

## Bamberg School District One (0501)

District | District Settings

### 2022-23 District EXPANDED ADEPT Implementation Plan

Instructions to school districts: Please complete the entire Expanded ADEPT Plan template, as indicated below, and enter the completed plan along with a copy of the district's school calendar for the coming year in SCLead.org. All districts are required to complete and submit an Expanded ADEPT plan in SCLead.org regardless if the district decides to use another system for monitoring and documenting evaluations.

The deadline for submission is June 1, 2022 Thank you.

School District

Bamberg School District One

Date of submission of plan

06/01/2022

#### Administrator

The administrator responsible for submitting the ADEPT Plan.

Name

Denise Miller

Title/Position

Bamberg County School District ADEPT Coordinator

Phone Number

8032456603

Email Address

dmiller@bambergschools.org

#### District ADEPT Contact

Person responsible for managing ADEPT data collection and reporting.

Name

Denise Miller

Phone Number

8032456603

Email

dmiller@bambergschools.org

#### ADEPT Data Entry

If different from ADEPT contact, list person(s) with district-level ADEPT Administrator rights in SCLead.org.

Name

Phone Number

Email

## Special Areas Manager

Person responsible for assigning special areas evaluators to online training.

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Name

Denise Miller

Phone Number

8032456603

Email

dmiller@bamberschools.org

The school district proposes the following plan for complying with the ADEPT requirements specified in

- the ADEPT Statute (§§ 59-26-30 and 59-26-40 of the South Carolina Code of Laws),
- the ADEPT Regulation (R 43-205.1), and
- the current Expanded ADEPT Guidelines (2018).

# Bamberg School District One (0501)

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## Evaluation Instrument and Scoring (Required)

### Professional Standards

The district will use the following professional standards to evaluate and promote teacher performance and effectiveness:  
(For each of the groups of educators listed below, check the performance standards that the district will use.)

- ADEPT 2020 For Special Areas: The district will use ADEPT 2020 for Special Areas in evaluating and providing feedback to special area educators at all contract levels.
- SCTS 4.0 (Formative and Summative): The district will use the SCTS standards in evaluating and providing feedback to teachers at all contract levels.
- Locally-developed: Districts that have a pre-approved, aligned (as defined in the system guidelines) approach to evaluating teachers.

Educators	ADEPT 2020 for Special Areas	SCTS 4.0*	Locally Developed Model
Classroom-Based Teachers		<input checked="" type="radio"/>	<input type="radio"/>
School Counselors	<input checked="" type="radio"/>		<input type="radio"/>
School Librarians	<input checked="" type="radio"/>		<input type="radio"/>
Speech-Language Professionals	<input checked="" type="radio"/>		<input type="radio"/>

### Locally-developed systems assurances

- If the district proposes using one or more locally-developed evaluation models, to include the use of locally-developed observation rubrics, they must be pre-approved by SCDE. In the event that your locally-developed model has not already been vetted and approved by the SCDE, the district must provide a comprehensive evaluation guide for the proposed model(s). Alternate observation models for teachers (including special area educators) must meet all current requirements of the ADEPT statute, regulation, and guidelines (see the coversheet of this document for online links).
- The district must report all formal evaluation results to the SCDE in a format that is consistent with the state's ADEPT formal evaluation models.
- The district must receive approval from the SCDE prior to implementing any locally designed, alternate model prior to using the model for evaluating teachers.

### Scoring Approach

The district will use the following scoring approach for SCTS 4.0.

Contract Levels	Average Approach	Consensus Approach
Induction	<input type="radio"/>	<input checked="" type="radio"/> *
Annual Formative and Summative	<input type="radio"/>	<input checked="" type="radio"/>
Continuing Formative (Comprehensive)	<input type="radio"/>	<input checked="" type="radio"/> *
Continuing Summative	<input type="radio"/>	<input checked="" type="radio"/>

\* Selecting "Consensus Approach" for Induction /Continuing Formative indicates an acknowledgement that although these contract levels only require one evaluator, a consensus meeting is expected to occur with this approach. Further, districts acknowledge that the Consensus Approach derives the Final Evaluation Score by averaging the Consensus Scores for Preliminary and Final Evaluation Cycles.

\*All ADEPT Special Areas 2020 evaluations follow a consensus scoring approach.

## SCLead.org Usage

The district will require evaluators, classroom-based teachers, and special area educators to use the following SCLead.org ADEPT features.

