator	Scores
	Teacher Content Knowledge	
	Teacher Knowledge of Students	
	Thinking	
	Problem Solving	

Appendix B: Evidence Sheet (Environment Domain)

Environment Domain		
Evidence Notes	Indicator	Scores
	Expectations	
	Engaging Students and Managing Student Behavior	
	Environment	
	Respectful Culture	

Appendix C: Post-Conference Planning Sheet – (completed by Team Administrator)

Teacher: _____ Grade/Subject: _____

Date: _____ Time: _____

CONFERENCE INTRODUCTION/GREETING	
✓ Greeting / Set the Tone ✓ Establish the Length of the Conference ✓ Review the Process • Purpose is to reflect on the lesson observed and to focus on best practices. • We will reflect on a strength of the lesson observed (area of reinforcement). • We will then identify an area of reinforcement we want to strengthen, and an area that could have extended student learning (area of refinement). ✓ Ask a General Question	
REINFORCEMENT PLAN: Objective:	
Questions for Teacher Reflection:	Evidence from the lesson that indicates strong support of student learning. (at least 3 examples)
REFINEMENT PLAN: Objective:	
Questions for Teacher Reflection:	Evidence from lesson that indicates needed support for student learning. (at least 3 examples)
SUPPORT PLAN	
CLOSING	
✓ Restate area of Refinement and Reinforcement ✓ Share Scores ✓ Sign Documentation ✓ Closing statement	

Appendix D: Rock Hill Schools SLO Rubric



Rock Hill Schools SLO Inclusive Practices Scoring Rubric:

Criteria	4-Always	3-Often	2-Sometimes	1-Rarely
The educator utilizes student achievement data and knowledge of students to establish a profile of learner strengths and gaps in understanding.				
Using the learner profile, the educator identifies trends in student needs and defines research-based strategies for creating and maintaining a safe space for learning.				
Throughout the instructional interval, the educator uses data from various formative and summative assessments, as well as knowledge of students' cultural and individual life circumstances, to reflect on and refine instructional experiences in the learning environment.				
The educator documents student attainment of growth targets using identified success criteria and outlines research-based strategies for reaching students who did not meet their goals.				
The educator collaborates with PLC members or other educators to use a Plan/Do/Study/Act approach in pursuit of rigorous instructional experiences that cultivate students' academic mindset.				
The educator engages in reflective conversations with the principal or designee to discuss individual professional growth needs, current PD experiences, and/or social emotional needs at the preliminary, midcourse, and final conferences.				

Guiding Questions - SLO/PG Conferences

Below are recommended questions to be posed by the administrator or designee at the preliminary, midcourse, and final conferences based on SCTS Inclusive and Responsive Practices and Rock Hill Schools Core Values for Cultural Excellence.

1. Nurturing Learner Excellence

- ☐ What do we want all students to know and be able to do?
- ☐ How will we know if they learn it?
- ☐ How will we respond when some students do not learn?
- ☐ How will we extend the learning for students who are already proficient?

2. Reinforcing Inclusive Practice

How will the SLO process and your professional growth experiences activate:

- ☐ an emotionally stable and responsive learning environment?
- ☐ learning experiences that connect with students' cultural and individual life experiences?
- ☐ student feedback methods and assessment practices that remove barriers and fuel excellence?
- ☐ productive student relationships that cultivate global awareness and an academic mindset?

3. Modeling Inclusive Leadership

In my role as (principal, coach, assistant principal, etc.), how can I:

- ☐ ensure that all students, regardless of their unique circumstances and learning styles, can learn within equitable and culturally responsive environments?
- ☐ protect physical, academic, and social emotional safety?
- ☐ create space for team members to be seen and heard?
- ☐ positively promote diverse cultures, experiences, and backgrounds?

ROCK HILL SCHOOLS SLO RUBRIC 2022-2023

Calculating Scores

Scores are derived by averaging each factor to determine the composite score and using the chart below to determine the correct performance level.