SCLead.org Features	Yes	No
Orientation	<input type="radio"/>	<input checked="" type="radio"/>
Student Learning Objective	<input type="radio"/>	<input checked="" type="radio"/>
Professional Goals (GBE)	<input type="radio"/>	<input checked="" type="radio"/>
Evaluator Scripting	<input type="radio"/>	<input checked="" type="radio"/>
Evaluator Scoring (Observations & Professionalism)	<input type="radio"/>	<input checked="" type="radio"/>
Our district will only use the Evaluation Import feature (Contract Level, Next Year Hiring Status, & Evaluation Data)	<input checked="" type="radio"/>	<input type="radio"/>

## SCLead.org Training Reminders

Each district should incorporate training with SCLead.org into the district's evaluation training and onboarding plan. Your district training plan should consider

- SCLead.org functions required by the district
- How to access resources (e.g. SCLead.org User Manuals, SCLead.org Help Desk)
- Timelines for face-to-face or virtual SCLead.org training for evaluators and/or teachers and
- Process for gathering feedback on SCLead.org.

## District Comments (optional)

### Attachments

Name	Description	Created By
No attachments.		

## Bamberg School District One (0501)

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### District Choice Measures (Required, if Applicable)

Complete only if applying for the use of a locally-developed, aligned evaluation system. If using the state model for evaluation, move to the next section.

The district *WILL* implement one or more District Choice measures for the coming school year. When selecting a *District Choice* option, the district should consider data sources that produce useful information to inform a teacher's professional growth.

Note: Test-score based measures are no longer required as part of the state model for evaluating teachers. In the event your district is electing to use classroom-level value-added data within your evaluation system, indicate that in the table below.

Classroom level, test score based, value-added measures provided by state-contracted vendor	<input type="checkbox"/>
School-wide, test score based, value-added measures provided by state-contracted vendor	<input type="checkbox"/>
Test score measures based on formative assessments or locally procured assessments and calculated by a district-contracted vendor	<input type="checkbox"/>
Surveys of students	<input type="checkbox"/>
District-wide student learning objectives	<input type="checkbox"/>
Teacher self-reflection	<input type="checkbox"/>
Other option (please describe below and attach documentation):	<input type="checkbox"/>
Alternate Proposal (must include):	
<ul style="list-style-type: none"> <li>• a description of the data source,</li> <li>• how the evidence will be evaluated,</li> <li>• the criteria for rating the success of the teacher in meeting that goal,</li> <li>• justification for how the information will improve teacher professional practice leading to increased student learning, and</li> <li>• mechanisms for how the school will track the use of the data source and the resulting changes to instruction and student outcomes.</li> </ul>	

In the space provided below, please describe how your district will incorporate these measures into the evaluation model and how (if at all) they impact overall evaluation ratings. Make sure to include if the district-choice measure impacts classroom-based teachers and/or special area educators.

### Evaluation Weight

Please indicate a weight applied to the district-choice measure as a percentage of the overall evaluation (0-30%). This can be calculated inside SCLed.

percent

### Attachments

Name	Description	Created By
No attachments.		

## Bamberg School District One (0501)

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### Induction and Mentoring Programs (Only Updates Required)

The school district will provide an induction and mentoring program for all beginning classroom-based teachers, school librarians, school counselors, and speech-language professionals in order to increase the effectiveness and promote the retention of novice educators. The district must also provide an induction and mentoring program for International teachers on their first year on an International Certificate in order to provide appropriate support for their unique needs. Through its induction and mentoring program, the district will provide assistance and support to beginning educators, consistent with the requirements of the 2017 South Carolina Induction and Mentoring Program Implementation Guidelines and the June 18, 2012, Amendments to the ADEPT Statute to include the variable induction-contract period.

Induction contract teachers will collect evidence of student growth annually. Additionally, these teachers must receive a minimum of 1 full classroom observation per semester with feedback provided at appropriate conference meetings as outlined in ADEPT Guidelines.

No updates. Refer to ADEPT  year plan: Choose an item.

### Training Timeline

Number of mentors currently trained

21

Mentor Training Date

The district ensures all mentors receive South Carolina mentor training by the date of

08/12/2022

### Induction and Mentoring Plan

Please provide a detailed description of the district's Induction and Mentoring Plan to include the following:

1. The purpose and scope of mentoring in your district.
2. The district's procedures for the assignment of mentors to induction and annual contract teachers receiving diagnostic assistance.
3. The district's plan for ensuring the qualifications, training, support, and professional development of mentors.
4. The district's system for collecting feedback on the quality and effectiveness of the Plan from all participants.