For teachers who are undergoing formative and summative evaluations:

- an SLO score of 4 will increase the teacher's overall evaluation rating by .25
- an SLO score of 1 will decrease the teacher's overall evaluation rating by -.25
- SLO scores of 2 and 3 are to have no bearing on the teacher's overall evaluation rating.
- If the teacher fails to complete the SLO, the teacher will score a 1 on the SLO, resulting in a decrease of the overall evaluation rating of -.25 unless the teacher has been absent for at least 20% of the evaluation period.

Composite Score Range	SLO Inclusive Practice Rubric Ratings	Overall Effectiveness Rating
1.0 - 1.24 = 1.0	Rarely (1)	Not Met
1.25 - 1.75 = 1.5	Sometimes (2)	Not Met
1.76 - 2.25 = 2.0	Sometimes (2)	Not Met
2.26 - 2.75 = 2.5	Often (3)	Met
2.76 - 3.25 = 3.0	Often (3)	Met
3.26 - 3.75 = 3.5	Often (3)	Met
3.76 - 4.00 = 4.0	Always (4)	Met

Appendix E: Student Learning Objective (SLO) Scoring and Due Dates

The SLO will be required annually of all classroom-based teachers and used as an artifact to support the SCTS indicators. At the conclusion of the evaluation period, the teacher's SLO score is used as a modifier for the teacher's overall evaluation rating.

- An SLO score of **4** will increase the teacher's overall evaluation rating by **.25**
 - an SLO score of **1** will decrease the teacher's overall evaluation rating by **-.25**
 - SLO scores of **2** and **3** are to have no bearing on the teacher's overall evaluation rating.
- If the teacher fails to complete the SLO, the teacher will score a 1 on the SLO, resulting in a decrease of the overall evaluation rating of **-.25**.

Composite Score Range	SCTS Ratings	Overall Effectiveness Rating
1.00 – 1.24 = 1.0	Unsatisfactory	Not Met
1.25 – 1.75 = 1.5	Needs Improvement	Not Met
1.76 – 2.25 = 2.0	Needs Improvement	Not Met
2.26 – 2.75 = 2.5	Proficient	Met
2.76 – 3.25 = 3.0	Proficient	Met
3.26 – 3.75 = 3.5	Proficient	Met
3.76 – 4.00 = 4.0	Exemplary	Met

Length of Evaluation	Criteria <i>I teach:</i>	Preliminary Conference	Mid-Course Conference	Summative Conference
Year SLO	• 6 or more students • a year-long course • same students all year	By 9/30/22	By 12/15/22	During Final Conference or by 3/16/23
Semester SLO	• 6 or more students • a semester-long course • new students each semester	By 9/30/22	By 11/11/22	By 12/15/22
Length of Evaluation	Criteria <i>I have:</i>	Preliminary Review	Mid-Year Review	Final Review
Year Professional Goal	• less than 6 students in a given course/class • a role as a coach or interventionist • instructional responsibilities that do not include grading	By 9/30/22	By 12/15/22	During Final Conference or by 3/16/23

Note: The SLO interval of instruction must cover the entire length of the course (year, semester, or quarter long) and must include the window of dates for the pre and post assessment.

Appendix F: Student Learning Objective (SLO) Template & Professional Goal (PG) Template

entered in SCLead

*Professional development goals must be established by the teacher and must be supportive of district strategic plans and school renewal plans.**

- ☐ A Student Learning Objective (SLO) serves as the PGDP. (Section I only)
- ☐ An SLO serves as one of multiple goals of the PGDP. (Section I and II)
- ☐ A Teacher Leadership Goal (TLG) serves as the PGDP. (Section II only)

Section I. Student Learning Objective (SLO)