1. The purpose and scope of mentoring in your district. The purpose of the Bamberg County School District's Induction and Mentoring Plan is to provide intentional and ongoing support for first-year teachers. Appropriately trained mentors will be assigned to all beginning teachers. The mentors will provide support and assistance to improve teaching performance and to ensure the beginning teacher's ongoing professional development. The mentor will assist the beginning teacher with developing and maintaining a professional growth and development plan. The beginning teacher will take a year-long course that will assist them in fully meeting the South Carolina Teaching Standards, effectively teaching the state's academic standards, and being a competent and professional educator. The mentor will assist the beginning teacher in collecting evidence of student growth annually. The mentor will also assist the teacher with the development of appropriate SLO's. 2. The district's procedures for the assignment of mentors to induction and annual contract teachers receiving diagnostic assistance. Working with school-level administration, the district will match induction and annual contract teachers receiving diagnostic assistance with an appropriately trained mentor. Area of certification, physical location, and any special situations or needs of the induction teacher will be considered in the assignment. Mentor assignments will be made before the induction teacher begins teaching, or in the case of hires made after the beginning of the school year, no more than two weeks after the hire as outlined in the South Carolina Department of Education Induction and Mentoring Guidelines. 3. The district's plan for ensuring the qualifications, training, support, and professional development of mentors. The district will verify that teachers recommended to serve as a mentor have been appropriately trained and certified. Opportunities to upgrade mentor certification (i.e. cognitive coaching, train-the-trainer, etc.) will be offered as they become available to mentors. The district will also provide periodic professional development to assist mentors in carrying out their duties in an appropriate and effective manner. The district will ensure that all mentors participate in continuing

professional development activities within each five-year period following completion of the South Carolina Mentor Training as outlined in the South Carolina Department of Education Induction and Mentoring Guidelines. The district will allow for mentor participation in district, state, or national seminars, workshops, or conferences on induction, teacher evaluation, mentoring, and/or mentor forums, as well as opportunities for mentors to lead professional development around mentoring topics (SC I & M Guidelines). 4. The district's system for collecting feedback on the quality and effectiveness of the plan from all participants. The district requires that all induction teachers complete a mid-year survey. The surveys are reviewed by the induction coordinator and the assistant superintendent to determine if any changes need to be made at mid-year. Mentors and induction teachers complete surveys at the end of the year. These surveys are reviewed and if any changes need to be made to the induction program, recommendations are made to the superintendent.

## SLOs

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First-year induction teachers can complete a shortened- interval beginning second semester. This is determined at the district or school level.

- First-year induction teachers will complete a full interval SLO beginning in fall.
- All district first-year induction teachers will complete a shortened-interval SLO beginning in second semester.
- Schools will have the choice to allow first-year induction teachers to complete a shortened-interval SLO beginning in second semester.

## Induction and Mentoring Program for Year 1 Teachers

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The district will implement an Induction and Mentoring Plan for Year 1 teachers to include: an assigned mentor, the school principal or SCTS certified administrative designee (at least one full classroom observation must be conducted per semester), and a Student Learning Objective.

Please describe the district's Induction 1 program. Include when you meet and what topics you address. The beginning of the year discussions should include the following items:

- district's policies, procedures, benefits, and calendar;
- teacher-oriented and student-oriented services available in the district and the community;
- social, cultural, and economic characteristics of the community being served by the district;
- services and referral procedures related to special education and EL (English Learner) students;
- the SCTS 4.0 rubric or the district's approved teacher evaluation system;
- requirements for professional educator certification and certificate renewal; and
- the district's approach to mentoring and access to the 2017 Induction and Mentoring Guidelines and at:  
<https://ed.sc.gov/educators/educator-effectiveness/induction-and-mentoring/2017-induction-and-mentoring-guidelines/>

Appropriately trained mentors will be assigned to all beginning teachers. The mentors will provide support and assistance to improve teaching performance and to ensure the beginning teacher's ongoing professional development. The mentor will assist the beginning teacher with developing and maintaining a professional growth and development plan. The district will hold an Induction Teacher Orientation during the first week of teacher in-service held in August. The topics to be discussed may include: a. District policies, procedures, benefits, and calendar b. Teacher-oriented and student-oriented services available in the district and community c. Social, cultural, and economic characteristics of the community being served by the district d. Services and referral procedures related to special education and English Language Learners e. The SCTS 4.0 rubric f. Requirements for professional educator certification and certificate renewal g. Overview of Bamberg County School District's Induction and Mentoring Program The principal of each school will also hold a school level orientation for Induction teachers during the first week of teacher in-service. The topics to be discussed may include: a. Staff and student handbooks b. Classroom observations and evaluations c. School safety plan d. Access to the building e. Communication plan f. Money collection g. Purchase requests h. Staff attendance i. Professional leave j. School nurse k. Resources available l. Professional expectations m. Technology n. Student supervision o. Curriculum expectations p. Class schedules q. Master schedule r. PowerSchool s. School and community culture. The beginning teacher will take a year-long course that will assist them in fully meeting the South Carolina Teaching Standards, effectively teaching the state's academic standards, and being a competent and professional educator. The mentor will assist the beginning teacher in collecting evidence of student growth annually. The mentor will also assist the teacher with the development of appropriate SLO's. Each beginning teacher will be assigned an SLO/observation team composed of trained staff members and the building principal or their trained administrative designee as part of the formative assessment process. Each member of the observation team will conduct at least one integral observation per semester and will provide feedback to the teacher. Consensus meetings will be held at mid-year and at the end of the year.

## Induction Year 2 Teachers

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Note: If a district will have Induction Year 2 teachers, the plan for evaluating and supporting these teachers must be provided. The district's plan for evaluating their Induction Year 2 teachers *cannot* mimic their Induction and Mentoring Year 1 plan. Please see the requirements of the *Formative Evaluation for Induction-Contract Educators* chart in Appendix B for further guidance. In preparation for formal evaluation, all induction teachers must annually collect evidence of student growth.

- The district will NOT have Induction Year 2 teachers
- The district will have Induction Year 2 teachers

Please provide a detailed description of the plans to provide support and assistance to Induction 2 teachers.

### Induction Year 3 Teachers

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Note: If a district will have Induction Year 3 teachers, the plan for evaluating and supporting these teachers must be provided. The district's plan for evaluating their Induction Year 3 teachers *cannot* mimic their Induction Year 2 or Year 1 plan. Please see the requirements of the *Formative Evaluation for Induction-Contract Educators* chart in Appendix B for further guidance. In preparation for formal evaluation, all induction teachers must annually collect evidence of student growth.

- The district will NOT have Induction Year 3 teachers
- The district will have Induction Year 3 teachers

Please provide a detailed description of the plans to provide support and assistance to Induction 3 teachers.

### Attachments

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Name	Description	Created By
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No attachments.



## Bamberg School District One (0501)

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### SLO, GBE, and Diagnostic Assistance

No updates. Refer to ADEPT  year plan: Choose an item.

#### A. SLO

Student growth is to be collected annually by all classroom-based teachers. A Student Learning Objective (SLO) is a student academic growth goal that an educator sets for his or her students. SLOs are monitored over a duration of time the students are with the teacher for instruction, which may be most of an academic year, a semester, or quarter depending on the context in which the teacher leads instruction.

#### Monitoring and Writing SLOs

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- SLOs will be supported through a series of conference sessions to include an approval, mid-course and summative conference as outlined in the SLO Guidebook.
- Please note, with the SCTS 4.0 process, SLO monitoring and Mid-Course Review Conferences may be streamlined into the Classroom Observation Conferences. Evaluators can use this time to not only provide feedback on the teacher's professional practice, but on his or her SLO as well.

#### Scoring SLOs

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Indicate your district's method for supporting the SLO process:

- The district will be using state-provided SLO scoring rubric.
- The district will use a district-created scoring rubric. (District-created rubrics must be included as an attachment with submission of the Expanded ADEPT Plan.)

#### B. Goal-Based Evaluation

Goals-based evaluation (GBE) is the ongoing professional growth and development phase of ADEPT that is appropriate for educators at the annual- and continuing-contract levels who have successfully completed an ADEPT summative evaluation and who do not require an additional summative evaluation.

Classroom-based teachers undergoing informal (GBE) evaluations will write SLOs. The SLO can meet the requirement of the Professional Growth and Development component of the GBE process. Separate growth goals for the educator can be set at the employing district's discretion.