Teacher Name:	School:
SLO Evaluator Name:	SLO Interval (circle): Year or Semester
Grade Level:	SLO Content Area/Focus Class:
I. Student Population and Baseline a. What do I already know about the students in my focus class? <i>Information could include the number of students, a description of students with exceptionalities (e.g., learning disability, gifted and talented, and/or language learner status), easily accessible reports of last year's performance, information from the Rally Analytics platform, etc. This should require reflection, not extensive research.</i> b. What do I know about the support my students will need to be successful in this class/content area? <i>Response could include information from spring, summer, or fall assessments.</i>	
II. Priority Standard and Learning Objective a. Identify <u>one to two</u> high priority content standard(s) and indicators or Competencies for the Profile of a SC Graduate that will provide the basis of the SLO learning objective. <i>Consider using math or English priority standards. Other content areas may consider a skill- or practice-based standard that spirals back multiple times.</i> b. Related to that priority standard or competency, what should students be able to do at the end of the SLO interval? <i>The Learning Objective should be aligned with course- or grade-level content standards or the Competencies for the Profile of a SC Graduate. The goal should be broad enough to capture essential skills but focused enough to be measurable. Alternatively, educators may set a growth goal using existing data team structures or the Rally platform.</i> c. What evidence of growth will tell me that a student has met this learning objective? <i>Consider what formative and summative assessment data is already collected as part of your course that can be used to measure this objective. Multiple measures and incorporation of existing</i>	

assessments are encouraged. This evidence can be connected to existing data team/PLC structures or work with the Rally platform.

III. Instructional Strategies and Inclusive Learning Environment

a. When I consider my professional practice and growth, what is one instructional practice that will be my focus connected to this professional goal? Why?

b. Which SCTS 4.0 Rubric Indicator(s) is most connected to this instructional practice?
Choose an item.

c. Student success is deeply connected to the learning environment. Which [inclusive learning practice](#) is most connected to your planning for a positive learning environment? Choose an item.

d. When you think about this group of students and this content, how will this strategy help you intentionally create a positive classroom community that helps all students take risks and grow as independent learners?

IV. Mid-Course Progress Monitoring

This conference and reflection can be incorporated into a department, grade-level, PLC, or other collaborative meeting.

a. Educator Reflections. How did you monitor students' mastery of the learning objective? How has your instructional practice impacted students so far?

b. General Reflections.
The educator and evaluator may add additional reflections here.

V. End of Year Conference Reflection

a. Evidence that students showed growth as established by the SLO goal and conferences.

b. Reflection on Data
How does the data inform my instructional practice, goal setting, or my professional development plan for next year?

c. [SLO Rating](#)

Conference	Date	Signatures
SLO Preliminary Conference		
SLO Mid-Course Conference		
SLO Summative Conference		

Section II. Professional Goal

Goal Name: South Carolina Teaching Standard Indicator(s): Choose an item.
Goal: <i>Should be SMART: Specific, Measurable, Achievable, Relevant, Time-bound</i>
Goal Strategies: <i>What will I do to accomplish my goal?</i>
Goal Outcome: <i>What good will result when this goal is accomplished?</i>
Goal Evidence: <i>Evidence that the evaluator will consider in determining goal progress or accomplishment. Evidence may be added in "Attachments."</i>
Goal Alignment: <i>Reflect on how this goal is related to district strategic plans, school renewal plans, or student growth.</i>

Preliminary Review (to be completed by the supervisor based on the evidence)

- ☐ The educator has *met* the above goal.
☐ The educator is making *satisfactory progress* toward achieving this goal.
☐ The educator is *not* making satisfactory progress toward achieving this goal.

Comments

Teacher _____ Date _____
 Team _____
 Administrator _____ Date _____

Mid-Year Review (to be completed by the supervisor based on the evidence)

- ☐ The educator has *met* the above goal.
☐ The educator is making *satisfactory progress* toward achieving this goal.
☐ The educator is *not* making satisfactory progress toward achieving this goal.

Comments

Teacher _____ Date _____
 Team _____
 Administrator _____ Date _____

Final Review (to be completed by the supervisor based on the evidence)

- ☐ The educator has *met* the above goal.
☐ The educator is making *satisfactory progress* toward achieving this goal.
☐ The educator is *not* making satisfactory progress toward achieving this goal.

Comments

Teacher _____ Date _____
 Team _____
 Administrator _____ Date _____

Appendix G: SCLead Login Information and Technical Support

*The website for SCLead is: <https://scllead.org/>

*If you need technical support for SCLead, use the Online Support Form at: <https://scllead.org/Help/Support>

*You may also call them at (877) 314-1412.

*If you use the “*Forgot Password*” option, the reply will most likely **NOT** go to your Inbox. Check your *Other, Clutter, or Junk* folder.

* The SCLead account holder is the only person who is able to access their login information. For your records, please complete the SCLead login information below or store your information in a secure location.

Username or Email	
Password	
Orientation Date	

Appendix H: Renewal Credits

Dear Rock Hill Educator,

According to my records, your professional certificate expires on June 30, 2023. The following information will help you meet the requirements to renew your certificate on time.

Between January – June, 2023, you need to compile your renewal activities that were completed between your five-year validity. Your five-year validity is listed on your current certificate from the state. The state, through a secured portal allows you to look this up. Use the renewal computation sheet to list the activities up to 120 points in the appropriate option. If you list more than 120 points, it is fine. Each option must have the name of the activity, where completed, when completed, and the points earned. The Renewal Computation Sheet and the Matrix are on the following pages to help you determine where to list your credits. The maximum number of credits you can earn in each area is listed in each option. If you have trouble determining where an activity would go or it is not listed on the Matrix, reach out to your renewal credit advisor (principal) or me.

Example:

Option 1: College Credits (120)	Ending Date	Admin Approval	Points earned
Course Name: EDU543 College	4/20/2022		60

Upon completion of your renewal computation sheet, you schedule an appointment with your renewal credit advisor. You provide the completed renewal computation sheet and all transcripts, certificates, brochures, etc. for approval.

What to submit to the Human Resources Department?

The completed and approved renewal computation sheet to Sonya Horne. You can send it via office mail, fax it to 803-981-1025, or email to shorne@rhmail.org as a pdf attachment.

National Board Certificate Holders:

If you renewed via National Board in 2022, the state should update your license based on the list provided to them around November/December. Please send your updated certificate to Human Resources so your record can be updated. If you plan to renew via National Board in 2023, you will need to submit the completed and approved renewal computation sheet to Human Resources. Your validity period to use activities would be the last five years of your ten-year validity. If you receive renewal from National Board in 2023, the state will update your license around November/December 2023 and change your validity period from five years to ten years. You would then submit the updated license to Human Resources to update your record.

R2S (Read To Succeed) Endorsement:

If you are required by the state to have the R2S endorsement by June 30, 2023, the endorsement must show on your certificate before the renewal process can be completed at the district level. Below are the links to the state website to help you determine which endorsement you need and when you need it. In addition, I have provided the link to help you with how to request the R2S endorsement to be added to your license and what you need to send the state.

<https://ed.sc.gov/educators/certification/r2s/>

<https://ed.sc.gov/educators/certification/add/>

Sonya Horne, Employee Relations Coordinator, Human Resources Division
shorne@rhmail.org (803) 981-1092



SC Renewal Computation Sheet for Professional Educators

Last name	First name	M.I.	Former name if needed
Social Security # (optional)	SC Certificate # (required)	Highest degree	*Certificate Validity Period

OPTION/DESCRIPTION/MAXIMUM POINTS

***All points must fall within the certificate validity period.**

Course No./Title	Ending Date	Administrator's Pre-approval If required	Points Earned
Option 1: College Credit (120)			
Graduate Course No./Title College			
Graduate Course No./Title College			
Option 2: SDE Certificate Renewal Course (120)			
Course No./Title Location			
Course No./Title Location			
Course No./Title Location			
Course No./Title Location			
Option 3: State Department Approved CEU credit (120)			
Activity Location			
Activity Location			
Activity Location			
Option 4: Publications (60)			
Title Publisher Date Published			
Title Publisher Date Published			
Option 5: Instruction (60)			
Workshop or Course Title Location			
Workshop or Course Title Location			
Workshop or Course Title Location			
Option 6: Professional Training (120)			
Title Sponsoring Organization/Agency			
Title Sponsoring Organization/Agency			