Check one of the following options:

- The district will implement the state's GBE model, as follows:
  - Educators will engage in research and development SLO and/or GBE if no performance weaknesses are evidenced.
  - Educators will engage in competence-building SLO and/or GBE if performance weaknesses have been evidenced and documented over time.
- The district proposes an alternate model for promoting educators' continuous professional growth and development. *(A detailed description of the district's proposal must be provided. Approval is required prior to implementation.)*

#### District Comments About Goals-Based Evaluation

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Optional

#### C. Diagnostic Assistance

Districts may provide diagnostic assistance to educators at the annual-contract level who need additional individualized support as an interim step prior to summative evaluation. Employment and dismissal provisions do not apply to educators during their annual-contract diagnostic assistance year. At the end of the diagnostic assistance year, the district may employ the educator at the annual-contract level (under summative evaluation) or terminate the educator's employment. If employment is terminated, the educator may seek employment in another school district at the annual-contract level (under summative evaluation).

At a minimum, the diagnostic assistance process must meet the requirements of the ADEPT Guidelines in terms of (1) developing an appropriate competence-building professional growth and development plan for the educator, (2) assigning a mentor to assist the educator, (3) providing the appropriate number of formal observations of practice, and (3) providing appropriate opportunities and time for the educator and the mentor to carry out the provisions of the plan.

## Diagnostic Assistance

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Check one of the following options:

- The school district will implement the ADEPT Guidelines for providing diagnostic assistance to eligible classroom-based teachers, library media specialists, school counselors, and speech-language therapists at the annual-contract level.
- The school district offers an alternative proposal regarding diagnostic assistance for eligible annual-contract educators. *(A detailed description of the district's proposal must be provided. Approval is required prior to implementation.)*
- The school district elects not to offer diagnostic assistance.

## District Comments about diagnostic assistance

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Optional

## Attachments

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Name	Description	Created By
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No attachments.

# Bamberg School District One (0501)

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## Expanded ADEPT Evaluation Timeline (Required)

 Please submit a copy of your district's coming school year calendar along with this plan.

1. The district is required to disseminate this approved timeline to all educators and evaluators who are involved in the summative and formative evaluation process during the coming school year.
2. The district is responsible for developing and disseminating timelines for collecting additional data that apply to special area personnel (i.e., library media specialists, school counselors, speech-language therapists) if any of these educators are undergoing summative or formative evaluation in the district during the coming school year.

Note: Districts opting to use an alternate evaluation instrument must use the same evaluation timeline dates for implementation. All participants in the evaluation process must be given a copy of the appropriate evaluation timeline.

### District Calendar for 2022-23

Beginning Date for Teachers

The beginning date for teachers in the 2022-23 school year

08/08/2022

Beginning Date for Students

The beginning date for students in the 2022-23 school year

08/15/2022

### Prerequisites

These activities must be accomplished prior to the beginning of the preliminary evaluation cycle.

Evaluator Training Date

Training of all evaluators on the district approach to Expanded ADEPT?

08/12/2022

Number of teacher evaluators currently SCTS trained?

24

Number of teacher evaluators currently SCTS certified?

24

Number of speech-language therapist evaluators currently certified?

0

Number of library media specialist evaluators currently certified?

1

Number of school counselor evaluators currently certified?

1

How will you train new evaluators for the coming year?

Check all that apply

District-led Training

Multi-district or Consortium-led Training

SCDE Training

Evaluator Refresher Training Date

Date of refresher training for evaluators who are unsuccessful on the certification exam (if needed)

08/11/2022

<b>Principal Training Date</b> Deadline to train all principals on the district approach to Expanded ADEPT for 2022-23	08/12/2022
<b>Evaluator selection, assignment, and briefings date</b>	08/12/2022
<b>Formative and Summative Evaluation Orientation Date</b> Deadline for orientation(s) for educators scheduled for formative and summative evaluations <i>(Educators on GBE evaluation types may be oriented to the process as a part of their preliminary approval conference.)</i>	08/19/2022
<b>General Orientation to District Approach Date</b> Deadline for orientation(s) of all educators, on the district approach to Expanded ADEPT for 2022-23	09/02/2022
<b>One-day SCTS 4.0 Orientation Date</b> Date(s) for full one-day teacher orientation to SC Teaching Standards 4.0 Rubric for teachers undergoing first summative evaluation (must be aligned with one-day teacher training on SC ADEPT Support Portal; may be integrated into district Induction Program.)	08/12/2022

## Preliminary Evaluation Cycle

Minimum length\* = 45 student attendance days, beginning *after* the date that the teachers receive their orientation.