Title	Sponsoring Organization/Agency			
Title	Sponsoring Organization/Agency			
Title	Sponsoring Organization/Agency			
Option 7: Professional Assessor/Evaluator (60)				
Type	Duties			
Type	Duties			

Course No./Title	Ending Date	Administrator's Preapproval if required	Points Earned
Option 8: Mentorship, Supervision, or Mentoring (60)			
Type			
Type			
Type			
Option 9: Educational Project, Collaboration, Grant, or Research (60)			
Type of Project, Collaboration, Grant, or Research			
Type of Project, Collaboration, Grant, or Research			
Option 10: Professional Development Activity (60)			
Title	Sponsoring Organization/Agency		
Title	Sponsoring Organization/Agency		
Title	Sponsoring Organization/Agency		
Title	Sponsoring Organization/Agency		
Title	Sponsoring Organization/Agency		
Title	Sponsoring Organization/Agency		
Title	Sponsoring Organization/Agency		
Option 11: Professional Development Activity – CEU Credit (120)			
Title			
Title			
Title			
Total Renewal Credits Earned > >			

- ☐ The renewal credit listed on this computation sheet has been reviewed and accepted under the SDE Renewal Credit Plan toward this educator's professional certificate renewal. The educator maintains the verification for each of these activities, and we request these credits to be entered into the educator's certification records.

☐ The Jason Flatt Act requirement has been satisfied by this educator (mm/yyyy)

Signature of Educator: _____

Date: _____

Signature of Renewal Credit Administrator/Principal: _____

Date: _____

Renewal Credit Matrix

Certificate Renewal Plan Professional Development Options for South Carolina Educators

Educators not employed in a position that requires South Carolina educator certification are restricted to Options 1, 2, and 3 in the matrix.

Certificate Renewal Option	Eligibility Criteria	Renewal Credits	Required Verification
1. College Credit	All courses must - Directly relate either to the educator's area(s) of certification, or to an area of certification in which the educator is formally enrolled, or to the goals of the educator and/or the educator's employing educational entity; - Be taken through an NCATE (National Council for Accreditation of Teacher Education) or regionally accredited college or university or through a college or university that has programs approved for teacher education by the State Board of Education (SBE); - Be taken for credit; and - Result in a passing grade in a pass-fail class or in a grade of C or better.	Maximum: up to 120 renewal credits may be earned via this option during the five-year validity period of the certificate. Accrual rate: 1 semester hour of earned course credit = 20 renewal credits	In order to receive renewal credits via this option, the educator must provide An official transcript from the college or university
2. State Department of Education Certificate Renewal Course	All certificate renewal courses must - Directly relate either to the educator's area(s) of certification or to the goals of the educator and/or the educator's employing educational entity; and - Have been approved by the State Department of Education, according to SBE criteria.	Maximum: up to 120 renewal credits may be earned through approved renewal courses during the five-year validity period of the certificate. Accrual rate: 1 semester hour of earned course credit = 20 renewal credits	In order to receive renewal credits via this option, the educator must provide a report from the course administrator, as required by current SBE guidelines for certification renewal courses.

Certificate Renewal Option	Eligibility Criteria	Renewal Credits	Required Verification
3. State Department of education approved CEU credits	SDE Approved CEU credits are: • ASHA approved credits for Speech Language Therapist licensure, • Board of Examiners of Psychology approved courses for Psychologist licensure, or • CEUs issued by regionally accredited colleges or universities	Maximum: up to 120 renewal credits may be earned in SDE approved CEUs Accrual Rate: 1 CEU is equal to 10 contact hours	In order to receive renewal credits via this option, the educator must provide • an official transcript from a college or university or an official document of completion from the provider of the ASH and the Board of Examiners of Psychology approved courses.
4. Publications	Publications must • Appear in a professional journal or in a format that is sanctioned by the employing educational agency, • Contribute to the effective practice of the education profession and/or to the body of knowledge of the certification area(s), and • Be a first-time publication (i.e., revised versions or second editions are excluded).	Maximum: 60 renewal credits may be earned during the five-year validity period. Accrual rate: • Primary author of book or refereed journal article = 60 renewal credits • Primary author of non-refereed journal article = 30 renewal credits • Secondary author of book or article = 15 renewal credits	In order to receive renewal credits via this option, the educator must provide • A synopsis (one page or less) of the publication and • Official verification from the publisher of the work's acceptance for publication, including the date of acceptance.