<b>Beginning date of the Preliminary Evaluation Cycle</b> Must be after the teacher orientation.	09/06/2022
<b>Deadline for conducting Beginning of Year Conferences</b> SLO, GBE, etc.	09/19/2022
<b>Ending date for classroom observations</b>	12/02/2022
<b>Deadline for conducting Preliminary Evaluation Consensus meetings</b> Required for Consensus Approach only	12/09/2022
<b>Deadline for conducting Middle of Year Conferences</b> SLO, GBE, etc.	12/15/2022
<b>Deadline for conducting Preliminary Evaluation Conferences with teachers</b>	12/15/2022

## Final Evaluation Cycle

Minimum length\* = 45 student attendance days, beginning *after* the date that the teachers' Preliminary Conferences have been held.

<b>Beginning date of the Final Evaluation Cycle</b>	01/23/2023
<b>Ending date for classroom observations</b>	03/20/2023
<b>Deadline for conducting Final Evaluation Consensus meetings</b> Required for Consensus Approach only	04/06/2023
<b>Deadline for conducting End of Year Conferences</b> SLO, GBE, etc.	04/21/2023

Deadline for conducting Final Evaluation Conferences  
with teachers

04/21/2023

May be combined with SLO/GBE End of Year Conferences as appropriate

 Attachments

Name	Description	Created By
22-23 School Calendar.pdf	22-23 School Calendar.pdf	Miller, Denise

## Bamberg School District One (0501)

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### Additional Programs (Only Updates Required)

#### Charter Schools

No updates. Refer to ADEPT  year plan: Choose an item.

A charter school may elect to participate in the ADEPT system under the sponsorship of a public school district. If the charter school elects to implement the ADEPT system, the following requirements apply:

- The contract between the charter school and its sponsoring school district must include an ADEPT provision. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of implementation of the ADEPT system. The ADEPT provision also must address the district's responsibilities in terms of staff training and program implementation. At a minimum, the district must agree to disseminate all ADEPT-related information from the SCDE to the charter school and to report charter school teacher data to the SCDE.
- All certified teachers in the charter school must be assisted and evaluated in accordance with the sponsoring school district's approved ADEPT plan (Sections I–VI). If the charter school does not issue teacher contracts, each teacher's ADEPT requirements must be determined based on the teacher's prior experience and ADEPT history.

#### Charter School Participation

Answer as appropriate.

There are no charter schools that will participate in the district's ADEPT plan.

- If there are charters sponsored by the district, but they will NOT participate in the district's ADEPT plan or in the district's SCLead.org required end-of-year reporting, please list those charter schools below:  
Name of the Charter School(s) NOT Participating in ADEPT Process

- If the district has entered into a formal agreement, consistent with Section XI.C. of the ADEPT regulation (R 43-205.1), to have the following charter schools participate in the district's ADEPT plan, please list all participating charter schools in the chart below:

Charter School Name

Classroom-based Teacher Model

## Career and Technology Education (CTE) Centers

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Answer as appropriate.

There are no CTE centers in the district.

- There are CTE centers in the district, but they will NOT participate in the district's ADEPT plan or in the district's SCLead.org reporting. *Please list the centers below.*

Name of the CTE Centers NOT Participating in ADEPT Process

- The following CTE centers will participate in the district's ADEPT plan and/or in the district's SCLead.org reporting: *(Please list all CTE centers for which the district will assume ADEPT-related responsibilities.)*

Name of the CTE Centers Participating in ADEPT Process

## Residential Treatment Facility Participation

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Check one of the following options

There are no residential treatment facilities in the district that will be included in the district's ADEPT plan.

The following residential treatment facilities will participate in the district's ADEPT plan and/or in the district's SCLead.org reporting: *(Please list all residential treatment facilities for which your district will assume ADEPT-related responsibilities.)*

Name of the Residential Treatment Facilities Participating in ADEPT Process

## Additional Comments

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Include additional comments, if any, regarding the district's proposed ADEPT Plan. (Optional)

## Bamberg School District One (0501)

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### Continuous Improvement (Required)

Per Expanded ADEPT system guidelines, a district's evaluation and improvement plan must include responses to the following. Providing this data to the SCDE is critical to system changes over time.

#### Collecting Feedback on Expanded ADEPT Implementation

Briefly describe how your district gathers data and monitors the fidelity of implementation of Expanded ADEPT. What reflections do you have on the first year of SCTS implementation?

Bamberg County School District will make every effort to assist all teachers as they instill in our children the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate. Data is gathered at designated points throughout the year using district-approved research programs, which in turn, are used to assess the goals set by teachers on their Goals-Based Evaluations (GBEs) or Student Learning Objectives (SLOs) throughout the year. BCSD continues to employ an Induction, Mentor, & ADEPT Coordinator. They are responsible for the implementation and evaluation of the program. School principals are responsible for implementing the GBE program and the SLO process and procedures. Results of all ADEPT programs will be reported by the ADEPT Coordinator and recommendations will be made to the superintendent.

Briefly describe your district's plan and process for gathering feedback on the effectiveness of implementation of Expanded ADEPT in general.

Feedback will be collected through surveys and interviews.

Briefly describe your district's plan and process for gathering feedback on the effectiveness of its Induction and Mentoring Program specifically.

The district requires that induction teachers turn in mid-year surveys. The surveys are reviewed by the Induction Coordinator and the assistant superintendent in order to determine if any mid-year changes need to be made. Mentors and induction teachers turn in end-of-year surveys. These surveys are reviewed to determine if changes need to be made. Recommendations are made to the superintendent.

#### Improving Based on Feedback

Feedback must be used to craft the district's Expanded ADEPT plan. Examples of possible data sources include teacher and mentor surveys, observation data, walkthrough data, SLO data, SCLead.org reports, etc. Provide examples of data sources used.

Based on feedback, what are the district's overall strengths in terms of using the current ADEPT system to promote teaching performance and effectiveness?

The strengths of the Bamberg County School District lie in the implementation of the Induction/ Mentoring program and the formal evaluation components of the ADEPT model. Exit interviews and surveys indicate that teachers, evaluators, and mentors are satisfied that the process is thorough and fair.

Based on feedback, what are your district's opportunities for improvement and plans for implementing those improvements? Be sure to reflect on support of the growth, performance, and effectiveness of induction, annual, and continuing-contract teachers.

Bamberg County School District will have the opportunity and the challenge of a new start. The process of merging the ADEPT program is going smoothly because Bamberg 1 and Bamberg 2 shared an ADEPT coordinator during the 2021 - 2022 school year. Further professional development is needed for evaluators, mentors, and teachers to support growth,



performance, and effectiveness of all teachers. Professional development opportunities will be scheduled for administrators and evaluators to further their knowledge and application of Rubric 4.0. Also, professional development is needed for the Special Areas Evaluation. Professional development opportunities will be offered to all annual and continuing contract teachers through the school year. Induction teachers will complete Rubric 4.0 training throughout the induction process.

## Bamberg School District One (0501)

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### Appendix A: Formal Summative Evaluation Requirements

State-recognized uses of ADEPT summative evaluation results include the following:

1. License Advancement. Educators at the annual-contract level must successfully complete an ADEPT summative evaluation in order (1) to advance to a professional teaching license and (2) to be eligible for employment under a continuing contract.
2. License Suspensions. The State Board of Education must suspend the license of any educator who fails two ADEPT summative evaluations at the annual-contract level, consistent with Regulation 43-205.1 (Section IV.D.4).
3. Local Employment Decisions. Educators at the continuing-contract level may be formally evaluated at the discretion of the school district, upon timely receipt of written notification, in accordance with the applicable ADEPT Statutes, Regulation, and Guidelines.
4. Feedback to Educator Preparation Programs. Educators' ADEPT formal (summative) evaluation results are used to rate the effectiveness of teacher preparation programs at colleges and universities throughout the state.
5. Identification of Educator Professional Development Needs. Professional development needs of the educator will be gleaned from the observation outcomes agreed upon by members of the evaluation and support team.