Certificate Renewal Option	Eligibility Criteria	Renewal Credits	Required Verification
5. Instruction	Renewal credits for instruction (e.g., courses taught at colleges or universities; formal, prepared presentation given at conferences or meetings) are awarded only for those activities that • Exceed job requirements for the educator's position, as defined by the employing educational entity; • Are professionally oriented and educationally relevant; • Are offered for the first time by the educator.	Maximum: up to 60 renewal credits may be earned via this option during the five-year validity period of the certificate. Accrual rate: • College/university course: 1 semester hour of instruction = 20 renewal credits • Presentation: a 1-hour presentation = 3 renewal credits. (This includes preparation time)	In order to receive renewal credits via this option, the educator must provide • A copy of the schedule from the district, college/university or organization, indicating the date(s) and time of the instructional activity and • A synopsis (e.g., course objectives from the syllabus, workshop or meeting agenda, conference program) of the content of the instructional activity.
6. Professional Training (Further information provided at the end of the matrix)	All professional training must • Relate to the educator's professional development plan, area(s) of certification, and/or the employing educational entity's plan; • Be recognized as having professional relevance to the educational setting; and • Be successfully completed.	Maximum: up to 120 renewal credits may be earned via this option during the five-year validity period of the certificate. Accrual rate: 1 hour of direct participation = 1 renewal credit 1 CEU = 10 hours of direct participation	In order to receive renewal credits via this option, the educator must provide • The training objectives and/or training outline and • A certificate or other official documentation verifying successful completion of the training program, including the date(s) and the number of hours of direct participation.

Certificate Renewal Option	Eligibility Criteria	Renewal Credits	Required Verification
7. Professional Assessor / Evaluator	Assessor / evaluator renewal credits may be obtained only - For evaluation activities that exceed job requirements for the educator's position, as defined by the employing educational entity; - By an educator who has received training / approval / certification as an assessor / evaluator on a national or state-approved evaluation team (e.g., ADEPT evaluator, principal assessor, SACS [Southern Association of College and Schools] evaluator, external review team [ERT] evaluator, NCATE evaluator, NBPTS [National Board for Professional Teaching Standards] assessor); and - Upon the educator's completion of all requirements of the assessment / evaluator process.	Maximum: up to 60 renewal credits may be earned via this option during the five-year validity period of the certificate. Accrual rate: 1 hour of direct participation = 1 renewal credit Participation on an ADEPT Evaluation Team = maximum 30 credits	In order to receive renewal credits via this option, the educator must provide Official documentation verifying completion of all evaluation / assessment team requirements, including the date(s) and the number of hours of direct participation.
8. Mentorship, Supervision, or Instructional Coaching	Renewal credits for mentorship, supervision, or coaching are awarded only for those activities that - Exceed job requirements for the educator's position, as defined by the employing educational entity; - Assist another educator (e.g., student teacher, teacher, administrator); and - Are provided in conjunction with an approved training program, induction program, or professional development process.	Maximum: up to 60 renewal credits may be earned via this option during the five-year validity period. Accrual rate (maximums): - Supervision of student teacher (one semester) = 20 renewal credits - Mentoring (full year) = 30 renewal credits - Coaching (full year) = 20 renewal credits - Internship = 10 renewal credits	In order to receive renewal credits via this option, the educator must provide Official documentation from the training institution, professional organization, or employing educational entity verifying successful completion of all responsibilities, including the type, extent, and dates of services (e.g., mentoring, supervising, coaching) provided by the educator.