The following district requirements apply to summative evaluations:

1. An evaluation team must be appointed for each educator who is scheduled for summative evaluation. All evaluation team members must be qualified, appropriately trained, and certified. Each evaluation team must consist of a minimum of two members. One evaluator must be a school or district administrator or supervisor, and at least one member of the evaluation team must possess knowledge of the content taught by the teacher who is being formally evaluated. Additionally, a minimum of three evaluators is required for teachers scheduled to undergo highly consequential summative evaluations (i.e., annual-contract teachers who are undergoing their second summative evaluations and annual-contract teachers who are returning to the field following Expanded ADEPT-related state sanctions and are undergoing their final required summative evaluations).
2. Every educator who is scheduled to undergo a summative evaluation must receive a comprehensive orientation prior to the beginning of the evaluation process.
3. The summative evaluation process must be based on multiple sources of evidence. Evidence must be collected and documented over time.
4. Every educator who undergoes a summative evaluation must receive the following conferences during the evaluation year: SLO conferences, pre- and post-observation conferences, and final evaluation conference. SLO conferences and observation conferences may be combined. Districts using the consensus approach will also include an evaluation conference at the conclusion of the Preliminary Evaluation Cycle.

## Bamberg School District One (0501)

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### ADEPT Plan Addendum (REQUIRED): Equitable Access to Effective Teachers

Thank you for taking the time to complete this questionnaire. Our goal is to support you in ensuring that all students in South Carolina have equitable access to highly effective teachers and leaders. In order to recruit and retain great teachers and leaders across all schools and classrooms, we recognize the need to examine data to identify gaps so that our reality drives our solutions. We know that your responses will inform the kind of supports that we offer but will also help you as you reflect with your team and plan for the coming year.

Review the 2021-22 Effectiveness Human Capital (Schools) ADEPT report in [SCLead.org](https://www.scllead.org) and use it to respond to the following items:

1. List the school(s) with the lowest percentage of Teachers Effective. What do you know about this/these school(s) that allows this to be the situation? How are principals in these schools being supported by the district?

Denmark Olar Middle School has the lowest percentage of effective teachers. Past hiring practices and staff retention has influenced the situation. Professional development is provided to include leadership mentoring and training. All supports and resources will be provided by the district to address all deficiencies.

2. List the school(s) with the largest percentage of induction teachers. What do you know about this/these school(s) that allows this to be the situation?

Denmark Olar Elementary School has the largest percentage of induction teachers. The location of our district and the teacher salary scale create challenges with regard to teacher retention and recruitment.

3. List the school(s) with a Tier 1 Principal. What supports for teacher effectiveness might need to be different for those schools?

Richard Carroll Elementary School will have a tier 1 principal for the 2022 - 2023 school year. The principal should have tier 2 certification at the end of the school year. The principal will receive continuous professional development tailored to their professional development and growth plan. The district will provide frequent check-in with the principal and teaching staff to assess the school's needs and develop an action plan if necessary.

4. What strategies are currently in place to address the disparities between our schools with higher percentages of effective teachers and those with lower percentages?

Bamberg County School District will continue the mentoring program shared by BSD1 and 2 during the 2021 - 2022 school year. The district will provide cross-training for certified staff. The district has implemented a recruitment program to include virtual recruitment and recruitment incentives. Explicit professional development will be provided in include multi-tiered support.

5. Are there any district processes regarding how teachers are assigned to schools that contribute to students to having less access to effective teachers?

All teachers are assigned to the school that matches their credentials. The district will continue to coach teachers with identified deficiencies.

6. What steps or adjustments can be made immediately and throughout this year to improve equitable access, even modestly?

Bamberg County School District will continue to recruit highly effective teachers through an employee incentive program. Teacher openings will be advertised on multiple platforms. Graduate courses and other professional development opportunities will be provided by the district. Our hiring and promotion procedures have been streamlined to provide equal opportunities to all. We will frequently monitor our procedures and policies and will make adjustments as needed.

## Bamberg School District One (0501)

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### 2022-2023 ADEPT Plan Attachments

#### Attachments

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Name	Description	Created By
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No attachments.

## Bamberg School District One (0501)

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### Assurances and Approval

Signature indicates the district's assurance that educator evaluation processes as articulated in this ADEPT Plan will comply with the Expanded ADEPT guidelines for continuing-contract, annual-contract, and induction-contract teachers as well as the 2020 ADEPT guidelines for evaluating special area educators. By signing this document, the district assures that:

1. All classroom-based teachers in the district will collect student growth data through the use of SLOs and will receive support through Approval, Mid-Course, and End of Year Conferences.
2. Continuing contract teachers up for recertification will receive formative observations and feedback.

Upon signature by the SCDE and the district, your Expanded ADEPT Implementation Plan will be considered approved.

 06/01/2022 01:32 PM - Denise Miller - District Staff

 06/30/2022 12:59 PM - Kimberly Howard - State Administrator

### SCDE ADEPT Plan Comments

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[ no comments yet ]