Certificate Renewal Option	Eligibility Criteria	Renewal Credits	Required Verification
9. Educational Project, Collaboration, Grant, or Research	Renewal credits for educational projects, collaborations, grants, or research are awarded only for those activities that • Exceed job requirements for the educator's position, as defined by the employing educational entity; • Are coordinated or approved by an educational entity; • Are related to student achievement and / or to the goals of an educational entity; • Result in an educationally relevant product; and • Are a minimum of 5 hours in length.	Maximum: up to 60 renewal credits may be earned via this option during the five-year validity period of the certificate. Accrual rate: 1 hour of direct participation = 1 renewal credit Maximum for each activity within this option: 30 renewal credits	In order to receive renewal credits via this option, the educator must provide • A synopsis (one page or less) of the project, collaboration, grant, or research; and • Official documentation from the educational entity verifying the date(s) and hours of direct participation.
10. Professional Development Activity Includes conferences, workshops, task force, etc. (Further information provided at the end of matrix)	Renewal credits are awarded only for those professional development activities (e.g., conferences, workshops, task forces) that • Are tied to the educator's area(s) of certification and / or the goals of the employing educational entity; • Are provided by a national, state, regional, or locally approved sponsor; and • Involve a minimum of 4 hours of direct contact, excluding meals and breaks.	Maximum: up to 60 renewal credits may be earned via this option during the five-year validity period of the certificate. Accrual rate: 1 hour of direct participation = 1 renewal credit 1 CEU = 10 hours of direct participation	In order to receive renewal credits via this option, the educator must provide • Official documentation from the sponsor verifying the educator's participation, and • A synopsis of the session topic(s), date(s), and time(s).
11. Professional Development Activity (CEU Credit) IACET CEU Credit (Further CEU information provided at the end of matrix)	CEU renewal credits are awarded only for those professional development activities (e.g., conferences, workshops, task forces) that • Are tied to the educator's area(s) of certification and / or to the goals of the employing educational entity, • Are provided by an SDE-approved CEU sponsor, and • Involve a minimum of 4 hours of direct contact, excluding meals and breaks.	Maximum: up to 120 renewal credits may be earned via this option during the five-year validity period of the certificate. Accrual rate: 1 CEU = 10 renewal credits	In order to receive renewal credits via this option, the educator must provide • A transcript or other official verification of CEU credit, including the title of the activity, the date of completion, and a brief description of the activity.

Publications Option 4

Refereed Materials

Refereed materials are publications reviewed by “expert readers” or referees prior to the publication of the material. After reading and evaluating the material, the referee informs the publisher if the document should be published or if any changes should be made prior to publication. Refereed materials are also referred to as peer reviewed. Refereed materials are significant to professional research and literature because they assure readers that the information conveyed is reliable and timely.

Non-Refereed Materials

Non-refereed materials such as trade journals or magazines use less rigorous standards of screening prior to publication. In some publications, each article may be screened only by the publications editor. While knowledgeable, no editor can be an authority on all the subject matter printed in a journal. Other non-refereed materials accept almost anything submitted in order to have something to print.

The term “scholarly materials” is often used to describe refereed materials, but this term is not exclusive to refereed materials. Non-refereed materials may not be scrutinized as intensely as refereed materials, but they can still be considered scholarly.

Professional Development CEU Activities Option 6, 10, and 11

Option 6 and 10 covers a variety of professional development activities. College or university Continuing Education Unit (CEU) credit may be entered under these options. A CEU would count as 10 renewal credits since it is based on 10 hours of participation. Other opportunities for these options may include, but are not limited to, workshops, task force, or conferences.

Option 11 refers to the International Association for Continuing Education Units (IACET). IACET is the caretaker of the Continuing Education Unit (CEU). The ten criteria of the IACET CEU promote high standards for professional development and growth. Through its programs, publications, research, and technical assistance, IACET assists organizations in correctly utilizing the criteria.

CEUs from IACET–authorized providers and IACET–approved licensed users will be counted under Option 11. Only authorized providers and approved license users may use the IACET CEU and the IACET logo. The list of authorized providers and the process to become one are provided on the IACET website: <<http://www.IACET.org>>.

CEUs counted under Option 6, 10, or 11 must support the educator’s professional growth and development plan. The district will determine the placement of credit for the option.